

Consortium for
Educational
Research and
Evaluation–
North
Carolina

Building LEA and Regional Professional Development Capacity

First Annual Evaluation Report

Authors:

Jenifer O. Corn, Elizabeth Halstead, Shaun Kellogg, Glenn Kleiman, Jennifer Tagsold, and Megan Townsend, Friday Institute for Educational Innovation

Julie Marks, Carolina Institute for Public Policy

Contributors:

Brandy Parker and Avril Smart, Friday Institute for Educational Innovation

Karla Lewis, SERVE Center

Tina Patterson, Carolina Institute for Public Policy

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Carolina Institute for Public Policy



THE UNIVERSITY
of NORTH CAROLINA
at CHAPEL HILL



Table of Contents

Executive Summary 4

I. The RttT Plan for Building Local Professional Development Capacity 5

II. Evaluation of Implementation of State-Level RttT Professional Development Activities 6

 Data sources 6

 Summary of major findings 7

 Recommendations related to Summer Leadership Institutes 8

III. Baseline Data Collection for Evaluating the Impact of RttT Professional Development..... 9

IV. Short-Term Outcomes: Baseline Data 10

 Summary of major findings 10

 Recommendations 11

V. Next Steps for the Professional Development Evaluation 11

Introduction 13

 Purpose of the RttT Evaluation and of This Report 14

 Additional Special-Purpose RttT Professional Development Activities 15

I. The RttT Plan for Building Local Professional Development Capacity 17

 Major Objectives 17

 Annual Professional Development Cycle 18

 Professional Development Activities and Resources 19

 Overview of the Summer Leadership Institutes 23

II. Evaluation of Implementation of State-Level RttT Professional Development Activities 25

 Data Sources 25

 Summer Institute professional development session observations 25

 Summer institute participant interviews 26

 Focus groups with NCDPI staff 26

 Post-institute participant surveys 27

 Findings 28

 1a. How did NCDPI assess educators’ professional development professional development needs? 28

 1b. What were the state’s strategies for planning and implementing the Annual Professional Development Cycle? 30

 1c. To what extent were state-level professional development efforts aligned with RttT priorities (e.g., standards and assessment, data use, instructional improvement, IIS, and technology use)? 33

1d. To what extent were current NCDPI professional development offerings in the Education Recruitment Division Repository expanded?	33
1e. What were the nature, availability, and quality of Summer Institutes for LEA/charter leadership teams?	34
1f. What were the nature, availability, and quality of Distinguished Leadership in Practices (DLP) Institutes?.....	47
1g. How did the RttT Professional Development Implementation Team support and work with LEAs to define effective and appropriate professional development?	47
III. Baseline Data Collection for Evaluating the Impact of RttT Professional Development	48
RttT Omnibus Survey: Purpose and Design	48
Longitudinal Descriptive Study: Purpose and Design	49
Selecting and recruiting the sample of schools	49
Description of the sample of schools	50
Data sources	50
IV. Short-Term Outcomes: Baseline Data.....	53
Findings.....	53
2a. What is the current status of local professional development efforts across the state? ..	53
2b. To what extent were educators able to locate and access appropriate professional development?	59
2c. What was the extent of eLearning professional development opportunities?.....	61
2d. To what extent did district and school personnel select, plan, design, and implement successful professional development programs?	61
V. Next Steps for the Professional Development Evaluation	63
Evaluation of the Distinguished Leadership in Practice Principal Institutes	63
Evaluation of Online Professional Development Modules, Webinars, and Online Supports ..	63
Continuation of the Omnibus Survey and Longitudinal Study.....	64
Implementation of the Professional Development Participant Data Base	64
Development of Surveys for the Next Round of Professional Development Activities.....	64
Evaluation of Specific-Purpose RttT Professional Development Activities	65
References	66
List of Appendices.....	67
Appendix A. Scope of Work and Conceptual Framework for Formative Evaluation Focus ...	68
Appendix B. Professional Development Session Observation Protocol.....	75
Appendix C. 2011 Summer Leadership Institute Participant Interview Protocol	81
Appendix D. NCDPI Professional Development Leads Focus Group Protocol.....	82
Appendix E. NCDPI Professional Development Initiative Evaluation Manual.....	83

Appendix F. Post-Event Summer Leadership Institute Survey 105
**Appendix G. 2010-2011 Diagnostic Needs Assessment Survey from the Educator
Recruitment and Development Division | NCDPI..... 109**
Appendix H. Additional Details about the Race to the Top Evaluation Omnibus Survey 110
Appendix I. Pilot LEA RttT PD Coordinator Survey Items..... 114
Appendix J. Pilot Teacher Surveys Items..... 118
Appendix K. Baseline Principal Interview Protocol..... 122
**Appendix L. Sample LEA RttT PD Coordinator Interviews and Teacher Focus Groups
Protocols..... 123**
Appendix M. CLASS Observation Protocol Constructs 126

**BUILDING LEA AND REGIONAL PROFESSIONAL DEVELOPMENT CAPACITY:
FIRST ANNUAL EVALUATION REPORT**

Executive Summary

The North Carolina RttT professional development plan, led by the North Carolina Department of Public Instruction (NCDPI), is an expansive and multi-faceted effort to increase student achievement by updating the knowledge and skills of the public education workforce. This professional development initiative aims to address the challenge of preparing educators throughout the State for the changes driven by the new Common Core State Standards and North Carolina Essential Standards; the increased use of data to inform classroom and school decisions; rapid changes in the technologies and digital resources available for teaching and learning; the new teacher and administrator evaluation processes; increased emphasis on formative assessment to inform instructional decisions; and increased emphasis on differentiating professional development needs for individual educators with different backgrounds. All of the major NC RttT initiatives depend upon professional development; none of them will be successful unless North Carolina's educators are well-prepared and supported as they work to implement these changes in their schools and classrooms.

The challenge – engaging the state's 100,000 teachers and 2,400 principals in professional development that will enable them to extend their knowledge and improve their professional practices in order to increase student achievement overall and close achievement gaps among student groups – is formidable. All of this is to be accomplished within the four-year period of the grant across a large and diverse State with many small, rural, and resource-limited local education agencies (LEAs) that continue to struggle under the weight of recession. In addition, the plan is expected to result in a statewide professional development infrastructure that can be sustained after RttT funding ends.

The RttT professional development evaluation is being conducted with full recognition of the enormous challenges being addressed by the RttT Professional Development Implementation Team and the deep commitment of the members of the Team to do so. The Evaluation Team's intent for this report is to provide data-driven information that can support reflection about and improvement of the RttT professional development effort.

