

Consortium for  
Educational  
Research and  
Evaluation—  
North  
Carolina

# Turning around North Carolina's Lowest-Achieving Schools:

Initial Findings on the School Leader Professional  
Development Series

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## **TURNING AROUND NORTH CAROLINA’S LOWEST-ACHIEVING SCHOOLS: INITIAL FINDINGS ON THE SCHOOL LEADER PROFESSIONAL DEVELOPMENT SERIES**

### **Executive Summary**

The Consortium for Educational Research and Evaluation–North Carolina is evaluating the North Carolina Department of Public Instruction (NCDPI) District and School Transformation (DST) Division’s federally funded Race to the Top (RttT) Turning Around North Carolina’s Lowest Achieving Schools (TALAS) Initiative. One goal of this evaluation is to assess the main intervention strategies that DST employs to improve low-performing schools.

As part of the TALAS initiative, DST offers three primary professional development strategies to assist schools identified as TALAS-eligible: (1) the School Leader Professional Development Series, (2) coaching (leadership and instructional), and (3) Local Education Agency (LEA)- and school-level professional development. The purpose of this report is to present findings from one of these main strategies, the School Leaders Professional Development Series.

The School Leaders Professional Development Series is a year-long program of six two-day sessions, offered regionally to TALAS-eligible personnel who serve primarily as school-level leaders. The Evaluation Team reviewed artifacts (e.g., agendas, presentations, and other session materials) from the first five sessions in the series, observed session six of the series, and administered a survey to those who attended the Summer 2012 sessions to gauge their perceptions of the series.

### ***Evaluation Findings***

#### ***Implementation***

DST conducted six regionally-based professional development sessions between June 2011 and June 2012. Sessions were attended predominantly by principals and assistant principals; however, other school personnel attended when the content of the specific sessions was relevant to their function. Overall, these DST professional development sessions reached 96 schools across 36 LEAs.

Results from the RttT Professional Development survey administered to the 196 participants of the Summer 2012 sessions of the School Leaders Professional Development Series showed that 77% of the respondents were principals or assistant principals and the remainder were other school- or Local Education Agency-level staff (e.g., lead teachers, curriculum specialists, reading coaches, technology facilitators, etc.). Of those completing the survey, 40% attended four or more sessions over the course of the series.

#### ***Quality and Relevance of the DST PD sessions***

The quality and relevance of the School Leaders Professional Development Series provided to participants of the TALAS initiative was determined primarily through a professional development observation and the administration of a professional development survey.

*RttT Professional Development Observation*

Data from the observed session show that DST successfully provided high-quality professional development to its participants. All of the eleven individual segments that comprised the observed professional development session were rated at the highest two levels: Level 5: Exemplary Professional Development (64%) and Level 4: Accomplished, Effective Professional Development (36%). Facilitators engaged the participants in a variety of activities including hands-on activities, discussions, and reflections in whole-group, small-group, and individual formats. A review of artifacts from the previous five sessions in the series strongly suggests that the quality of their content, style, and facilitation mirrored that of the sixth session.

*RttT DST Professional Development Survey*

The majority of participants reported that the professional development provided to them through the DST School Leadership Professional Development Series helped them understand and plan to address applicable components of the United States Department of Education Reform Models. The survey questions that generated the most agreement from participants with respect to the degree to which the professional development was most effective were those that asked about the professional development's impact on participants' ability to re-evaluate the impact of school practices and procedures on learning. The survey questions that generated the least agreement from participants were those that asked about the professional development's impact on their understanding of how to partner to provide social-emotional and community-oriented services and supports. Participants also were asked to rate the importance of reform model components to their school's transformation efforts. Overwhelmingly, respondents agreed that the components were critical to this process. Lastly, in the open-ended portion of the survey, participants reflected a need for more differentiated professional development content, improved professional development on literacy, and support for more information focused directly on student-level impact measures.

***Recommendations***

Data suggest that, overall, DST successfully constructed and delivered a high-quality professional development program to participants through its School Leaders Professional Development Series. Based on participant feedback, we recommend the following modifications to provide opportunities to further enhance the relevance and utility of the information provided.

- *Differentiate Professional Development Opportunities:* Provide differentiated professional development offerings on the basis of participants' leadership experience level as well as a school's level of student achievement progress while being served by DST.
- *Improve the Literacy Professional Development Opportunities:* Provide literacy-focused professional development with high-quality facilitators who have recent and relevant experience in sound, research-based practices, and offer differentiated literacy materials and processes for various school levels—elementary, middle, and high.

***Next Steps for the TALAS Professional Development Evaluation***

The Evaluation Team will continue to assess the professional development offered by DST over the RttT grant cycle which concludes in 2014. The coaching provided through DST in selected LEAs is addressed in a separate report. This evaluation brief highlights the RttT School Leader Professional Development Series. Future work will continue to follow this strand of professional development and also will gather data on the coaching and local-level professional development provided to participating schools.

## **Introduction**

### ***Overview***

The North Carolina Department of Public Instruction's (NCDPI) District and School Transformation (DST) Division administers the Turning Around the Lowest Achieving Schools (TALAS) initiative funded through North Carolina's federal Race to the Top (RttT) grant. DST seeks to impact the state's lowest-achieving 5% of schools through the implementation of four models defined by the United States Department of Education (USED): Transformation, Turnaround, Restart, and Closure. The goals of the initiative are to (1) improve achievement in this group of low-performing schools in North Carolina where Performance Composites are below 50% proficient and graduation rates in high schools are under 60%, (2) raise Local Education Agency (LEA)-wide performance (especially in LEAs where the LEA-aggregate performance composite below is 65%), and (3) provide new opportunities for students in the lowest-achieving schools and LEAs to prepare for college and career readiness.

The TALAS initiative builds on pre-RttT work to improve school performance. This work was started in response to North Carolina Supreme Court decisions in *Leandro v. State*, 346 N.C. 336, 348, 488 S.E.2d 249, 255 (1997) and *Hoke Cty. Bd. of Educ. v. State*, 358 N.C. 605, 599 S.E.2d 365 (2004). North Carolina began a high school turnaround initiative to restructure and improve 44 low-achieving high schools in 2005, with 22 additional schools added in 2006. NCDPI created DST to manage the turnaround process in 2007. DST continued its work with high schools and expanded its efforts to the 37 lowest-achieving middle schools, feeder schools to the lowest-achieving high schools, as well as to 22 elementary schools. By the 2008-09 school year, DST added another facet to its work by formally providing assistance at the LEA level. In 2008-09, the lowest-achieving 5% of schools at each level included 132 schools with about 69,000 students (64 elementary, 22 middle, 46 high schools). DST staff utilized the test score results from 2009-10 to select a set of 118 schools to include in the RttT TALAS initiative. Each school had the option to choosing one of the aforementioned mechanisms for improvement. Twelve schools opted for closure, leaving DST with 106 schools at which to aim its efforts.

DST provides professional development for the TALAS initiative to low-achieving schools and LEAs in three primary modes: coaching, local professional development (tailored to school/LEA needs), and a School Leaders Professional Development Series, as illustrated in Figure 1 (following page). The focus of the present study is the RttT-funded TALAS Professional Development for School Leaders Series.

*Figure 1. Modes of Professional Development*



### ***Purpose of the RttT Evaluation and of this Brief***

North Carolina's RttT proposal includes a commitment to independent evaluation of each initiative. This evaluation is being conducted by the Consortium for Educational Research and Evaluation–North Carolina (CERE–NC), a partnership of the SERVE Center at the University of North Carolina at Greensboro, the Carolina Institute of Public Policy at the University of North Carolina at Chapel Hill, and the Friday Institute for Educational Innovation at North Carolina State University. The roles of the RttT Evaluation Team are to (1) document the activities of the RttT initiatives; (2) provide timely, formative data, analyses, and recommendations to help the initiative teams improve their ongoing work; and (3) provide summative evaluation results toward the end of the grant period to determine whether the RttT initiatives met their goals and to inform future policy and program decisions to sustain, modify, or discontinue initiatives after the grant-funded period.

The scope of the present study is situated within wider TALAS evaluation efforts that are chronicled in two prior evaluation reports (Thompson, Brown, Townsend, Henry, & Fortner, 2011; Thompson, Brown, Townsend, & Campbell, 2013). Table 1 (following page) details the evaluation questions explored in the larger TALAS evaluation.

The present study is part of the Evaluation Team's effort to address Evaluation Question 2, *What are the main intervention strategies that the DST Division employs to improve low-performing schools?* The purpose of this study is to provide detailed information about the implementation and impact of the School Leader Professional Development Series on TALAS initiative-identified schools. Results from a survey, professional development observations, and document analyses are reported in this brief. Over the duration of the grant, the Evaluation Team will continue to document the professional development activities of DST. Information will be

reported about school staff's participation in and satisfaction with professional development designed to assist them in the transformation of their schools.

*Table 1. Overall TALAS Evaluation Questions*

<b>RttT TALAS Evaluation Questions</b>	
1.	What problems are identified in the low-performing schools and districts?
2.	What are the main intervention strategies that the District and School Transformation Division employs to improve low-performing schools?
3.	What are the intended mechanisms of improvement?
4.	How do the District and School Transformation Division strategies work? That is, do the strategies and mechanisms play out as intended?
5.	What is the impact of the District and School Transformation intervention strategies on intermediate outcomes as well student achievement and graduate rates:
	<ul style="list-style-type: none"><li>• Impact on student achievement, graduation rates, and other school outcomes.</li><li>• Impact on enduring capacity, ability of school to sustain change</li></ul>

### ***DST School Leaders Professional Development Series***

From summer 2011 to summer 2012, six different one- or two-day regionally available professional development sessions were held across the state for school-level leaders (e.g., principals, assistant principals, select teachers, and instructional coaches) employed in the 118 RttT-identified lowest-achieving schools (Table 2, following page). Principals attended all sessions, with other personnel only attending sessions with content tied to their specific roles. Facilitators for the sessions were DST employees. Topics covered during the sessions were aligned to USED's Transformation Components and specific aspects of the NCDPI Framework for Action. Additional sessions will be held through 2013 for a total of ten sessions in the series over two school years.