Four general questions guide the overall evaluation effort:

- 1. State Strategies: To what extent did the state implement and support proposed RttT professional development efforts?*
- 2. Short-Term Outcomes: What were direct outcomes of State-level RttT professional development efforts?*
- 3. Intermediate Outcomes: To what extent did RttT professional development efforts successfully update the NC education workforce?*
- 4. Impacts on Student Performance: To what extent are gains in student performance outcomes associated with RttT professional development?*

This report focuses on Question 1 and provides some initial data related to Question 2. The questions about intermediate outcomes and impacts on student performance cannot be addressed until local professional development programs are implemented; those questions will be covered in future evaluation reports.

This report consists of five sections:

- I.* An overview of the RttT plan for building local professional development capacity;
- II.* Initial evaluation data about the RttT professional development activities through the Summer of 2011 (with a focus on the Summer Leadership Institutes), and recommendations for future implementations of these activities;
- III.* An overview of the data being collected for the overall, four-year evaluation of the outcomes and impacts of the RttT professional development activities;
- IV.* A summary of baseline data already collected as part of the overall outcomes and impact evaluation, with some recommendations for professional development based on these data; and
- V.* A summary of the next steps for the RttT professional development evaluation, including activities for which close collaboration with the NCDPI Professional Development Implementation Team will be required.

This executive summary will summarize the key points from each section, with a focus on data-driven recommendations. The full report details the methodology and findings that led to each recommendation.

In addition to the statewide professional development initiative, the overall RttT plan includes professional development activities housed under other RttT-funded initiatives. These activities are designed to address specific groups of educators: principals, educators in the lowest-achieving schools, educators in selected STEM schools, online teachers of NCVPS STEM courses, and new teachers entering low-performing schools. The evaluations of these activities will be covered in other reports.

I. The RttT Plan for Building Local Professional Development Capacity

The core strategy of the NCDPI statewide professional development plan is to guide and support capacity-building in LEAs and charter schools to ensure that they can provide high-quality professional development. The overall plan is built around annual cycles comprised of summer institutes, formative support for LEA and charter school Professional Development Leadership Teams, and additional face-to-face support sessions provided by the NCDPI Professional Development Implementation Team in collaboration with the Regional Education Service Agencies (RESAs) and centrally developed resources (online workshops, webinars, support materials, etc.) that can be incorporated into local professional development programs. Through implementation of this Annual Professional Development Cycle, NCDPI aims to both guide and support the development of local professional development through a high-quality, systemic, blended approach for effective professional development, defined as job-embedded, research-driven, data-informed, professional community-based, and aligned to the RttT initiatives.

During the summer of 2011, NCDPI implemented its first set of two-day, RttT professional development institutes, which were facilitated by several NCDPI sections, including Curriculum and Instruction, District and School Transformation, Educator Recruitment and Development, and Exceptional Children. These Summer Leadership Institutes were conducted in six locations throughout the state and were designed for LEA-level and charter school teams. The purpose of the Institutes was to prepare local-level Professional Development Leadership Teams that will design, develop, and implement local professional development to help their K–12 teachers transition to the new standards. More specifically, as a result of attending the Institutes, participants were expected to:

- Determine expectations for the work involved in implementing local professional development programs;
- Demonstrate to local teachers how the NCDPI training fits with the local RttT Scope of Work and supports the state’s efforts with the new Common Core State Standards and North Carolina Essential Standards;
- Demonstrate how to access a series of online modules designed to help teachers build their capacity to understand the new Common Core State Standards and North Carolina Essential Standards; and
- Work with LEA and school leaders to develop a plan for rolling out the professional development to teachers prior to the 2012–13 school year.

Each day of the institute was divided into two types of sessions: *Content Sessions* (e.g., K–5 mathematics, grades 6–12 English language arts) and *LEA Planning Process Sessions*. NCDPI teams collaborated across departments to develop detailed plans and materials for each session and to prepare facilitators for each content area and facilitators for the LEA Planning Process Sessions. More than 2,200 educators attended the sessions in the six Institutes conducted statewide—an impressive number in a period of just 30 days.

II. Evaluation of Implementation of State-Level RttT Professional Development Activities

Data sources

The evaluation of the Summer Leadership Institutes is based upon the following data:

- *Observations* conducted by two evaluators at each of the Institutes, following an observational protocol. Observations took place in 108 Content Sessions (at least 20 of each of the four major content areas) and 83 LEA Planning Sessions;
- *Participant interviews* conducted by the evaluators during each day of each Institute using a standardized, open-ended question format to obtain participants reactions to the Institute and suggestions for improvement;
- *Post-institute surveys*, which participants were asked to complete online after the Institute. The survey contain both forced-choice and optional open-ended items. It was designed by the NCDPI team that planned the Institutes and, unfortunately, did not meet standards for effective and reliable evaluation instruments and did not obtain information that would have

allowed detailed and useful analysis of the results. However, this report uses the data obtained as far as possible; and

- *Focus groups* with NCDPI staff involved in planning and conducting the Institutes, to gather information about the planning process and recommendations for improvements in the future.

Summary of major findings

- NCDPI has placed 15 highly-qualified Professional Development Leads in the field to work directly with the LEAs and charter schools to further local and regional professional development. This is an important step in implementing the RttT plans.
- The Institute planning and implementation was conducted by a cross-division team that brought together expertise from different groups within NCDPI. The individuals involved expressed pride in their accomplishment and see their collaboration as a model for LEA planning teams. The planning and implementation effort was intense and demonstrated a deep commitment from the NCDPI staff involved.
- A total of 2,212 educators attended the six Summer Institutes, and 1,457 (66%) of them completed the post-Institute survey. About half of the participants reported they were classroom teachers, 10% were school administrators, 18% district administrators, and 23% had other support roles, such as curriculum specialist, professional development coordinator or instructional technology director. The Summer Leadership Institutes comprised the largest field-based professional development activity ever conducted by NCDPI.
- Overall,¹ participants reported that the Institutes were valuable professional development experiences, and their comments contain praise for the NCDPI planning staff and the session facilitators. On the post-Institute survey, 83% of participants said the Institute was valuable or very valuable. In addition, more than 60% of the participants said they would be very likely to attend another Institute and recommend that colleagues do so. There was a high level of consistency across the final five Institutes. Participants from charter schools found the Institutes to be about as valuable as did participants from LEAs.
- Relatively equal proportions of participants who rated themselves as low on prior knowledge about the new Standards and participants who rated themselves as high on prior knowledge considered the Institutes to be valuable, suggesting that the Institutes appear to have been successful in addressing the needs of a range of participants. The group that rated themselves low in prior knowledge did find the Institutes to be more challenging.
- Overall, teachers rated the Institute as more valuable than did administrators and professional development coordinators, although both groups found it worth attending.

¹ The first Summer Leadership Institute, held in Asheville, was combined with a Superintendents' retreat. This overlap led to problems with session schedules, space, and other issues that were beyond the control of the NCDPI staff and interfered with their ability to carry out their plan. The ratings for this Institute showed far less participant satisfaction than did the ratings from the other five, which were very consistent with each other. Since the final five Institutes followed the designed plan that forms the basis for future professional development activities, the Evaluation Team excluded data from the first Institute from all analyses.

Recommendations related to Summer Leadership Institutes

1. *Continue to encourage and strengthen cross-division work at NCDPI.* NCDPI staff valued the Summer Leadership Institute planning effort. To encourage and strengthen future efforts, they suggested that NCDPI leadership: (a) clarify leadership roles; (b) create and communicate a shared vision and purpose; (c) clarify timelines; (d) provide responses to requested input; (e) realistically plan for getting new staff on board; (e) conduct post-Institute debriefing sessions; and (f) foster continued intra-agency collaboration.
2. *Provide more and better information and guidance prior to Institutes.* Attendees recommended that detailed agendas, timelines, and expectations be clearly articulated and provided before the Institutes, along with materials to help them prepare to maximize the time at the Institutes. They also requested more clarification of the expected composition of local teams.
3. *Reorganize Content Sessions.* These sessions should be differentiated in the future so that there are sessions for those who are first learning about the new standards and assessments and sessions for those who are already at least somewhat knowledgeable. Participants also suggested dedicating more time for discussion and less time for presentations, during the Content sessions. It appears from the open-ended responses and observational data that participants were more satisfied with the balance in the math and science sessions than they were with the balance in the ELA and social studies sessions, so a comparison of the plans for each type of session might be useful. Finally, more focus should be placed on addressing the needs of administrators responsible for professional development policies and programs, but without reducing attention to the needs of the teachers who attend as members of the LEA leadership teams. Principals in particular indicated that they would have valued sessions on implementing the new Standards overall, rather than having to choose a specific content area session. Principals also would like time in role-alike sessions to share information and learn from their colleagues.
4. *Re-conceptualize LEA Planning Sessions.* Similarly, LEA Professional Development Leadership Teams desired more time to work as a team, with facilitation from NCDPI experts, and less time listening to presentations. They also desired materials that provide more specific guidance about constructing local professional development plans.
5. *Foster more collaboration across LEAs and charter schools.* Further attention should be paid to fostering content-area collaborations among LEAs and among charter schools that can continue after the Institute. Including role-alike groups during the Institute was one suggested approach. In future Institutes, further consideration should be given to grouping LEAs with other, similar LEAs, and charter schools with other, similar charter schools in planning sessions.
6. *Address concerns about ongoing, post-Institute support.* LEA and charter school teams both expressed a need for substantial ongoing support and additional resources for local use, as well as a schedule indicating when these would be received. NCDPI needs to assure them about the plans and schedule for providing these. Charter school participants in particular expressed concern about whether they would continue to receive the same level of support as the LEAs. They suggested further involvement of the NCDPI Charter Schools Department

and also suggested the creation of a network of charter schools with similar demographics for future collaborations.

7. *Incorporate greater attention to technology.* Participants requested more exposure to the web-based resources and tools, more emphasis on the Information and Technology Essential Standards, and more support for using web-based tools to support professional development and within- and across-LEA collaborations.
8. *Build on the strengths of the best resources.* The *Crosswalks* and *Unpacking Standards* resources received positive responses and should be used as models for the development of future resources. The *Call for Change* module and the Webinars leading up to the Institutes received a number of negative comments. Further feedback about these modules should be gathered and, if necessary, appropriate changes made. Participants would prefer that the information provided on CD or via the web be in modifiable (e.g., .doc or .rtf) format, rather than in .pdf format, so that they can adapt the materials for use in their local programs.
9. *Review approaches to addressing diversity.* Several participants raised concerns about a perceived lack of sensitivity to diversity in some presentations and materials.
10. *Improve locations and logistics.* The Institute locations, food, and hotel and meeting space accommodations received many negative comments and should be improved for future Institutes.

III. Baseline Data Collection for Evaluating the Impact of RttT Professional Development

The overall plan to evaluate professional development outcomes and impacts over the four years of the RttT grant includes an annual *Omnibus Survey* of a statewide sample of teachers and administrators, as well as a *longitudinal study* of a purposeful sample of schools. Along with other data, these tools will enable the evaluation team to provide both formative data during each year of the RttT grant and summative information to inform decisions about sustaining programs after the grant period ends.

The Omnibus Survey was designed to assess change across a wide range of constructs that may be influenced by the collective set of NC RttT activities, with items in several constructs corresponding to professional development activities. The Survey is comprised of 170 items across 23 dimensions, such as *teacher-leadership respect*, *teacher-teacher trust*, *teacher knowledge sharing*, and *teacher-student relationships*. Each respondent received a random sub-sample of the questions to decrease respondent burden.

The purpose of the longitudinal descriptive study is to provide detailed information concerning implementation of both state and local professional development initiatives and to determine the impact of those initiatives in diverse school settings across the state. The Evaluation Team developed a *purposeful sample* of schools that reflects the variation that occurs across the state to participate in the longitudinal descriptive study. The Team considers it essential that these schools are not identified to those outside of the Evaluation Team, so that they do not receive attention that is in any way different from that given to other schools across the State. The data collected from these schools each year will include administrative data (including student achievement data); surveys completed by central office staff, school leaders, and teachers; LEA and school leader interviews; teacher focus groups; and classroom observations.

IV. Short-Term Outcomes: Baseline Data

For this report, five dimensions of the Omnibus Survey were identified as playing a pivotal role in understanding the evolution of the professional development component of RtT. These include:

- Quality of Professional Development
- Alignment of Professional Development
- Attention to Common Core State Standards
- Data-Driven Instruction
- Formative Assessment (This dimension was measured using a different scale and is analyzed separately)

Summary of major findings

- Overall, educators' ratings of their current experiences with professional development and professional development-relevant topics, as measured by the first four dimensions, varied somewhat across the eight regions of the State but were generally positive. The proportion of respondents in each region who expressed agreement or strong agreement (the top two responses on a seven-point scale) with positive statements related to each construct were: Quality of Professional Development, 59.6%–73.3%; Alignment of Professional Development, 53.7%–63.9%; Common Core, 69.7%–80.4%; and Data-Driven Instruction, 65.4%–78.2%. The highest ratings on each of these dimensions were given in Region 8 (the Western region).
- Across the first four dimensions, elementary teachers gave the highest ratings for the professional development they receive, followed by middle school teachers, with high school teacher giving the lowest ratings.
- Responses to items in the fifth dimension provide early evidence that adoption of some formative assessment strategies may be occurring inconsistently across regions.
- Data from the Teacher Working Conditions Survey (TWCS) was used to classify schools as providing low, medium, or high levels of professional development support. Responses on several TWCS items were very consistent with data from the professional development dimensions of the Omnibus Survey. That is, teachers at schools classified as “low” in meeting teachers' professional development needs on the TWCS gave the lowest ratings on Omnibus Survey items, while teachers at the “medium” professional development schools gave intermediate ratings, and teachers at the “high” professional development schools gave the highest ratings.
- From the longitudinal study interviews, principals reported having access to information about professional development and that they work with their teachers and staff to ensure that appropriate professional development is either provided through the school or district or is available through other means. They were concerned about funding and expected to make greater use of cost-effective online and blended approaches in the future.