*Table 2. RttT DST School Leader Professional Development Sessions*

Session	Topics	Location	Number of Participants
I	<ul style="list-style-type: none"> <li>• Race To The Top (RttT) And the School Improvement Grant (SIG)</li> <li>• Successful Voices Of Transformation, Turnaround, Restart, Or Closure</li> <li>• Comprehensive Needs Assessment (CNA)</li> <li>• Vision And Mission/Planning For School Improvement And Strategies For Change</li> <li>• Leadership For Professional Learning Communities (PLCs)</li> </ul>	Edgecombe County, June 20-21 Charlotte, June 22-23 Durham, July 11-12 Robeson County, July 13-14	161
II	<ul style="list-style-type: none"> <li>• Race To The Top (RttT) And the School Improvement Grant (SIG)</li> <li>• History From Turnaround To District And School Transformation</li> <li>• Introduction To The Framework For Action</li> <li>• Using Data</li> <li>• Implementing Quality PLCs</li> </ul>	Mooresville, September 20-21 Clayton/Raleigh, September 20-21	99
III	<ul style="list-style-type: none"> <li>• Literacy Overview</li> <li>• Developing a Literacy Plan</li> </ul>	Goldsboro, December 6 Pinehurst, December 6 Thomasville, December 6	91
IV	<ul style="list-style-type: none"> <li>• USED Visit Information</li> <li>• Literacy Plan Review</li> <li>• The Learning Cycle Through: Rigor, Relevance, Engagement, &amp; Language Amplification</li> <li>• Providing Teacher Feedback – Support/Evaluation</li> </ul>	Fayetteville, February 9 Greensboro, February 9 Plymouth, February 9 Salisbury, February 9	113
V	<ul style="list-style-type: none"> <li>• Connecting the USED Transformation Model components, Framework for Action process, and the College and Career READY initiatives</li> </ul>	Durham, March 29	86
VI	<ul style="list-style-type: none"> <li>• Examining Teaching And Learning Through Evidence And Impact</li> <li>• Improving Student–Centered Lesson Observations</li> <li>• Asking Better Questions To Produce Higher Quality Instruction</li> <li>• Identifying The “Impact” Of Instruction</li> <li>• Giving Effective And Productive Feedback</li> </ul>	Rocky Mount, June 25-26 Fayetteville, June 28-29, 2012 Raleigh, July 10-11, 2012 Charlotte, July 16-17, 2012	196

***Evaluation of Professional Development Activities***

To chronicle the professional development activities offered by DST, RttT Evaluation team members reviewed archival materials, attended a professional development session, and administered a professional development satisfaction survey. DST staff provided RttT Evaluation Team members with documents from each professional development session (e.g., session agendas and PowerPoint presentations). Additionally, one researcher conducted an observation of the initial two-day professional development session for the 2012-13 cycle to gain an understanding of how the professional development sessions in DST's Leaders Professional Development Series are conducted and to evaluate the session's characteristics in relation to industry-standard best practices for professional development. Finally, the Evaluation Team developed a professional development survey, a link for which was provided via email to school- and LEA-level participants following each of the DST PD sessions held during the summer of 2012.

## **Data Sources**

### ***Session Artifacts***

DST staff provided access to all professional development session materials. Agendas, presentation, and activity items were provided, as well as access to an online repository (<http://dst.ncdpi.wikispaces.net/>). The Evaluation Team used these artifacts to guide evaluation activities.

### ***Race to the Top Professional Development Observation Instrument***

The Professional Development Observation Protocol was used to observe one professional development session held during Summer 2012. The protocol was developed by the Evaluation Team and was adapted from a professional development tool developed by Horizon Research, Inc. (<http://www.horizon-research.com/instruments/lsc/pdop.pdf>). The tool is used to gather information on the quality of the professional development being observed. Evaluators indicate whether key aspects of design (e.g., *The session provided opportunities for participants' to share knowledge of content, teaching, learning, and/or the reform process.*), implementation (e.g., *The facilitator(s)' management style enhanced the quality of the session.*), instructional practice (e.g., *Attention was paid to classroom strategies.*), and culture (e.g., *There was a climate of respect for participants' experiences, ideas, and contributions.*) are present. If identified, evaluators then assess the quality and quantity of the key aspects that they observe. The protocol includes both closed-form and Likert-scale items related to general characteristics of high-quality professional development. A member of the Evaluation Team recorded observations about and rated the quality of the primary intended purpose and major participant activities of each session.

### ***RttT DST Professional Development Survey***

The Evaluation Team developed a survey to assess the usefulness, relevance, and participant perceptions of the DST School Leaders professional development sessions. This survey was structured around USED's Transformation Model Components as well as specific aspects of the NCDPI Framework for Action. Specifically, the survey was designed to ascertain the degree to which professional development participants felt the DST-provided sessions delivered enough information about model components to implement various elements/practices in their LEAs or individual schools. The survey also seeks to determine the importance transformation school personnel attributed to each of USED's Transformation Model Components. In addition, the survey solicits information as to what participants deem to be the most and least beneficial portions of the professional development sessions offered over the last year. The survey is composed of four distinct sections:

- Participant background information (e.g., session attendance, school/LEA role, grade level specialization, and experience level)
- Impact of Professional Development about USED's Transformation Model Components
- Importance of USED's Components to School Transformation

- Open-ended questions about the least and most helpful aspects of the professional development series

Responses to the impact of professional development and the importance of USED's Components to school transformation were on a 5-point Likert scale (1="Strongly Disagree", 2="Disagree"; 3="Neutral", 4="Agree", 5="Strongly Agree").

The survey was administered primarily to individuals who attended each DST Summer 2012 professional development session held in four different regions of the state. A link to the survey was provided to participants at the close of each professional development session, and remained open until August. NCDPI DST staff were responsible for participant outreach and reminders to obtain a sufficient response rate (Tables 3 through 5), which they did by sending email reminders and telephoning participants. Survey responses were collected and stored through Qualtrics, an online data collection tool.

*Table 3. RttT DST Professional Development Survey Response Rates*

	Number	Percentage
Invited to take the survey <sup>a</sup>	196	
Logged in to take the survey	172	88%
Did not respond to the request for consent	2	
Declined to consent	9	
Consented to take the survey	161	82%
Consented, but did not take the survey	26	
Partially completed the survey	12	
Fully completed the survey (e.g., answered enough questions to be included in analysis)	123	63%

<sup>a</sup> DST staff provided a list of attendees who participated in the Summer 2012

Source: RttT DST Professional Development Survey

*Table 4. RttT DST Professional Development Survey Response Rate, by Summer 2012 Professional Development Session Location*

<b>Location</b>	<b>Number Invited to Take the Survey</b>	<b>Number Who Completed the Survey</b>	<b>Percentage Who Completed the Survey</b>
Rocky Mount	55	40	73%
Fayetteville	22	19	86%
Raleigh	68	36	53%
Charlotte	51	25	49%
Did not attend a Summer 2012 Session	N/A	3 <sup>a</sup>	NA
<b>Total</b>	<b>196</b>	<b>120</b>	<b>61%</b>

<sup>a</sup> 3 participants did not attend the Summer 2012 Professional Development Session and were not included in the calculation of the response rate.

Source: RttT DST Professional Development Survey

*Table 5. RttT DST Professional Development Survey Percentage of Respondents by Role*

<b>Role</b>	<b>Percentage of Survey Respondents (n=121)</b>
Teacher	12%
School Executive (e.g., Principal, Assistant Principal)	77%
Central Office Staff (e.g., Superintendents, Technology Director, Curriculum Director, RttT Coordinator)	2%
School Support Staff (e.g., Guidance Counselor, Testing Coordinator, Instructional Technology Facilitator)	6%
Other	3%

Source: RttT DST Professional Development Survey

**Findings**

The majority of the 196 participants who attended the Summer 2012 sessions and other sessions in the DST School Leaders Professional Development Series were principals and assistant principals (77%). Of the participants who took the survey, 40% were involved in the RttT-funded Regional Leadership Academies, which prepare leaders for service in DST-identified schools.<sup>1</sup> Most of the educators completing the survey indicated that they had more than ten years of experience (85% more than 10 years, 10% 6 to 10 years, and 5% 4 to 5 years).

According to responses to the RttT Professional Development Survey, the average number of sessions attended by participants was 3.5, with 50 respondents attending four or more sessions. Table 6 shows the number of survey respondents who participated in the professional development offered by DST by role and session date; Table 7 (following page) offers information about session attendance by location

*Table 6. Number of Survey Respondents Attending Professional Development Sessions by Role and Session Date*

<i>Total n=121</i>	<b>Professional Development Sessions</b>					
	<i>Summer 2011</i>	<i>September 2011</i>	<i>December 2011</i>	<i>February 2012</i>	<i>March 2012</i>	<i>Summer 2012</i>
Teacher (n=14)	5	1	0	1	0	14
School Executive (e.g., Principal, Assistant Principal) (n=93)	48	53	56	62	60	89
Central Office Staff (e.g., Superintendents, Technology Director, Curriculum Director, RttT Coordinator) (n=3)	1	2	2	0	1	3
School Support Staff (e.g., Guidance Counselor, Testing Coordinator, Instructional Technology Facilitator) (n=7)	5	3	1	4	1	7
Other (n=4)	3	0	0	1	1	4

Source: RttT DST Professional Development Survey

<sup>1</sup> For more information about this RttT-funded initiative, please see the CERE-NC reports at <http://cerenc.org/rttt-evaluation/equitable-supply-and-distribution-of-teachers-and-leaders/>.

*Table 7. Percentage of Survey Respondents Attending Professional Development Sessions by location*

Summer 2011 (n=121)		September 2011 (n=121)		December 2011 (n=121)		February 2012 (n=121)		March 2012 (n=121)		Summer 2012 (n=121)	
Edgecombe County	16%	Mooreville	16%	Goldsboro	23%	Fayetteville	15%	Durham	52%	Rocky Mount	33%
Charlotte	8%	Clayton/ Raleigh	33%	Pinehurst	9%	Greensboro	16%	Did Not Attend	48%	Fayetteville	48%
Durham	20%	Did Not Attend	51%	Thomasville	16%	Plymouth	19%			Raleigh	28%
Robeson County	7%			Did Not Attend	51%	Salisbury	7%			Charlotte	21%
Did Not Attend	48%					Did Not Attend	44%			Did Not Attend	3%

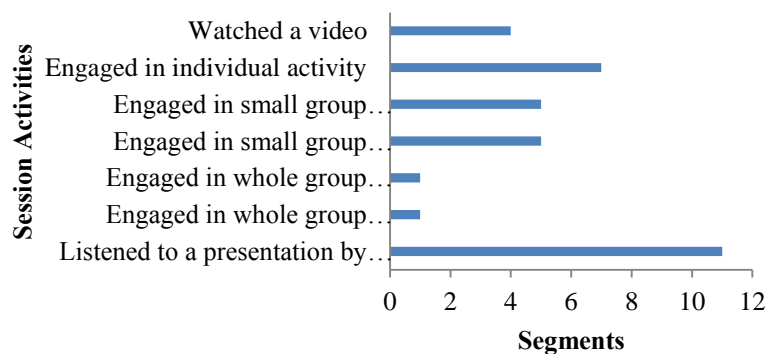
Source: RttT DST Professional Development Survey

### ***Professional Development Session Observation***

Eleven segments (i.e., separate portions of the session with distinct objectives and activities) were observed during the two-day professional development session. The 51 registered participants were led by two main facilitators who were employees of DST. Additional DST personnel were on hand to facilitate the small-group activities and discussions. The sessions focused on understanding and achieving change, exploring the differences that Common Core implementation can have on instruction, and initiating changes to teacher evaluation processes and procedures. Table 16 in Appendix C further details the content of each of the segments.

Participants engaged in a variety of activities, observing presentations and videos as well as taking part in small-group and whole-group discussions and activities. All of the professional development segments included more than one type of activity. Of the seven distinct professional development activities utilized over the course of the two-day session, the most frequently used activities were the presentation of information by the facilitator ( $n=11$ ) and the completion of an individual activity ( $n=7$ ). Figure 2 provides an overview of the activities.

*Figure 2. Professional Development Session Activities*



Source: RttT Professional Development Observation Instrument

The quality of the professional development segment was measured via questions on the Evaluation Team’s Professional Development Observation Protocol, on a scale of Poor/Fair/Good/Not Applicable (see Appendix A for the full instrument). Quality indicators included in the instrument were rated at the highest level for each of the observed professional development segments: (1) Pacing of the session; (2) Facilitator’s strategies for engaging participants (e.g., questioning, wait time); (3) Participant engagement (regardless of whether active or passive); (4) Overall session climate; (5) Facilitator’s presentation(s) session materials (e.g., PowerPoints, handouts); and (6) Session activities, distinct from discussion (e.g., games, role play).

Further assessment of the quality of DST professional development segments was measured through a series of three branching questions. The observer first noted the presence of specific professional development characteristics (e.g., “Participants shared ideas, experiences, and questions”) with a simple Yes/No response. For “Yes” responses, the observer indicated the quantity (Minimal, Moderate, A Lot) and quality (Poor, Fair, Good) of the characteristic. In most cases, when the characteristics outlined in Table 8 were observed in a given segment, the quantity and quality ratings were the highest available on the respective rating scales.

*Table 8. Characteristics of Professional Development Quality*

<b>Characteristics of Segment Quality Rating Scale (Yes, No) (n=11)</b>	<b>Occurrence of Characteristics in Segments</b>	<b>Quantity of Characteristic (% Rated “A Lot”)</b>	<b>Quality of Characteristic (% Rated “Good”)</b>
Facilitator encouraged participants to share ideas, experiences, and questions (or sharing was encouraged via the instructional design)	91% (n=10)	90% (n=9)	100% (n=10)
Participants shared ideas, experiences, and questions	91% (n=10)	100% (n=10)	100% (n=10)
Opportunity for participants to consider applications to their own professional practice	91% (n=10)	100% (n=10)	100% (n=10)
Opportunity for participants to “sense-make” (i.e., facilitator explicitly provides reflection time for processing info or its implicit in the instructional design)	91% (n=10)	100% (n=10)	100% (n=10)
Opportunity for participants to practice new skills and/or apply new knowledge	82% (n=9)	78% (n=7)	78% (n=7)
Assessment of participant knowledge and/or practice	55% (n=6)	83% (n=5)	83% (n=5)
Facilitator provided instructional feedback to participants (helping participants gauge their progress in acquiring knowledge or skills)	64% (n=7)	86% (n=6)	86% (n=6)
Connection made to other disciplines and/or other real-world contexts (i.e., outside of their professional context)	18% (n=2)	100% (n=2)	100% (n=2)

*Source:* RttT Professional Development Observation Instrument

The last portion of the Professional Development Observation Protocol measures the overall quality of the professional development session. The session can be rated on a scale from 1 to 5 (Level 1: Ineffective Professional Development; Level 2: Elements of Effective Professional Development; Level 3: Beginning Stages of Effective Professional Development; Level 4: Accomplished, Effective Professional Development; and Level 5: Exemplary Professional Development). Full descriptions of each of the rating categories are included in Appendix A. Out of the eleven PD segments observed, four segments (36%) were rated at Level 4 (Accomplished, Effective Professional Development) and seven (64%) were rated at Level 5 (Exemplary Professional Development).

Overall, data from the observation of the session suggest that DST successfully provided high-quality professional development to its participants. A review of artifacts (e.g., agendas, presentations, and other session materials) from the previous five sessions in the series provides evidence of consistency in session content and materials across the sessions, indicating that the findings from the one observed session should be generalizable across the others.

### ***DST RttT Professional Development Participant Feedback***

The DST RttT Professional Development Survey (Appendix B) captured participants' perceptions of the professional development provided to them through the School Leaders Professional Development Series. In the first portion of the survey, respondents were presented with each of the components of the USED Transformation Model and asked to rate their level of agreement with the following quality statements: (1) The professional development helped me understand this component; (2) The professional development prepared me to help others understand this component; (3) The professional development adequately prepared me to address this component; and (4) The plan for my school(s) includes strategies to address this component. The highest-rated component was Component 5, "Re-evaluate practices' and procedures' impact on learning." Between 92% and 96% of respondents agreed or strongly agreed that this component reflected each of the four quality statements above. The two components that garnered the least favorable reviews were Component 9: Provide ongoing mechanism for community and family engagement (61-75%) and Component 10: Partner to provide social-emotional and community-oriented services and supports (57-70%).

Tables 9, 10, and 11 (following pages) detail the percentage of respondents, by component, who agreed or strongly agreed that each component reflected the four professional development qualities listed above. Less favorable ratings may reflect that fact that not all USED components had been addressed by the time of the survey. As the series is completed over the next year, the remaining components will be explored with participants. See Appendix C for detailed survey data.

Table 9. United States Department of Education Transformation Component Responses

	<b>Proportion of Respondents who Agree and Strongly Agree, by Component</b>			
	<i><b>Component 1: Determine whether the principal should be replaced. n=93-122</b></i>	<i><b>Component 2: Implement a new evaluation system that uses student growth as a significant factor. n=120-123</b></i>	<i><b>Component 3: Identify and reward staff who are increasing student outcomes; support and then remove those who are not. n=120-121</b></i>	<i><b>Component 4: Implement strategies to recruit, place, and retain staff. n=119-122</b></i>
The professional development helped me understand this component.	69%	81%	77%	73%
The professional development prepared me to help others understand this component.	80%	80%	74%	72%
The professional development adequately prepared me to address this component.	N/A	82%	70%	71%
The plan for my school(s) includes strategies to address this component.	N/A	82%	77%	76%

Source: RttT DST Professional Development Survey

Table 10. United States Department of Education Transformation Component 5 Responses

	Proportion of Respondents who Agree and Strongly Agree					
	<i>Component 5: Select and implement an instructional model based on student needs.*</i>					
	<i>Develop goals and priorities with an effective plan for implementation. n=120-126</i>	<i>Implement quality Professional Learning Communities (PLCs). n=122</i>	<i>Implement strategies for ensuring that all students are learning. n=122-123</i>	<i>Implement a strategic literacy plan. n=121-122</i>	<i>Maintain student engagement and plan transitions to ensure on-time graduates. n=122-123</i>	<i>Re-evaluate practices' and procedures' impact on learning. n=122-123</i>
The professional development helped me understand this component.	85%	83%	91%	75%	77%	92%
The professional development prepared me to help others understand this component.	83%	83%	89%	70%	76%	93%
The professional development adequately prepared me to address this component.	84%	83%	88%	72%	75%	92%
The plan for my school(s) includes strategies to address this component.	92%	93%	94%	82%	84%	96%

\*The strategies listed represent various elements set forth by DST to address this USED Component.

Source: RttT DST Professional Development Survey

*Table 11. United States Department of Education Transformation Components 6-10 Responses*

**Percentage of Respondents who Agree and Strongly Agree, by Component**

	<b><i>Component 6: Provide job- embedded professional development designed to build capacity and support staff. n=119-121</i></b>	<b><i>Component 7: Ensure continuous use of data to inform and differentiate instruction. n=120-123</i></b>	<b><i>Component 8: Provide increased learning time. n=122-123</i></b>	<b><i>Component 9: Provide ongoing mechanism for community and family engagement. n=119-121</i></b>	<b><i>Component 10: Partner to provide social-emotional and community- oriented services and supports. n=119-121</i></b>
The professional development helped me understand this component.	83%	83%	79%	64%	60%
The professional development prepared me to help others understand this component.	81%	82%	79%	61%	59%
The professional development adequately prepared me to address this component.	84%	82%	78%	61%	57%
The plan for my school(s) includes strategies to address this component.	90%	92%	86%	75%	70%

Source: RttT DST Professional Development Survey

The next portion of the survey addressed the degree to which respondents believed that the components outlined by USED for school improvement are important. When asked about the importance of each of the components to the transformation of a low-achieving school, most respondents agreed or strongly agreed that the components are important to the transformation of their schools. With the exception of the replacement of the principal component (66%), at least 90% of participants either agreed or strongly agreed that every component is important. According to DST staff, principal replacement was emphasized with LEA-level staff and not the school-level leaders at whom the School Leaders Professional Development Series was aimed, which could explain the low level of agreement among those taking the survey. Table 12

displays the proportion of respondents who agreed or strongly agreed with the importance of each component.