- Principals reported that they used the *North Carolina Teacher Evaluation Process* to inform professional development planning.
- Between one-third and one-half of the principals reported that their schools already had received some professional development on each of the new Standards, on formative and summative assessments, and on using data to improve instruction.
- Overall, principals were knowledgeable about professional development but were looking for guidance, resources, and support to help them make sure that effective professional development will be available for their teachers and staff.

Another dimension of the survey asked teachers to estimate how often they used each of a variety of formative assessment techniques with their students. Though there are no major findings to report from an analysis of the initial data, the results for this dimension will provide baselines for considering whether there is increased use of formative assessment as a result of professional development.

Recommendations

1. The state professional development effort should take advantage of, build upon, and enhance the effective processes for planning and providing valuable professional development opportunities that already exist in many schools and LEAs.
2. Careful attention needs to be paid to developing coherent professional development programs in which activities clearly relate and build upon each other to address major professional development needs. This is true at all levels of professional development: school, local, regional, and state.
3. Further attention needs to be paid to differentiating professional development for elementary, middle, and high school teachers, with a particular focus on high school teachers, who tend to rate the professional development they receive as being of less value than do teachers at the other levels.
4. There is growing interest in online professional development, collaboration, mentoring, and resources. The effective use of online technologies to enhance professional development, along with blended models of professional development, should receive increased attention in future years of the RttT professional development initiative.
5. Schools and districts range in the availability and quality of professional development they provide for their teachers. Schools and districts rated low in this area by their teachers on the TWCS and Omnibus survey need additional support to ensure that equitable access to high-quality professional development is available to all educators throughout the state.

V. Next Steps for the Professional Development Evaluation

The next steps of the professional development evaluation include the following:

1. Evaluation of the Distinguished Leadership in Practice Principal Institutes, with an interim report planned for Spring 2012.

2. Evaluation of the Online Professional Development Modules, Webinars, and Online Supports, also with an interim report planned for Spring 2012.
3. Continuation of the Omnibus Survey and Longitudinal Study during each year of the RttT grant.
4. Implementation of the Professional Development Participant Data Base, which is essential in order to track the overall impacts and outcomes of the RttT professional development initiative; this implementation will require close collaboration with NCDPI to quickly implement the needed system.
5. Improvement of surveys for the next round of professional development activities, to ensure that both the Professional Development Implementation Team and the Evaluation Team have reliable and valid data that allow for the disaggregation necessary to answer key evaluation questions. This work also will require close collaboration with NCDPI.
6. Evaluation of specific-purpose RttT professional development activities for principals, educators in the lowest-achieving schools, educators in selected STEM schools, online teachers of NCVPS STEM courses, and new teachers entering low-performing schools. The evaluations of these activities will be covered in other reports.

Introduction

Providing high-quality, accessible professional development to all teachers and principals is a key component of the professional development plan funded by North Carolina's federal Race to the Top (RttT) grant. The United States Department of Education's grant application process recognized the important role that professional development must play in the successful implementation of the RttT education reforms by requiring states to develop comprehensive strategies for both the expansion of their professional development offerings and the evaluation of the effectiveness of that professional development. North Carolina's RttT-funded professional development plans are ambitious, with a top-level goal of updating the entire education workforce to ensure that each of the state's 100,000 teachers and 2,400 principals has the knowledge and skills necessary to foster student achievement.

The challenges addressed by the North Carolina RttT Professional Development Implementation Team are formidable. The Implementation Team must engage all of the state's teachers and administrators in professional development that will extend their knowledge and guide them in making significant changes in their professional practices in order to increase overall student achievement and close achievement gaps among student groups. The plan requires differentiation of professional development to meet the needs of educators with a wide range of backgrounds, preparation, experience, and expertise, ranging from the over 10,000 experienced National Board Certified teachers in North Carolina to the over 20,000 teachers who are in their first three years of teaching and who in many cases entered teaching through an alternative licensure pathway. The plan requires reaching teachers from kindergarten through high school, across all disciplinary areas. And the plan also requires professional development for principals, assistant principals, curriculum specialists, and all of the other administrators involved in guiding and supporting teachers through transitions to new standards, assessments, data systems, technologies, and overall expectations for both themselves and their students. All of this is to be accomplished within the four-year period of the grant, across a large and diverse state with many small, rural, and resource-limited local education agencies (LEAs). In addition, the plan is expected to result in a statewide professional development infrastructure that can be sustained after RttT funding ends. While the grant provides significant funding, the professional development initiative must proceed during a time of severe economic constraints that limit additional state and local resources that can be brought to bear on the challenges; this limitation is far greater than anticipated when the RttT proposal was developed.

The RttT professional development evaluation is being conducted with full recognition of the enormous challenges being addressed by the Professional Development Implementation Team and the deep commitment of the members of the Team to do so. We further recognize that the RttT professional development plan is breaking new ground: There are no established, proven models for creating a statewide professional development system of this scale to support so many educators through so many changes in so short a period of time. The Evaluation Team's intent for this baseline and formative report is to provide data-driven information that can support reflection about and improvement of the RttT professional development effort.

Purpose of the RttT Evaluation and of This Report

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) later in the project, provide summative evaluation results 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.

Over the next three years, the Evaluation Team will document the professional development initiative activities and collect data about participation in, satisfaction with, and the impact of locally- and state-supported professional development activities. In addition, the Team will collect information through LEA and school field visits and teacher and administrator surveys to inform summative evaluation analyses that examine the extent to which participation in RttT professional development activities has increased the capacity of the education workforce to deliver effective instruction, and ultimately, using state assessment data to improve student performance. The plan is described in greater detail in Appendix A.

Four general questions guide the overall evaluation effort, with a number of more specific questions under each. These general questions are organized to reflect the general sequence in which they can be addressed over the four years of RttT:

- 1. State Strategies: To what extent did the state implement and support proposed RttT professional development efforts?*
- 2. Short-Term Outcomes: What were direct outcomes of state-level RttT professional development efforts?*
- 3. Intermediate Outcomes: To what extent did RttT professional development efforts successfully update the NC education workforce?*
- 4. Impacts on Student Performance: To what extent are gains in student performance outcomes associated with RttT professional development?*

This initial professional development evaluation report serves five primary purposes, each of which is addressed in a separate section:

- I.** The first section documents the **current status of the RttT professional development plan**, thereby addressing some of the specific questions under General Question 1, *State Strategies*.
- II.** The second section provides **formative evaluation information about the initial RttT professional development activities**. This section addresses all of the specific questions under General Question 1, *State Strategies*. It is intended to contribute to the RttT Professional Development Implementation Team's ongoing efforts to provide the most supportive and useful professional development possible for teachers and administrators. Since the six Summer Leadership Institutes held across the state represent the first major activity to build local and regional capacity to provide high-quality professional development statewide, the data from the Institutes is a major focus of this section.