*Table 12. Importance of United States Department of Education Transformation Components*

<b>Importance of USED Component to School Transformation</b>	<b><i>n</i></b>	<b>Percentage of Respondents who Agreed and Strongly Agreed</b>
Ensure continuous use of data to inform and differentiate instruction.		99%
Provide job-embedded professional development designed to build capacity and support staff.	121	98%
Implement strategies to recruit, place, and retain staff.	122	97%
Provide increased learning time.	122	96%
Provide sufficient operating flexibility to implement reform (LEA responsibility).	121	96%
Select and implement an instructional model based on student needs. (Framework for Action)	122	96%
Partner to provide social-emotional and community-oriented services and supports	122	93%
Ensure ongoing technical assistance.	122	93%
Identify and reward staff who are increasing student outcomes; support and then remove those who are not.	121	93%
Provide ongoing mechanism for community and family engagement.	122	92%
Implement a new evaluation system that uses student growth as a significant factor.	121	90%
Determine whether the principal should be replaced	122	66%

*Source:* RttT DST Professional Development Survey

The survey also contained three open-ended response items: (1) What part or parts of the professional development provided by DST were most helpful to you in planning your school's improvement efforts?; (2) What part or parts of the professional development provided by DST were least helpful to you in your school's improvement efforts?; and (3) What part or parts of the professional development provided by DST will have the greatest impact on your school's efforts to improve student achievement?

In response to Question One, participants of the School Leaders Professional Development series reported most often that the sessions dealing with the impact on students, information on data-driven decision making, and ideas about how to conduct observations (formal and walkthroughs) were the most beneficial to them across all of the professional development sessions. Two major ideas surfaced when participants were asked to share their thoughts about the least helpful aspects of the professional development. First, there was concern about the lack of differentiation for the participants who are at different stages professionally but are asked to complete exercises that they perceive to be for novice principals. Second, participants asked for improvement to the literacy training so that it is more closely aligned to their needs and is presented by facilitators who are more highly skilled in the field of literacy. In response to the final open-ended question about which portions of the professional development will have the greatest impact on improving student achievement, participants emphasized shifting the focus to student impact, creating and improving professional learning communities (PLCs), and improving the use of data. More detailed data can be found in Tables 13, 14, and 15 (following pages), which align the themes identified in participant responses by the Evaluation Team to examples of those participant responses.

*Table 13. Summary of Participants' Open-ended Comments about the Most Helpful Aspects of DST Professional Development to your school's improvement efforts*

Common Themes (Listed in Order of Popularity)	Illustrative Quotes
Session on the Impact on students	<ul style="list-style-type: none"> <li>• Learning how to evaluate our lessons to see if it made an impact on the students. Examining ourselves to see if we are willing to get out of our comfort zone to reach all of the students we teach</li> <li>• Being able to focus on specific outcomes with the key questions of “so what” and “what is the impact.”</li> <li>• Again, the workshop presented by Susan Silver on Impact on Student Learning was by far the BEST PD offered this year. It made sense and I was able to make a connection with how this would impact student learning and teacher understanding of what efforts would impact student learning.</li> <li>• When teachers began to see the effect of what they are doing in the classroom and the impact it has on student learning.</li> <li>• Helping teachers shift their focus on student impact rather than teacher actions</li> </ul>
Data-Driven Decision Making	<ul style="list-style-type: none"> <li>• The use of data</li> <li>• Looking at data and using it to inform instruction. Test aggregation and analysis with formative assessment</li> <li>• Focus on data, Focus on capacity building of teachers and Focus on administrator and teacher leaders, Focus on effectively utilizing resources provided by the school systems and NCDPI</li> <li>• The professional development on data and evaluation guided our strategies for school improvement.</li> <li>• Data/Instructional practices for all learners/ the CNA reports are extremely useful for all stakeholders</li> </ul>
Observations (formal and walkthroughs)	<ul style="list-style-type: none"> <li>• The new observation tool</li> <li>• Use of the evaluation instrument and feedback to help teachers continue to improve. Also the information on how to give student feedback more effectively.</li> <li>• Walkthrough instrument with focus on the impact of student learning</li> <li>• The focus of observations being on student impact.</li> <li>• Teacher evaluation feedback</li> </ul>

*Source:* RttT DST Professional Development Survey

*Table 14. Summary of Participants' Open-ended Comments about the Least Helpful Aspects of DST Professional Development to your school's improvement efforts*

Common Themes (Listed in Order of Popularity)	Illustrative Quotes
Lack of differentiation for the participants who were at different stages professionally	<ul style="list-style-type: none"> <li>• Most, if not all, were ineffective. I would relish the opportunity and time to have round table discussions with other colleagues as they shared successful strategies that they have implemented to improve student learning. This “one size fits all” approach to learning and brining about change was very ineffective. I strongly feel the intentions were pure and good, but the method of attack was extremely weak. We need good professional development. However, the PD needs to capitalize on the strengths of the individuals and focus on the specific needs of the school leaders.</li> <li>• The professional development offerings may have been extremely helpful to some, but I found that it did not meet my needs. As we expect teachers to differentiate for their students, there was no differentiation for me as a principal. I was sent to “fix” a school that was broken. I had the necessary skills to implement an effective instructional program coming in to the new school. I don’t know everything. I continue to learn daily. However, the staff development didn’t stretch me...I resented having to attend sessions with ineffective principals in our state. I want to learn...I need to learn...I need to come back with new strategies for my staff and I need to improve my knowledge and skills as a principal. This professional development failed to do this for me and possibly others. I question the effectiveness of the presenters as school leaders</li> <li>• To be honest, most all PD came after my school and district had addressed the issues that were the PD session. Our district and leadership coaches had already covered and had our district implement many of the strategies and therefore, most all PD sessions were not helpful to me at all. Our district is very progressive and doing some very innovative things that are “non-negotiable,” and we have made great strides.</li> </ul>
Improvement of the training surrounding literacy	<ul style="list-style-type: none"> <li>• The literacy piece wasn’t very clear</li> <li>• Literacy session -no depth of conversations, nor was there any discussion of what was already being done in schools and/or school systems. This should be an important session, great time to collaborate</li> <li>• The professional development encouraged the use of poor practices such as Dibels or Blast-Off. Listening to professional development that was not research-based did not grow our practice. There was lots of movement and conversations but very little rich, in depth looks at what transformative schools who are successful are doing.</li> <li>• The presenters need to be experts in their field to present to transformational schools. Why would I need literacy advice from someone who claims to never have taught literacy? Teach UP to CCSS, not down to Dibels.</li> </ul>

Source: RttT DST Professional Development Survey

*Table 15. Summary of Participants' Open-ended Comments about the Aspects of DST PD that will have the greatest impact on your school's efforts to improve student achievement*

Most Common Themes	Illustrative Quotes
Shifting the focus to student impact	<ul style="list-style-type: none"> <li>• During the “Changing the Lens” workshop we spent time discussing the power of asking better questions. I realize the need to have many more of the critical conversations with teachers and want to do more work with this skill because I feel it could make a lasting impact on teachers reflecting and thus on student learning.</li> <li>• Increasing student engagement</li> <li>• Helping teachers shift their focus on student impact rather than teacher actions</li> <li>• When teachers began to see the effect of what they are doing in the classroom and the impact it has on student learning.</li> <li>• The work done recently in instructional impact.....this work changed my entire focus and will definitely assist us in looking at impact on more of a minute by minute basis rather than long term</li> <li>• The focus of observations being on student impact.</li> </ul>
PLCs	<ul style="list-style-type: none"> <li>• Teachers working effectively in PLCs and having TIME for this</li> <li>• Quality PLC's</li> <li>• PLCs and Impact on Learning</li> <li>• All parts will have a great impact, but data driven PLCs and team conversations will be very instrumental to our success.</li> </ul>
Data	<ul style="list-style-type: none"> <li>• Looking at data and using it to inform instruction.</li> <li>• Test aggregation and analysis with formative assessment</li> <li>• The use of data</li> <li>• Providing clear guidelines as to what is expected from DPI and how the expectations will be measured will assist in improving student performance.</li> <li>• Use of the evaluation instrument and feedback to help teachers continue to improve. Also the information on how to give student feedback more effectively.</li> </ul>

*Source:* RttT DST Professional Development Survey

## **Recommendations**

Based on the evaluation findings, we offer two recommendations to improve the professional development offered to participants of the School Leaders Professional Development Series.

### ***1. Differentiate Professional Development Opportunities***

There are varied levels and types of experiences among the participants. This variance poses an issue with respect to how participants perceive the value of the professional development activities provided to them. Among more experienced principals who have experienced success in their former schools and have just taken the helm of schools that are deemed low-achieving, there appears to be a sense that they are gaining little from the School Leader Professional Development Series. Additionally, there are certain nuances or tweaks that may need to occur based on the stage of transformation for a given school. Schools that have shown tremendous growth with the application of the DST strategies appear to be ready for different professional development that is tailored specifically to their remaining areas of need. Differentiating the professional development offerings will enable participants to uniquely address the needs of participants. It is worth noting that the theme of differentiating professional development also has surfaced in the evaluation of other RttT-funded professional development experiences.<sup>2</sup>

### ***2. Improve the Literacy Professional Development Opportunities***

One must not minimize the importance of having a strategic plan for addressing literacy concerns in efforts to transform low-achieving schools. In an effort to better prepare school leaders, participants suggested two improvements for the DST literacy-focused professional development sessions. Feedback from these participants indicates a preference for instruction from a content area expert who is familiar with recent developments in literacy instruction. There also is a desire to ensure that literacy is covered adequately across each school level and not just with a focus on elementary student literacy.

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<sup>2</sup> <http://cerenc.org/rttt-evaluation/professional-development/#reports>

## **Limitations and Next Steps**

### ***Limitations***

Several important limitations should be noted when interpreting the results of this evaluation study. The two main limitations of the study centered on data collection.

- *Professional Development Observation*: The Evaluation Team only observed a single professional development session out of a series of six. To augment this one observation, researchers reviewed session artifacts from each of the sessions not attended, but artifact review cannot entirely replace on-site observation.
- *Professional Development Survey*: Only 120 of 196 attendees (61%) completed the survey, due in large part to a delay in survey development and administration. The instrument went through a lengthy development and vetting process between the RttT Evaluation Team and the DST unit. At 61%, the response rate is acceptable, but equal distribution of response rates across attendees at each Summer 2012 training session was not achieved. Additionally, the survey asks the respondents to consider the *collective* impact of all six professional development sessions on their ability to transform the schools in which they are employed. As a result, readers should exercise caution when interpreting results from this survey.

The RttT DST Evaluation Team will seek to maximize data collection opportunities in the next evaluation cycle by attending additional sessions and improving the survey response rate.

### ***Next Steps for the RttT DST Professional Development Evaluation***

The Evaluation Team will continue to follow the professional development offered by DST over the RttT grant cycle, which concludes in 2014. Future evaluation activities will include additional observation activities and the administration of the DST Professional Development Survey at the conclusion of the School Leaders Professional Development Series. Attention this year also will turn to gathering information about coaching, another aspect of professional development provided to schools engaged in the TALAS initiative.

## **References**

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## **Appendix A. Race to the Top Professional Development Observation Instrument**

The RttT Professional Development Evaluation Team developed an observation protocol that was used for the School Leader Professional Development Session and will be used in other RttT Professional Development Observations. The observation protocol was adapted from a professional development tool developed by Horizon

Research, Inc. (<http://www.horizon-research.com/instruments/lsc/pdop.pdf>) and is used to collect data about the design and implementation of the professional development sessions. The protocol includes both closed-form and Likert-scale items related to general characteristics of high-quality professional development. The Evaluation Team member recorded observations of the session's primary intended purpose and major activities of the participants. The observer also assessed the design, implementation, pedagogy, and culture of each session.

### ***RttT PD Observation Tool – Revised***

Observer Name:

Observation Partner Name:

Date of Observation

Time Start:

City:

Session Type:

- ☐ Content Support Session (Common Core and Essential Standards)
- ☐ Distinguished Leadership in Practice
- ☐ DSW / Technical Assistance Meetings
- ☐ Fidelity Support Sessions
- ☐ IHE Common Core and Essential Standards Trainings
- ☐ Live Webinars
- ☐ Principal Training for Common Core and Essential Standards
- ☐ Principal and Assistant Principal Trainings (ITES Standards)
- ☐ Professional Teaching Standards for Principals and Assistant Principals
- ☐ READY Meeting
- ☐ Summer Institute
- ☐ Teacher Effectiveness Vetting / New Accountability Model Meetings
- ☐ District and School Transformation
- ☐ Other (Please specify)

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DLP Component (if applicable):

- ☐ Component 1
- ☐ Component 2
- ☐ Component 3
- ☐ Component 4
- ☐ Component 5
- ☐ Component 6

What was the primary focus of the webinar you observed? (Complete only if Live Webinars was selected.)

- ☐ Common Core State Standards and/or North Carolina Essential Standards
- ☐ North Carolina Educator Evaluation Process
- ☐ Formative and Summative Assessment
- ☐ Data Literacy for Instructional Improvement
- ☐ Instructional Improvement System
- ☐ Technology for Teaching and Learning
- ☐ District/School Turnaround
- ☐ Summer Leadership Institute
- ☐ STEM
- ☐ NCVPS
- ☐ Other (Please specify)

Observed Session Focus:

(Complete for all session types except webinars.)

Based on the information provided by the project staff or session organizer/facilitator, indicate the primary focus of the professional development session.

(CHECK ALL THAT APPLY)

- ☐ Transition to New Standards (Common Core and Essential Standards)
- ☐ NC's Formative Assessment Learning Community's Online Network (NC FALCON)
- ☐ Formative Assessment strategies, not connected with NCFALCON
- ☐ Balanced Assessments and/or Summative Assessments
- ☐ Data Literacy for Instructional Improvement (Instructional Improvement System (IIS))
- ☐ Technology for Teaching and Learning
- ☐ LEA/School Capacity Building (e.g., Process and Fidelity Support)
- ☐ STEM
- ☐ District/School Turnaround
- ☐ Teacher/Leader Effectiveness, New Accountability Model
- ☐ Other (Please specify)

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Facilitator(s):

(CHECK ALL THAT APPLY)

- ☐ DPI
- ☐ District-level staff
- ☐ Teacher
- ☐ Other (Please specify)

Content Area(s) Targeted in this Observed Session:

(CHECK ALL THAT APPLY)

- ☐ Early Childhood Education
- ☐ Elementary/Primary Education
- ☐ English Language Arts
- ☐ Mathematics
- ☐ Science
- ☐ Social Studies
- ☐ Arts Education
- ☐ Career Technical Education
- ☐ English as a Second Language
- ☐ Exceptional Children
- ☐ Guidance
- ☐ Healthful Living
- ☐ Information and Technology Skills
- ☐ World Languages
- ☐ Other (Please specify)
- ☐ Not Applicable

Grade Level(s) Targeted in this Observed Session:

(Note: This is not necessarily the grade level of the attendees, but rather the grade level of the people that the attendees will end up training.)

(CHECK ALL THAT APPLY)

- ☐ K-5/Elementary School
- ☐ 6-8/Middle School
- ☐ 9-12/High School
- ☐ Other (Please specify)
- ☐ Not Applicable: None Targeted

*Initial Findings: TALAS School Leader Professional Development*  
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Total number of participants attending this observed session:

- ☐ 0-5
- ☐ 6-10
- ☐ 11-15
- ☐ 16-20
- ☐ 21-25
- ☐ 26-50
- ☐ 51-75
- ☐ 76-100
- ☐ 100-299
- ☐ 300+
- ☐ Unknown (online)

Participants in this observed session were:

(CHECK ALL THAT APPLY)

- ☐ Teachers
- ☐ School-level Administration
- ☐ District-level Staff
- ☐ Other (Please specify)

Indicate the major activities of participants in this observed session:

(CHECK ALL THAT APPLY)

- ☐ Listened to a presentation by facilitator
- ☐ Listened to a presentation by participant(s)
- ☐ Engaged in whole group discussion initiated by facilitator
- ☐ Engaged in whole group discussion initiated by participant(s)
- ☐ Engaged in small group discussion
- ☐ Engaged in small group activity, distinct from discussion (e.g., game, role play)
- ☐ Engaged in individual activity
- ☐ Watched a video
- ☐ Other (Please specify)

Describe the major activities of participants in this observed session:

Quality of PD

	Did it Happen?		IF YES: Quantity			IF YES: Quality		
	No	Yes	Minimal	Moderate	A lot	Poor	Fair	Good
Facilitator encouraged participants to share ideas, experiences, and questions (or sharing was encouraged via the instructional design)								
Participants shared ideas, experiences, and questions								
Opportunity for participants to consider applications to their own professional practice								
Opportunity for participants to “sense-make” (i.e., facilitator explicitly provides reflection time for processing info or its implicit in the instructional design)								
Opportunity for participants to practice new skills and/or apply new knowledge								
Assessment of participant knowledge and/or practice								
Facilitator provided instructional feedback to participants (helping participants gauge their progress in acquiring knowledge or skills)								
Connection made to other disciplines and/or other real-world contexts (i.e., outside of their professional context)								

Quality of PD, continued

	Poor	Fair	Good
Pacing of the session			
Facilitator's strategies for engaging participants (e.g., questioning, wait time)			
Participant engagement (regardless of whether active or passive)			
Overall session climate			

Quality of PD, continued

	Poor	Fair	Good	Not Applicable
Facilitator's presentation(s)				
Session materials (e.g., PowerPoints, handouts)				
Session activities, distinct from discussion (e.g., game, role play)				

Was exploring pedagogy/instructional material (at the classroom level) a key purpose of the session?

- ☐ Yes
- ☐ No

Exploring Pedagogy/Instructional Material:

	Yes	No
Attention was paid to student thinking/learning		
Attention was paid to classroom strategies.		
Attention was paid to instructional materials intended for the classroom.		

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Were web-based resources used during your observation?

☐ Yes

☐ No

Please select the web-based resources used:

(CHECK ALL THAT APPLY)

	Facilitators	Participants
Course Management System (i.e. Moodle)		
Document from a website		
Email		
Real-time discussion tool (TodaysMeet, Twitter, chat, IM, etc.)		
Search Engine		
Video from a website		
Webinar/Conferencing tool		
Website (Please specify)		
Wiki		
Other (Please specify)		

Quality of web tools used:

	Poor	Fair	Good
Ease of access			
Ease of use			
Worked as intended			
If worked as intended rated as poor, resolution of technical issues			
Integration into session activities			
Modeled effective integration of technology in practice			
Helped deepen knowledge of session content			
Enhanced the professional learning experience			

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How did the facilitator(s) use the online resources?

(CHECK ALL THAT APPLY)

- ☐ To access information
- ☐ To share resources, experiences, or information
- ☐ To share constructive feedback
- ☐ To seek assistance or guidance
- ☐ To provide assistance or guidance
- ☐ To demonstrate real-world applications of session content
- ☐ To collaborate with peers on a shared task or goal
- ☐ To connect with educators from other schools or districts
- ☐ To organize or manage information
- ☐ To conduct research
- ☐ To extend the learning experience beyond the structured sessions
- ☐ Other (Please specify)

How did the participants use the online resources?

(CHECK ALL THAT APPLY)

- ☐ To access information
- ☐ To share resources, experiences, or information
- ☐ To share constructive feedback
- ☐ To seek assistance or guidance
- ☐ To provide assistance or guidance
- ☐ To demonstrate real-world applications of session content
- ☐ To collaborate with peers on a shared task or goal
- ☐ To connect with educators from other schools or districts
- ☐ To organize or manage information
- ☐ To conduct research
- ☐ To extend the learning experience beyond the structured sessions
- ☐ Other (Please specify)

Overall Quality of the Professional Development Session:

- Level 1: Ineffective Professional Development

There is little or no evidence of participant thinking or engagement with important ideas relevant to the session focus. Session is highly unlikely to enhance the capacity of participants when they return to their district, school or classroom.