- III. The third section summarizes the **strategies used to collect baseline data and the plan for ongoing data collection** in order to track the statewide impact of the RttT Professional Development initiative over the life of the grant. That is, this section sets the stage for how the RttT Evaluation Team will address, over the next three years, General Questions 2, 3, and 4 (*Short-Term Outcomes, Intermediate Outcomes, and Impacts on Student Performance*).
- IV. The fourth section describes the **initial baseline data** collected as of Summer 2011 that address some of the short-term outcomes of the RttT professional development initiative.
- V. The brief fifth section describes the **next steps for the professional development evaluation**, including activities that require a close collaboration between the NCDPI Professional Development Team and the Evaluation Team in order to meet the requirements of the RttT grant.

The next major report, in Fall 2012, will consider short-term outcomes in more detail and begin to address intermediate outcomes, while reports in following years (after the local professional development programs are in operation) will address the impact on teachers and, to the extent possible, students. Since the schedule of Evaluation Team deliverables calls only for annual reports, the Evaluation Team will provide supplemental, brief updates as additional data become available, in order to provide timely information as the Professional Development Implementation Team continues to work with LEAs and charter schools and develops additional resources. Currently, the Evaluation Team plans to provide two Updates during Spring 2012 to provide timely information about online professional development and the Distinguished Leadership in Practice Institutes for principals, since sufficient data about those components were not available in time to include in this report.

Additional Special-Purpose RttT Professional Development Activities

In addition to the statewide professional development initiative described above, the overall RttT plan includes professional development activities housed under other RttT-funded initiatives. These professional development activities are designed to address specific groups of educators whose work is relevant to specific RttT initiatives. They include:

- Professional development for teachers and principals in the lowest-achieving schools, embedded in the District and School Transformation initiative;
- Professional development specifically for teachers and principals in the STEM (science, technology, engineering, and math) anchor and network schools, as part of the STEM Schools initiative;
- Professional development about online teaching for teachers involved in the STEM blended learning initiative led by the North Carolina Virtual Public School; and
- The New Teacher Support initiative, led by the University of North Carolina General Administration (UNC–GA), which provides professional development to new teachers in low-performing schools not served by the District and School Transformation initiative.

These professional development activities will be evaluated separately as part of the RttT Evaluation Team’s overall summative evaluation efforts. In addition, a comprehensive

Building LEA and Regional Professional Development Capacity
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professional development analysis, to be completed in 2014, will look across all RttT professional development initiatives to determine, to the extent possible, their combined and cumulative effect across the state and to provide data and recommendations to inform discussions about sustaining professional development initiatives after the RttT funding period.

I. The RttT Plan for Building Local Professional Development Capacity

The North Carolina RttT professional development plan, led by the North Carolina Department of Public Instruction (NCDPI), is an expansive and multi-faceted effort to increase student achievement by updating the knowledge and skills of the public education workforce. This professional development initiative aims to address the challenge of preparing more than 100,000 educators throughout the state for: the changes driven by the new Common Core State Standards and North Carolina Essential Standards; the increased use of data to inform classroom and school decisions; the rapid changes in the technologies and digital resources available for teaching and learning; the new teacher and administrator evaluation processes; increased emphasis on formative assessment to inform instructional decisions; and increased emphasis on differentiating professional development needs for individual educators with different backgrounds. All of the major NC RttT initiatives depend upon professional development; none of them will be successful unless North Carolina's educators are well-prepared and supported as they work to implement these changes in their schools and classrooms.

State-level RttT professional development efforts to meet this extraordinary challenge center on a high-quality, systemic, and blended annual professional development cycle. The North Carolina plan addresses two primary aspects of professional development: support and delivery. The first aspect focuses on implementing the professional development associated with the requirements of each of the RttT initiatives. The second aspect includes a focus on the infrastructure that supports effective and timely professional development delivery.

The core strategy in the plan is for NCDPI to guide and support capacity-building in LEAs and charter schools to ensure that they can provide high-quality professional development. This overall strategy includes organization of institutes to support planning by local leadership teams, hiring of regionally-based NCDPI staff to provide technical assistance to support local efforts, and provision of centrally developed resources (online workshops, webinars, support materials, etc.) that can be incorporated into local professional development programs.

Major Objectives

The major objectives of the RttT professional development initiative include the following:

- Alignment of professional development with major state initiatives, including transition to new standards, new formative and summative assessments, data literacy for instructional improvement, the revised Teacher and Principal Evaluation Processes, technology for teaching and learning, and turnaround of the lowest-achieving schools;
- Assessment of other professional development needs for teachers (areas of need identified to date include working with struggling readers, special needs students, and limited English proficiency students);
- Deployment of state-sponsored Professional Development Leads to serve as resource developers, workshop leaders, professional learning community coaches, and content-specific regional coaches to the district and school staff in their region;

- Expansion of current repository offerings and resources on NCDPI's Educator Recruitment and Development (ERD) website;
- Provision of planning institutes for LEA/Charter Leadership Teams;
- Provision of Distinguished Leadership in Practice Principal Institutes (led by the North Carolina Principals and Associate Principals Association); and
- Support for planning, resources, and technical assistance to LEAs to ensure that effective and appropriate professional development is available locally to all teachers.

The initial foci of RttT professional development are on the transition to the new Common Core State Standards and North Carolina Essential State Standards and adoption of the revised Teacher and Principal Evaluation Processes. In subsequent years, RttT professional development will focus on the other major RttT objectives, as well as on additional areas defined through the professional development needs assessment process.

Annual Professional Development Cycle

As shown in the diagram of the Annual Professional Development Cycle provided by NCDPI (Figure 1, following page), the overall plan is built around annual cycles comprised of summer institutes, formative support for LEA and charter school Professional Development Leadership Teams, and additional face-to-face support sessions provided by the NCDPI Professional Development Implementation Team in collaboration with the Regional Education Service Agencies (RESAs). Through implementation of this Annual Professional Development Cycle, NCDPI aims to both guide and support the development of local professional development through a high-quality, systemic, blended approach to effective professional development, defined as job-embedded, research-driven, data-informed, professional community-based, and aligned to the RttT initiatives. A blended approach to professional development is designed to address the needs of districts, charter schools, and individual educators through face-to-face sessions and online resources, such as learning modules or webinars.

Figure 1: NCDPI Annual Professional Development Cycle



Professional Development Activities and Resources

To begin the process of building local and regional capacity throughout the state, the NC RtT team has planned and launched a series of activities, along with a growing set of resources, to support local professional development planning and capacity building. These activities and resources are summarized below (Tables 1, 2, and 3, following pages).

Table 1. NCDPI and RESA Face-to-Face Session to Support Local Professional Development Planning and Capacity Building

Title	Summary	Intended Audience
2011 RttT Summer Leadership Institutes	A two-day institute, replicated in six locations, designed to develop a shared understanding of the new standards and to provide assistance with the planning of local Common Core State Standards and North Carolina Essential Standards professional development efforts. (Institutes are described in more detail later in the report.)	District/charter school leadership teams who will be responsible for local professional development planning.
Common Core State Standards and NC Essential Standards Trainings	Scheduled through the RESAs, these sessions offered follow-up support from the Summer Leadership Institutes. Throughout the 2011–2012 school year, the sessions will provide follow-up training on the Common Core State Standards and North Carolina Essential Standards. Sessions are conducted every other month from September to May with each session targeting a specific content area (Math, English/ Language Arts, Science, Social Studies, K–12 Programs [the Arts, ELD, and World Languages], and Healthful Living).	District/charter school leadership teams who attended a Summer Leadership Institute and will be responsible for local professional development planning overall and for specific content areas.
Principal and Assistant Principal Trainings	Conducted in three phases during Fall 2011 and Spring 2012 to provide training focused on the management and coaching of teachers as they implement Common Core State Standards and North Carolina Essential Standards, including Information and Technology Essential Standards.	Principals and assistant principals
Institutions of Higher Education Trainings	A one-day session designed to build an understanding of the new standards and their impact on teacher education programs.	Higher education faculty and administrators responsible for pre-service teacher education programs.
District-Level and Charter Team Fidelity Support Sessions	NCDPI’s Professional Development Leads will conduct regional fall and spring Fidelity Support Sessions with up to six decision makers and team leaders from each district/charter Professional Development Leadership Team to gather information on the progress of local professional development action plans, as well as to provide continued support for district leaders.	Decision makers and team leaders from each district/charter school leadership team
Teacher Evaluation Process Workshops	Professional development and support for local Professional Development Leadership Teams on the NC Teacher Evaluation Process. These sessions provide a “deeper dive” into the performance rating scale and the fidelity of implementation of the instrument.	District/charter school leadership teams
Teacher Effectiveness and New Accountability Model Sessions	A series of informational sessions facilitated by DPI initiative leads and staff, targeting lead teachers, on the Teacher Effectiveness initiative and the development of the new accountability model in North Carolina.	Lead teachers

Online learning modules, webinars, and live chats extend the face-to-face sessions and provide resources that can be incorporated into local professional development plans. Online modules are continuously in development. The following modules (Table 2, following page) were introduced at the 2011 Summer Leadership Institutes and are available for local use as of Fall 2011. Additional modules and resources will be added as the initiative proceeds.

Table 2. Online Instructional Learning Modules² and Webinars³

<i>Modules</i>	
Module Title	Module Summary
The Call for Change: An Overview CCES	A pre-requisite to the 2011 Summer Leadership Institutes, this first module of a six-part series explains why NC adopted Common Core State Standards and North Carolina Essential Standards and lays out the need for change as well as how this change will be advanced with the major RttT and other state initiatives.
Understanding the Standards	This module compares the current standards and the new standards, including structure, concepts, and themes, to distinguish what makes Common Core State Standards and North Carolina Essential Standards new, better, and different. Two Instructional Toolkit documents (<i>Crosswalks</i> and <i>Unpacking Standards</i>) are introduced.
NC Professional Teaching Standards Course	This module explores rating scales for each indicator of the <i>North Carolina Professional Teaching Standards</i> and the knowledge and skills required for 21st century learning and teaching.
Designing Local Curricula for the 21st Century Learner	This module is organized into sections that illustrate three suggested phases and teams needed during the process of developing standards-based local curricula reflecting research-based theories regarding curriculum design and classroom instruction. The module is designed to be viewed by district and school teams as they make the transition to the new Standard Course of Study. The module also provides a sample rubric that accompanies the sample Transition Plan.
<i>Webinars</i>	
Webinar Title	Webinar Summary
Professional Development Webinars for Summer Institutes	In preparation for the Common Core State Standards and North Carolina Essential Standards Summer Leadership Institutes, this webinar was offered on four separate occasions. Accessed through the NCDPI website, it informed local Professional Development Leadership Teams of expectations of them before, during, and after the Summer Leadership Institutes.
Professional Development and Strategic Staffing	This webinar summarizes RttT requirements and process for districts and charter schools, outlines the state’s plan, and covers implications for local professional development and staffing.
Standards and Assessment Webinar	This webinar summarizes RttT requirements and process for districts and charter schools, outlines the state’s plan, and implications for Common Core State Standards and North Carolina Essential Standards, Smarter Balanced Assessment Consortium (SBAC), Instructional Improvement System (IIS), and Communications Information sources and materials.
<i>Online Synchronous Supports</i>	
Online Support Title	Online Support Summary
Common Core State Standards and North Carolina Essential Standards Live Chats	Using GoToMeeting.com, an online meeting space, NC educators are given the opportunity to “chat” with the NCDPI content experts in the K–12 Curriculum and Instruction Division. These content-specific live sessions dedicate 60 to 90 minutes to addressing critical components and answering questions regarding the new Common Core State Standards and North Carolina Essential Standards.

² <https://center.ncsu.edu/>

³ <http://www.ncpublicschools.org/acre/profdev/webinars/>

A series of additional online instructional modules and tools are planned for release over the coming year that will address topics such as Revised Bloom's Taxonomy (RBT), Literacy Across Content Areas, Data Literacy, Effective Use of Learning Maps, Embracing the Change: Embedding Digital Literacy in the Classroom, NC School Executive Standards Module, 21st Century Skills, Common Core State Standards and North Carolina Essential Standards for IHEs, NC Online Educator Evaluation System, and Graphic Organizers, Learning Maps, Classroom Assessment Exemplars, Terminologies.