- Level 2: Elements of Effective Professional Development

Session contains some elements of effective practice in professional development, but there are serious problems in the design, content, and/or implementation given the purposes of the session. For example, the content is presented in a way that would reinforce misconceptions or the pace is clearly too rapid for meaningful participant engagement. Overall, the session is very limited in its likelihood to enhance the capacity of most participants to provide high-quality professional development, support, or instruction when they return to their district, school or classroom.

- Level 3: Beginning Stages of Effective Professional Development

Professional development is purposeful and at times effective, but there are weaknesses, ranging from substantial to fairly minor, in the design, content, or implementation of the session. For example, participants' expertise is not well-utilized; or participants are not given sufficient opportunity to reflect on what they are learning. Overall, the session is somewhat limited in its likelihood to enhance the capacity of participants to provide high-quality professional development, support, or instruction when they return to their district, school or classroom.

- Level 4: Accomplished, Effective Professional Development

Facilitation is skillful and participants are engaged in purposeful work (e.g., discussions, presentations, reading) designed to deepen their understanding of important subject matter concepts; enhance their pedagogical skills and knowledge; increase their ability to use the designated instructional materials; or to enhance their leadership skills. The facilitator(s) implement the professional development session well and participants' contributions are valued, but adaptation of content or format in response to participants' needs and interests may be somewhat limited. The session is quite likely to enhance the capacity of most participants to provide high-quality professional development, support, or instruction when they return to their district, school or classroom.

- Level 5: Exemplary Professional Development

Facilitation is skillful, and participants are highly engaged in purposeful work (e.g., discussions, presentations, reading) designed to deepen their understanding of important subject matter concepts; enhance their pedagogical skills and knowledge; increase their ability to use the designated instructional materials; or to enhance their leadership skills. The session is artfully implemented, with flexibility and responsiveness to participant needs/interests. The session is highly likely to enhance the capacity of participants to provide high-quality professional development, support, or instruction when they return to their district, school or classroom.

Notes:

April 2013

## **Appendix B. Race to the Top District and School Transformation Professional Development Survey**

As part of an independent evaluation to measure the effects of the Race to the Top, the District and School Transformation Professional Development Survey will gather your experiences and opinions about the professional development provided to you over the last year. The purpose of this survey is to provide feedback on the various components of the PD you received, to better understand what was most useful and inform changes to future sessions.

### **UNIVERSITY OF NORTH CAROLINA AT GREENSBORO CONSENT TO ACT AS A HUMAN PARTICIPANT: LONG FORM**

**Project Title:** NC Race to the Top Evaluation: District and School Transformation Professional Development

**Project Director:** Charles L. Thompson

#### **What is the study about?**

In the *Race to the Top (RttT)* proposal submitted by North Carolina and approved by the U.S. Department of Education (USED), evaluations to provide information about the implementation, outcomes, and sustainability of strategies, policies, and programs related to both individual and collective *RttT* initiatives were included. Evaluation activities were designated to a consortium comprised of the SERVE Center at the University of North Carolina-Greensboro, the Carolina Institute for Public Policy (CIPP) at UNC-Chapel Hill, and the Friday Institute for Educational Innovation at North Carolina State University. The consortium will work together to conduct evaluation studies through strategic collaboration that assesses progress of the initiatives in the project proposal and the impact of those initiatives on teaching and learning in the schools of North Carolina. The component of the evaluation in which you are being asked to participate is a study of the Professional Development provided by the District and School Transformation Initiative.

#### **Why are you asking me?**

Teachers, leaders, administrators and coaches across the state of North Carolina are being asked to provide information about the impressions and outcomes attributed to the District and School Transformation Professional Development process. This study is part of a larger effort to collect information on teachers, principals and schools participating in several North Carolina *Race to the Top* initiatives in order to determine whether the initiatives as implemented have had the intended outcomes on student achievement and school performance.

#### **What will you ask me to do if I agree to be in the study?**

- You will be asked to take part in one online survey lasting approximately 30 minutes at the conclusion of the last annual DST PD session.

#### **Is there any audio/video recording?**

No.

#### **What are the risks to me?**

The Institutional Review Board at the University of North Carolina at Greensboro has determined that participation in this study poses minimal risk to participants. If you have any concerns about your rights, how you are being treated or if you have questions, want more information or have suggestions, please contact Eric Allen in the Office of Research Compliance at UNCG at (336) 256-1482. Questions, concerns or complaints about this project or benefits or risks associated with being in this study can be answered by

**UNCG IRB  
Approved Consent Form**

Valid 10/26/12 to 10/17/13

*Initial Findings: TALAS School Leader Professional Development*

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Consent:

I have read and understand the above information. My decision on participation is as follows:

- o Yes, I agree to participate with the understanding that I may withdraw at any time.
- o No, I decline to participate

About You:

My school is served by the District and School Transformation Division of NCDPI with Race to the Top Funding (TALAS 118 Schools).

- o Yes
- o No

If you are a participant in one of the three Regional Leadership Academies for principals established with Race to the Top funds, please indicate which one.

- o Northeast Leadership Academy (NELA)
- o Piedmont Triad Leadership Academy (PTLA)
- o Sandhills Leadership (SLA)
- o I am not a participant in a Regional Leadership Academy

Please select the professional development sessions you attended:

*Summer 2011 DST Professional Development*

- o Edgecombe County, June 20-21, 2011
- o Charlotte, June 22-23, 2011
- o Durham, July 11-12, 2011
- o Robeson County, July 13-14, 2011
- o I did not attend a Summer 2011 District and School Transformation professional development session.

*September 2011 DST Professional Development*

- o Mooresville, September 20-21, 2011
- o Clayton/Raleigh, September 20-21, 2011
- o I did not attend a September 2011 DST Professional Development Session.

*December 2011 DST Professional Development*

- o Goldsboro, December 6, 2011
- o Pinehurst, December 6, 2011
- o Thomasville, December 6, 2011
- o I did not attend a December DST Professional Development Session

*February 2012 Professional Development*

- o Fayetteville, February 9
- o Greensboro, February 9
- o Plymouth, February 9
- o Salisbury, February 9
- o I did not attend a February Professional Development Session

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*March 2012 DST Professional Development*

o Durham, March 29

o I did not attend a March Professional Development Session

*June-July 2012 DST Professional Development*

o Rocky Mount (Nash Community College), June 25-26, 2012

o Fayetteville (NC Cooperative Extension/Charlie Rose Center), June 28-29, 2012

o Raleigh (Rural Economic Development Center), July 10-11, 2012

o Charlotte (UNC-Charlotte/Cone Center), July 16-17, 2012

o I did not attend a Summer 2012 DST PD session.

What is your role within your school or district?

o Teacher

o School Executive (e.g., Principal, Assistant Principal)

o School Support Staff (e.g., Guidance Counselor, Testing Coordinator, Instructional Technology Facilitator)

o Central Office Staff (e.g., Superintendent, Associate or Assistant Superintendent, Technology

o Director, Curriculum Director, RttT Coordinator)

o Other (Please specify)

What is your role within your district? (SELECT ALL THAT APPLY)

o Superintendent

o Assistant Superintendent

o Curriculum Director (or equivalent position)

o Technology Director (or equivalent position)

o Race to the Top Coordinator (or equivalent position)

o Race to the Top Professional Development Coordinator (or equivalent position)

o Coach (e.g., Instructional, Reading, Math, DST) (or equivalent position)

o Other (please specify)

Do you currently teach, or specialize in, a particular grade level (or levels)?

o Yes

o No

Which grade level(s)? (SELECT ALL THAT Apply)

o Elementary

o Middle

o High

How many years have you been an educator?

o 0 to 3 years

o 4 to 5 years

o 6 to 10 years

o More than 10 years

### **Transformation Model Components**

In the following questions, when we say “component” we are referring to one of the USED Transformation Model Components, a set of actions specified by the US Department of Education designed to transform processes and procedures within your school or district in order to improve student achievement. You will be asked a series of questions about how well the professional development provided by the NCDPI’s District and School Transformation Division helped you understand and take action on the components. Your role with your school/school district with your school/school district will determine which of the 12 Components are presented to you.

#### **Component 1: Determine whether the principal should be replaced.\***

**\*Note: Component 1 refers to both the 10-point and 5-point Rule\***

‘10-point Rule’ - Districts agree to replace school leadership, involving the Transformation division in the process, if a principal has led a lowest-achieving school for the two years before Transformation division intervention without adequate progress in improving student achievement. The baseline requirement for improvement is at least a 10-point growth on the school’s performance composite across two years of school leadership.

‘5-point Rule’ - If a school has made less than a 5-point increase on its performance composite after two years, the district will relinquish to the State Board oversight and control of curriculum and instruction, personnel, and budget and final decisions regarding school management and governance.

Using the scale below, please indicate your level of agreement or disagreement with each of the statements listed by selecting the appropriate response.

	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Neutral</b>	<b>Agree</b>	<b>Strongly Agree</b>
<i>District-level Staff</i>					
The professional development helped me understand this component.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The professional development prepared me to help others understand this component.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The professional development adequately prepared me to address this component.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The plan for my school(s) includes strategies to address this component.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<i>School-level Staff</i>					
The professional development helped me understand this component.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The professional development prepared me to help others understand this component.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Component 2: Implement a new evaluation system that uses student growth as a significant factor.**

Using the scale below, please indicate your level of agreement or disagreement with each of the statements listed by selecting the appropriate response.

	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Neutral</b>	<b>Agree</b>	<b>Strongly Agree</b>
The professional development helped me understand this component.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The professional development prepared me to help others understand this component.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The professional development adequately prepared me to address this component.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The plan for my school(s) includes strategies to address this component.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Component 3: Identify and reward staff who are increasing student outcomes; support and then remove those who are not.**

Using the scale below, please indicate your level of agreement or disagreement with each of the statements listed by selecting the appropriate response.

	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Neutral</b>	<b>Agree</b>	<b>Strongly Agree</b>
The professional development helped me understand this component.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The professional development prepared me to help others understand this component.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The professional development adequately prepared me to address this component.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The plan for my school(s) includes strategies to address this component.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Component 4: Implement strategies to recruit, place, and retain staff.**

Using the scale below, please indicate your level of agreement or disagreement with each of the statements listed by selecting the appropriate response.

	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Neutral</b>	<b>Agree</b>	<b>Strongly Agree</b>
The professional development helped me understand this component.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The professional development prepared me to help others understand this component.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The professional development adequately prepared me to address this component.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The plan for my school(s) includes strategies to address this component.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Component 5: Select and implement an instructional model based on student needs.\***

\*NOTE: The strategies listed below represent various elements set forth by NCDPI's District and School Transformation Unit.

Using the scale below, please indicate your level of agreement or disagreement with each of the statements listed by selecting the appropriate response.

	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Neutral</b>	<b>Agree</b>	<b>Strongly Agree</b>
<b>Develop goals and priorities with an effective plan for implementation.</b>					
The professional development helped me understand this component.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The professional development prepared me to help others understand this component.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The professional development adequately prepared me to address this component.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The plan for my school(s) includes strategies to address this component.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Implement quality Professional Learning Communities (PLCs).</b>					
The professional development helped me understand this component.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The professional development prepared me to help others understand this component.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Neutral</b>	<b>Agree</b>	<b>Strongly Agree</b>
The professional development adequately prepared me to address this component.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The plan for my school(s) includes strategies to address this component.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Implement strategies for ensuring that all students are learning.</b>					
The professional development helped me understand this component.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The professional development prepared me to help others understand this component.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The professional development adequately prepared me to address this component.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The plan for my school(s) includes strategies to address this component.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Implement a strategic literacy plan.</b>					
The professional development helped me understand this component.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The professional development prepared me to help others understand this component.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The professional development adequately prepared me to address this component.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The plan for my school(s) includes strategies to address this component.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Maintain student engagement and plan transitions to ensure on-time graduates.</b>					
The professional development helped me understand this component.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The professional development prepared me to help others understand this component.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The professional development adequately prepared me to address this component.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The plan for my school(s) includes strategies to address this component.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Neutral</b>	<b>Agree</b>	<b>Strongly Agree</b>
<b>Re-evaluate practices' and procedures' impact on learning.</b>					
The professional development helped me understand this component.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The professional development prepared me to help others understand this component.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The professional development adequately prepared me to address this component.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The plan for my school(s) includes strategies to address this component.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Component 6: Provide job-embedded professional development designed to build capacity and support staff.**

Using the scale below, please indicate your level of agreement or disagreement with each of the statements listed by selecting the appropriate response.

	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Neutral</b>	<b>Agree</b>	<b>Strongly Agree</b>
The professional development helped me understand this component.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The professional development prepared me to help others understand this component.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The professional development adequately prepared me to address this component.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The plan for my school(s) includes strategies to address this component.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Component 7: Ensure continuous use of data to inform and differentiate instruction.**

Using the scale below, please indicate your level of agreement or disagreement with each of the statements listed by selecting the appropriate response.

	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Neutral</b>	<b>Agree</b>	<b>Strongly Agree</b>
The professional development helped me understand this component.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The professional development prepared me to help others understand this component.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The professional development adequately prepared me to address this component.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The plan for my school(s) includes strategies to address this component.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Component 8: Provide increased learning time.**

Using the scale below, please indicate your level of agreement or disagreement with each of the statements listed by selecting the appropriate response.

	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Neutral</b>	<b>Agree</b>	<b>Strongly Agree</b>
The professional development helped me understand this component.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The professional development prepared me to help others understand this component.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The professional development adequately prepared me to address this component.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The plan for my school(s) includes strategies to address this component.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Component 9: Provide ongoing mechanism for community and family engagement.**

Using the scale below, please indicate your level of agreement or disagreement with each of the statements listed by selecting the appropriate response.

	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Neutral</b>	<b>Agree</b>	<b>Strongly Agree</b>
The professional development helped me understand this component.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The professional development prepared me to help others understand this component.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The professional development adequately prepared me to address this component.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The plan for my school(s) includes strategies to address this component.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Component 10: Partner to provide social-emotional and community-oriented services and supports.**

Using the scale below, please indicate your level of agreement or disagreement with each of the statements listed by selecting the appropriate response.

	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Neutral</b>	<b>Agree</b>	<b>Strongly Agree</b>
The professional development helped me understand this component.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The professional development prepared me to help others understand this component.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The professional development adequately prepared me to address this component.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The plan for my school(s) includes strategies to address this component.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

### Importance of US Department of Education's Components to School Transformation

Indicate your level of agreement or disagreement with the following statement. The twelve US Department of Education's components listed below are *important* to transforming my school.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Disagree
Determine whether the principal should be replaced.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Implement a new evaluation system that uses student growth as a significant factor.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Identify and reward staff who are increasing student outcomes; support and then remove those who are not.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Implement strategies to recruit, place, and retain staff.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Select and implement an instructional model based on student needs. (Framework for Action)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Provide job-embedded professional development designed to build capacity and support staff.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ensure continuous use of data to inform and differentiate instruction.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Provide increased learning time.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Provide ongoing mechanism for community and family engagement.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Partner to provide social-emotional and community-oriented services and supports	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Provide sufficient operating flexibility to implement reform (district responsibility).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ensure ongoing technical assistance.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

We conclude with four questions that offer you an opportunity to express your views without the constraints of an agreement scale format.

- (1) What part or parts of the professional development provided by the NCDPI's District and School Transformation were most helpful to you in planning your school's improvement efforts?
- (2) What part or parts of the professional development provided by the NCDPI's District and School Transformation were least helpful to you in your school's improvement efforts?
- (3) What part or parts of the professional development provided by the NCDPI's District and School Transformation will have the greatest impact on your school's efforts to improve student achievement?

**Appendix C. Observed Professional Development Session Segment Descriptions***Table 16. Charlotte Professional Development Segment Descriptions*

<b>Segment Number</b>	<b>Segment Topic Area</b>	<b>Segment Description</b>
1	Change	Participants were asked to think about change and how various groups in their school react to it. Next, they were split into groups- Garden of Contentment, Garden of Denial, Garden of Confusion, and Garden of Renewal. They discussed the actions of people in their school who are in their particular garden. They generated a list on paper and found or created a song that aptly represented their assigned garden which was shared with the whole group.
2	Impact of Instruction	The facilitator presented a PowerPoint to examine the Impact of Instruction. Participants engaged in an interactive activity in which they cycled to various locations in the room to record responses to questions via an Impact chart. Questions included: 1) What is good teaching? 2) What are the elements of a good lesson? 3) What does learning look like? To conclude the activity, the facilitator suggested the questions be used as frame to bring common focus to their staff at the beginning of the school year.
3	Teacher Evaluation Standards and “Shifts” in Pedagogy due to Common Core Implementation	Reviewed a PowerPoint about the six teacher evaluation standards and key instructional shifts as a result of the implementation of Common Core (ELA and Mathematics). Engaged in an activity to explore these items. For each Teacher Evaluation Standard and Common Core “Shift”, participants answered the question, “What does it look like in the classroom?” and determined its impact.
4	Changing the Lens	Reviewed Changing the Lens PowerPoint which asked participants to consider, “What are you looking for when you go into the classrooms?” Participants were given graded student work during a think-pair-share activity and were asked to explore three concepts -teaching-learning, cause-effect, and teaching-impact.
5	Improving Student-Centered Lesson Observations	The facilitator provided context using a PowerPoint presentation. Participants watched a video of a lesson and completed an individual activity in which they completed an observation guide (T- chart including: Evidence and Observations: Teacher Actions (Cause) and Impact on Student Learning (Effect). Table groups then shared observations with one another followed by the completion of reflection questions: (1) How is this style different from the way you usually record lesson observations? (2) How easy or difficult was it for you to capture the effect of the teacher’s actions to students? and (3) How could this style aid in providing teachers developmental feedback?
6	Evidence of Student Work	Participants engaged in a brainstorming activity in which they responded to the prompt, “Jot down everything you can learn from student work” followed by a small group discussion to answer the questions (1) What can we learn from looking at student work? And (2) How does this help evaluate the quality of student learning. Participants then reviewed the student work samples individually and then shared with others using the question: What can you tell about the quality of student learning in this school from the student work?

Segment Number	Segment Topic Area	Segment Description
7	Day 1 Reflection and Presentation of Information about the Transformation of a High School	Participants responded to the following questions: (1) How will changing the lens impact your practices? (2) How will you determine if learning is occurring? (3) What will be the focus of observations? Participants then watched a video about transformation process at a once low achieving high school using the cause-effect impact lens. The principal responsible for the transformation fielded questions from the participants.
8	Impact and Evidence	Participants engaged in a small group discussion in which they shared what they learned about evaluating the impact of instruction on student learning. Participants then completed an observation of a math lesson about circles and circumference. During the video, they determined areas of impact and evidence as an individual and then as a small group. Information from individual groups was shared with the larger group. Next, participants engaged in a table discussion about their current practice observational practices. They were asked to reflect on the following questions: (1) How will you incorporate the cause and effect observation style to focus on student outcomes? (2) How will you utilize probing questions for teacher reflection and growth?
9	Teacher Observation Follow-up and Student Impact	Participants were asked to write 3 questions they ask teachers after an observation on three separate sticky notes and then share with their group. The facilitator presented information about changing teacher observation follow-up questions to ensure the focus is on the student. Examples included: (1) How did students know what they were supposed to be learning today? (2) Did they learn it? (3) How do you know? (4) How did students interact with text? (5) Did students find the lesson activities challenging, easy, just right? (6) How do you know? (7) Which students mastered the concepts? How do you know? (8) What will follow up with students who did not master the concept look? These questions were used for self-reflection and partner and group discussions. Lastly, the participants discussed the roadblocks to achieving student-focused evaluation follow-up using the following questions: (1) What can make it difficult for school leaders to ask teachers questions? (2) What can make it difficult for teachers to answer questions? And (3) How will the learning of those students who did master the concepts be deepened or extended?
10	Teacher Feedback	The facilitator used a PowerPoint to present the golden rules for providing feedback to teachers. The participants viewed an Elementary Writing Lesson via video and completed an observation form in preparation for crafting teacher feedback talking points. Each group of three conducted a role play conversation where each participant modeled the feedback dynamic through playing the roles of teacher, principal, and observer. Individual reflections on the quality of the feedback were then completed followed by a whole group discussion.
11	Day 2 Reflection Conclusion	Participants completed individual reflections in which they explored the following prompt: Your school is in a constant state of change; however, it must remain positive and stable to promote learning. Share one take away from these two days that will help you facilitate necessary change. Lastly, participants were asked to write a note card to themselves to be mailed at a later date by DST Staff.