Table 3. Additional Web Resources

Title	Summary	Intended Audience
Facilitator's Guide	This guide assists district and charter teams in planning and implementing the NCDPI's blended professional development initiatives for the new standards. The guide can be accessed on the Accountability and Curriculum Redesign Effort (ACRE) website. (http://www.ncpublicschools.org/docs/acre/resources/facilitator-guide.pdf)	LEA and Charter School Professional Development Leadership Teams
Presentation Resources	Content-specific presentations from the 2011 Summer Leadership Institutes, facilitators' notes, and sample agendas to design content sessions are located on the NC RttT website. (http://www.ncpublicschools.org/acre/profdev/institute/)	LEA and Charter School Professional Development Leadership Teams
Common Core State Standards and North Carolina Essential Standards Instructional Support Tools	This resource gives instructional and classroom assessment information for each content areas. In the toolkit are two documents: <i>Unpacking Standards</i> , which illustrates the skills and knowledge students are expected to master at a particular grade-level; and <i>Crosswalks</i> , which compares the present State Course of Study to the new Common Core State Standards and North Carolina Essential Standards. The toolkit is posted on the ACRE website. (http://www.ncpublicschools.org/acre/standards/)	LEA and Charter School Professional Development Leadership Teams Teachers and administrators
NCDPI Collaborative Workspaces	The NCDPI wiki is a website that provides access to materials from all Common Core State Standards and North Carolina Essential Standards training and provides the opportunity for cross-state educator collaboration around content areas including English/Language Arts, Information and Technology, Mathematics, Social Studies, Science, English Language Development, World Languages, Healthful Living, and the Arts. (http://www.ncdpi.wikispaces.net/)	All NC educators
RttT Weekly Updates and Monthly Reports to USED	These regular updates report on all RttT activities and upcoming opportunities. They are located on the NC RttT website. (http://www.ncpublicschools.org/rttt/)	All NC educators
LEA/Charter School's Detailed Scope of Work (DSW) and Local Improvement Plans	All local implementation plans for RttT are posted for review online. (http://www.ncpublicschools.org/rttt/)	All NC educators

Title	Summary	Intended Audience
<p>Comprehensive Professional Development Calendar</p>	<p>All face-to-face professional development sessions, including dates and locations, in the Annual Professional Development Cycle are posted for public access. (http://www.ncpublicschools.org/acre/profdev)</p>	<p>LEA and Charter School Professional Development Leadership Teams</p> <p>Lead Teachers</p> <p>Principals and Assistant Principals</p>
<p>Summer Institute Video</p>	<p>A short video summarizing the Summer Institute sessions with excerpts from each training, participant interviews, clips of and facilitators in action. This video is accessible to all LEAs and charter schools and can be used as an informational or demonstration resource for their communities. (http://www.ncpublicschools.org/readyssetgo/multimedia/)</p>	<p>All NC Educators</p>

Overview of the Summer Leadership Institutes.

During the summer of 2011, NCDPI implemented its first set of two-day, RttT professional development institutes, which were facilitated by several NCDPI sections, including Curriculum and Instruction, District and School Transformation, Educator Recruitment and Development, and Exceptional Children. The Summer Leadership Institutes were conducted in six locations throughout the state and were designed for LEA-level and charter school teams. These teams consisted of content area, Curriculum and Instruction, and Professional Development Coordinator representatives. The Institutes focused on the transition from the current Standard Course of Study to the new Common Core State Standards and North Carolina Essential Standards for all content areas (Math, English/Language Arts, Science, Social Studies, K–12 Programs (The Arts, ELD, and World Languages), and Healthful Living. The purpose of the Institutes was to prepare teams to serve as local Professional Development Leaders who will design, develop, and implement local professional development to help their K–12 teachers transition to the new standards. More specifically, as a result of participation in the Institutes, participants, as members of their LEA-level teams, were expected to:

- Determine expectations for the work involved in LEA-level training;
- Demonstrate to local teachers how the NCDPI training fits with the local RttT Scope of Work and supports the state’s efforts with the new Common Core State Standards and North Carolina Essential Standards;
- Demonstrate how to access a series of online modules designed to help teachers build their capacity to understand the new Common Core State Standards and North Carolina Essential Standards; and
- Work with LEA and school leaders to develop a plan for rolling out the training to teachers prior to the 2012–13 school year.

Following an introductory session to welcome participants, highlight goals, and provide logistical information, each day of the institute was divided into two types of sessions: *Content Sessions* and *LEA Planning Process Sessions*. The Content Sessions were organized into separate sessions for elementary (K–5) and secondary (6–12) educators in each content area. The purpose of the Content Sessions was to provide a general overview of the Common Core State Standards and North Carolina Essential Standards, followed by a more content-specific session. The sessions included presentations and activities designed to serve as models for teams to adapt and use for local professional development. Many of the activities involved examining documents that were provided as part of the Instructional Support Tools, such as the *Unpacked Standards* documents that are designed to clarify each content area standard. Among these activities was a *Crosswalk* document activity in which participants assessed the differences between the old and the new standards using a provided rubric. Other activities involved annotation of the Common Core Anchor Standards, reflection using online tools, and use of “quick writes” to record and share ideas.

NCDPI teams collaborated across departments to develop detailed plans and materials for each session and to prepare facilitators for each content area and facilitators for the LEA Planning Process Sessions. Over 2,200 educators attended the sessions statewide.

For the Planning Process Sessions, participating teams were paired, so that each facilitator worked with two teams. The purpose of the Process Sessions was to prepare LEA teams for planning, developing, and implementing professional development related to the Common Core State Standards and North Carolina Essential Standards when they returned to their LEAs or schools. The focus of these sessions targeted *Defining and Aligning Local Curricula* and *Transforming Professional Development*. These sessions involved participants in establishing local curricula priorities for post-Institute work and establishing a professional development implementation timeline for the 2011–2012 school year. Priorities included identifying LEA or school master teacher leaders in all content areas, examining current local policies and procedures to support sustained professional development, and communication plans for supporting change processes. One activity critical to this planning process was a self-assessment activity called *Stoplight Sort*. As a team, members reviewed a list of guiding statements meant to assess their LEA’s or school’s readiness for planning and deploying Common Core State Standards and North Carolina Essential Standards professional development prior to the 2012–2013 academic year. As a culminating activity of the Summer Leadership Institutes, teams shared the plans they created during their team planning times in a *Gallery Walk*, during which participants reviewed and commented on each team’s plan.

II. Evaluation of Implementation of State-Level RttT Professional Development Activities

The general question and seven sub-questions from the RttT evaluation plan that guide this part of the evaluation study are:

Evaluation Question 1. State Strategies: To what extent did the state implement and support proposed RttT professional development efforts?

- 1a. How did NCDPI assess educators' professional development needs?*
- 1b. What were the state's strategies for planning and implementing the Annual Professional Development Cycle?*
- 1c. To what extent were state-level professional development efforts aligned with RttT priorities?*
- 1d. To what extent were current NCDPI professional development offerings in the Educator Recruitment Division Repository expanded?*
- 1e. What were the nature, availability, and quality of Regional Planning Institutes for LEA/Charter leadership teams?*
- 1f. What were the nature, availability, and quality of Distinguished Leadership in Practices (DLP) Institutes?*
- 1g. How did the RttT Professional Development Implementation Team support and work with LEAs to define effective and appropriate professional development?*

Data Sources

At least two evaluation team members attended each of the six 2011 Regional Summer Institutes. Data from these events were collected through observations of professional development sessions, structured interviews with a convenience sample of participants, participant surveys, and reviews of session documents and resources. In addition, post-Institute focus groups were conducted with groups of NCDPI staff who were involved in their planning and implementation.