*Source. RttT DST Professional Development Observation Instrument*

## Appendix D. Race to the Top District and School Transformation Professional Development Survey Results

Table 17. Professional Development Survey Results

Component 1: Determine whether the principal should be replaced. <sup>a,b</sup>	<i>n</i>	Percentage of Respondents				
		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
<i>District-level Staff<sup>c</sup></i>						
The professional development helped me understand this component.	-	-	-	-	-	-
The professional development prepared me to help others understand this component.	-	-	-	-	-	-
The professional development adequately prepared me to address this component.	-	-	-	-	-	-
The plan for my school(s) includes strategies to address this component.	-	-	-	-	-	-
<i>School-level Staff</i>						
The professional development helped me understand this component.	93	2%	12%	17%	50%	19%
The professional development prepared me to help others understand this component.	122	3%	3%	13%	59%	21%

<sup>a</sup>'10-point Rule' - Districts agree to replace school leadership, involving DST in the process, if a principal has led a lowest-achieving school for the two years before DST intervention without adequate progress in improving student achievement. The baseline requirement for improvement is at least a 10-point growth on the school's performance composite across two years of school leadership.

<sup>b</sup>'5-point Rule' - If a school has made less than a 5-point increase on its performance composite after two years, the district will relinquish to the State Board oversight and control of curriculum and instruction, personnel, and budget and final decisions regarding school management and governance.

<sup>c</sup>District level staff results cannot be reported because of the low number of respondents ( $n < 5$ )

<b>Component 2: Implement a new evaluation system that uses student growth as a significant factor.</b>	<i>n</i>	<b>Percentage of Respondents</b>				
		<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Neutral</b>	<b>Agree</b>	<b>Strongly Agree</b>
The professional development helped me understand this component.	122	3%	3%	13%	60%	21%
The professional development prepared me to help others understand this component.	123	3%	5%	12%	57%	23%
The professional development adequately prepared me to address this component.	120	3%	4%	14%	59%	23%
The plan for my school(s) includes strategies to address this component.	121	1%	3%	14%	59%	23%
<b>Component 3: Identify and reward staff who are increasing student outcomes; support and then remove those who are not.</b>	<i>n</i>	<b>Percentage of Respondents</b>				
		<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Neutral</b>	<b>Agree</b>	<b>Strongly Agree</b>
The professional development helped me understand this component.	120	3%	5%	16%	61%	16%
The professional development prepared me to help others understand this component.	121	3%	7%	17%	58%	16%
The professional development adequately prepared me to address this component.	120	3%	7%	21%	54%	16%
The plan for my school(s) includes strategies to address this component.	120	2%	5%	17%	59%	18%
<b>Component 4: Implement strategies to recruit, place, and retain staff.</b>	<i>n</i>	<b>Percentage of Respondents</b>				
		<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Neutral</b>	<b>Agree</b>	<b>Strongly Agree</b>
The professional development helped me understand this component.	122	3%	6%	19%	53%	20%
The professional development prepared me to help others understand this component.	122	3%	7%	19%	53%	19%
The professional development adequately prepared me to address this component.	119	3%	5%	21%	52%	19%
The plan for my school(s) includes strategies to address this component.	122	1%	5%	18%	55%	21%

Component 5: Select and implement an instructional model based on student needs. <sup>a</sup>	<i>n</i>	Percentage of Respondents				
		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Develop goals and priorities with an effective plan for implementation.						
The professional development helped me understand this component.	123	2%	2%	10%	59%	26%
The professional development prepared me to help others understand this component.	120	3%	3%	12%	60%	23%
The professional development adequately prepared me to address this component.	122	3%	3%	12%	62%	22%
The plan for my school(s) includes strategies to address this component.	126	1%	1%	7%	66%	26%
Implement quality Professional Learning Communities (PLCs).						
The professional development helped me understand this component.	122	3%	2%	12%	52%	31%
The professional development prepared me to help others understand this component.	122	3%	2%	12%	57%	26%
The professional development adequately prepared me to address this component.	122	3%	2%	12%	55%	28%
The plan for my school(s) includes strategies to address this component.	122	1%	1%	6%	62%	31%
Implement strategies for ensuring that all students are learning.						
The professional development helped me understand this component.	123	1%	1%	8%	55%	36%
The professional development prepared me to help others understand this component.	122	1%	1%	9%	59%	30%
The professional development adequately prepared me to address this component.	123	1%	1%	11%	55%	33%
The plan for my school(s) includes strategies to address this component.	122	0%	0%	6%	63%	31%

Component 5: Select and implement an instructional model based on student needs. <sup>a</sup>	n	Percentage of Respondents				
		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Implement a strategic literacy plan.						
The professional development helped me understand this component.	121	3%	6%	17%	55%	20%
The professional development prepared me to help others understand this component.	122	3%	7%	20%	54%	16%
The professional development adequately prepared me to address this component.	122	3% %	7%	18%	55%	17%
The plan for my school(s) includes strategies to address this component.	122	1%	4%	13%	56%	26%
Re-evaluate practices' and procedures' impact on learning.						
The professional development helped me understand this component.	123	1%	1%	7%	53%	39%
The professional development prepared me to help others understand this component.	123	1%	1%	6%	60%	33%
The professional development adequately prepared me to address this component.	122	1%	1%	7%	59%	33%
The plan for my school(s) includes strategies to address this component.	122	0%	0%	4%	63%	33%

<sup>a</sup>The strategies listed represent various elements set forth by NCDPI's District and School Transformation Unit to address this USED Component.

<b>Component 6: Provide job-embedded professional development designed to build capacity and support staff.</b>	<i>n</i>	<b>Percentage of Respondents</b>				
		<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Neutral</b>	<b>Agree</b>	<b>Strongly Agree</b>
The professional development helped me understand this component.	121	3%	3%	12%	53%	30%
The professional development prepared me to help others understand this component.	121	3%	4%	12%	57%	24%
The professional development adequately prepared me to address this component.	121	3%	4%	9%	62%	22%
The plan for my school(s) includes strategies to address this component.	119	1%	3%	7%	63%	27%
<b>Component 7: Ensure continuous use of data to inform and differentiate instruction.</b>	<i>n</i>	<b>Percentage of Respondents</b>				
		<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Neutral</b>	<b>Agree</b>	<b>Strongly Agree</b>
The professional development helped me understand this component.	123	2%	3%	11%	50%	33%
The professional development prepared me to help others understand this component.	120	3%	4%	12%	52%	30%
The professional development adequately prepared me to address this component.	123	2%	4%	12%	53%	29%
The plan for my school(s) includes strategies to address this component.	123	0%	2%	7%	58%	34%
<b>Component 8: Provide increased learning time.</b>	<i>n</i>	<b>Percentage of Respondents</b>				
		<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Neutral</b>	<b>Agree</b>	<b>Strongly Agree</b>
The professional development helped me understand this component.	123	2%	6%	13%	50%	29%
The professional development prepared me to help others understand this component.	123	2%	6%	13%	52%	27%
The professional development adequately prepared me to address this component.	122	3%	6%	14%	49%	29%
The plan for my school(s) includes strategies to address this component.	123	0%	3%	11%	55%	31%

<b>Component 9: Provide ongoing mechanism for community and family engagement.</b>	<b><i>n</i></b>	<b>Percentage of Respondents</b>				
		<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Neutral</b>	<b>Agree</b>	<b>Strongly Agree</b>
The professional development helped me understand this component.	120	3%	8%	24%	43%	21%
The professional development prepared me to help others understand this component.	121	4%	9%	26%	44%	17%
The professional development adequately prepared me to address this component.	120	4%	9%	26%	43%	18%
The plan for my school(s) includes strategies to address this component.	119	1%	8%	17%	57%	18%

<b>Component 10: Partner to provide social-emotional and community-oriented services and supports.</b>	<b><i>n</i></b>	<b>Percentage of Respondents</b>				
		<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Neutral</b>	<b>Agree</b>	<b>Strongly Agree</b>
The professional development helped me understand this component.	120	4%	8%	28%	42%	18%
The professional development prepared me to help others understand this component.	122	4%	9%	28%	43%	16%
The professional development adequately prepared me to address this component.	122	4%	8%	30%	39%	18%
The plan for my school(s) includes strategies to address this component.	120	1%	6%	24%	53%	17%

**Importance of United States Department of Education's Components to School Transformation**

United States Department of Education Transformation Component	<i>n</i>	Percentage of Respondents				
		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Determine whether the principal should be replaced	121	9%	13%	12%	46%	20%
Implement a new evaluation system that uses student growth as a significant factor.	122	0%	3%	7%	57%	33%
Identify and reward staff who are increasing student outcomes; support and then remove those who are not.	122	1%	1%	6%	47%	46%
Implement strategies to recruit, place, and retain staff.	121	2%	0%	2%	46%	51%
Select and implement an instructional model based on student needs. (Framework for Action)	122	0%	1%	3%	50%	46%
Provide job-embedded professional development designed to build capacity and support staff.	122	0%	1%	2%	45%	53%
Ensure continuous use of data to inform and differentiate instruction.	122	0%	0%	2%	42%	57%
Provide increased learning time.	121	0%	0%	5%	50%	46%
Provide ongoing mechanism for community and family engagement.	122	0%	3%	6%	54%	38%
Partner to provide social-emotional and community-oriented services and supports	121	0%	2%	6%	55%	38%
Provide sufficient operating flexibility to implement reform (district responsibility).	122	0%	2%	3%	48%	48%
Ensure ongoing technical assistance.	121	0%	2%	5%	47%	46%

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