Summer Institute professional development session observations

Two members of the RttT Evaluation Team attended each Institute and conducted structured observations of individual sessions. Overall, about 200 Summer Leadership Institute sessions were observed, including 108 sessions where participants were grouped by content and grade level (Content Sessions), 83 sessions where participants were grouped by LEA (LEA Planning Process Sessions), and nine welcome sessions. The content sessions included 33 English/Language Arts sessions (14 for K–5 and 19 for 6–12), 20 Math sessions (15 for K–5 and 5 for 6–12), 26 Science sessions (15 for K–5 and 11 for 6–12), and 29 Social Studies sessions (19 for K–5 and 10 for 6–12).

The RttT Professional Development Evaluation Team developed an observation protocol (Appendix B) that was used for the Summer Leadership Institutes observations and that also will be used to observe other upcoming sessions throughout the Annual Professional Development

Cycle. 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. Members of the Evaluation Team recorded their observations of the session's primary intended purpose and major activities of the participants. Observers also assessed the design, implementation, pedagogy, and culture of each session. Data were aggregated from the observations and analyzed to establish comparisons between LEA Planning Process Sessions and Content Sessions, and between subject and grade level targeted in the Content Sessions to examine any differences observed between sessions. Welcome sessions were not included in the analysis.

Analysis of observer responses consists primarily of descriptive statistics with results from observations aggregated across professional development sessions.

Summer institute participant interviews

At each Summer Institute event, attendees were selected to voluntarily participate in a short interview (Appendix C) designed to elicit their reactions about the event. Participants were selected to ensure a balance of gender, ethnicity, age, and LEA. The Evaluation Team conducted about five separate interviews consisting of one to four participants each. Interviews consisted of a standardized, open-ended question format and addressed participants' reasons for attending, perceptions of utility, and recommendations for improvement. Categories, patterns, and themes that emerged from analysis of participant responses during interviews were used to report on participant perceptions of the nature and quality of the sessions.

Focus groups with NCDPI staff

In order to gain insight into the planning, development, and implementation of the regional professional development activities, the Evaluation Team conducted focus groups with NCDPI staff responsible for designing and delivering RttT-supported professional development (Appendix D). During Summer 2011, separate focus groups were conducted with six professional development content designers, twelve instructional technology staff, and twelve professional development facilitators consisting of two representatives from each of the six regions in which Summer Institutes were held. Future evaluation plans include the addition of a focus group representing departmental leaders from NCDPI.

Focus groups followed a standardized open-ended question format with questions determined by members of the Evaluation Team based on relevancy to the study. Questions were created by a committee of Evaluation Team members and were designed to address the state-level process of planning, development, and implementation of the Annual Professional Development Cycle. Two interviewers were present at each interview, one to facilitate discussion and the other to take detailed notes. Analysis of audio transcripts and interviewer notes were subjected to a systematic process of coding, categorizing, and interpreting participant responses in order to identify general patterns or themes relevant to the study's research questions (McMillan & Schumacher, 2005).

Post-institute participant surveys

As part of the RttT Professional Development Initiative, NCDPI developed an internal evaluation plan (Appendix E) that includes a series of online surveys composed of questions addressing participant satisfaction with the training, knowledge and skills obtained, organizational climate in their school/LEA, and application of the knowledge obtained in the sessions. Participants who attend professional development events are asked to complete an online follow-up survey within a few weeks of attending the event. The surveys consist of forced-choice items, as well as open-ended items to provide opportunities for additional comments.

For the 2011 Summer Leadership Institutes, the NCDPI team developed and implemented a survey used to gauge participants' immediate reactions to the institutes, as well as their impressions of what they learned (Appendix F). The survey was based on the first two levels of evaluation in Guskey's (2000) framework for evaluating professional development. In order to provide respondents with an opportunity to elaborate on their Summer Leadership Institute experiences in more detail, several open-ended questions were included in the NCDPI-developed survey. Data from open-ended items were analyzed by the Evaluation Team for this report to examine patterns in responses by role, event type, and region. These data were coded and thematically grouped into categories that reflect the National Staff Development Council standards for professional development. This short list of tentative codes was then used to inform the development of larger categories based on standards for professional learning (Creswell, 2007). Categories that did not match standards well (e.g., Infrastructure) were given their own code names. Response rates were determined by dividing the total number of questions answered by the total number of survey responses (1,473).

Measuring such early-stage reactions is an important step in the evaluation process, but the structure and content of the NCDPI survey limited the extent to which it can be used as an informative evaluation tool. The survey was not constructed to meet standards for effective and reliable evaluation instruments and, as documented by Schwarz and Oyserman (2001): "Evaluation researchers frequently obtain self-reports. . . . Unfortunately, . . . participants' reports can be profoundly influenced by question wording, format, and context."

Some of the limitations of the survey include the following:

- Participants were not asked to identify which sessions they attended and rated. Therefore, the Evaluation Team was not able to disaggregate data to separate responses for the Content and LEA Planning Process sessions, or to separate data for the different content area sessions. As a result, while the survey provides global information about the overall Institute, it is limited in the information it provides to inform the improvement of individual types of sessions. (The Team did draw what it could about the individual sessions from the open-ended responses, but that information was limited to those who chose to identify specific sessions in their comments.)
- Some items imposed qualifiers that may have significantly altered participant responses and/or made it difficult for participants to know how to respond. In particular, there were eight items that asked respondents to indicate the degree to which they agreed with statements concerning their *extensive* knowledge of a given concept. Several participants

commented on the phrasing of these questions in particular in their open-ending comments, saying that it was unreasonable to ask them to rate themselves as having *extensive* knowledge. Others may have ignored the term *extensive* when answering the question, but there is no way to know.

- The scales provided for participant responses to some questions limited the usefulness of the data by limiting responses to only three or four choices, none of which may have represented well the opinions of some respondents.
- The validity of using retrospective pretest (RPT) items is questioned by many researchers, although some also support their use. The RPT items in this survey asked participants, after the completion of the Institute, to rate their knowledge of specific concepts both before and after the Institute. In general, it is considered more reliable to ask how much participants believe they gained in their knowledge, rather than to ask them to rate their pre- and post-Institute knowledge. This problem was compounded by the phrasing of the questions, as described above.
- In addition, all participants were asked to rate themselves on a set of standards about teachers' leadership, content knowledge, and other aspects. It is unclear how participants who were not teachers would have responded to these items.

In addition, we note that the evaluation analyses were hindered by delays at NCDPI in providing the Evaluation Team with access to the survey data.

The NC RttT proposal specifies that the RttT Evaluation Team will be responsible for the evaluation of RttT-supported professional development activities, and an evaluation of professional development was a requirement in the RttT proposal guidelines. Therefore, moving forward we believe that it is essential that the Evaluation Team have primary responsibility for survey development, implementation, and analysis for all RttT professional development activities. In doing so, the Evaluation Team will collaborate with the NCDPI Professional Development Implementation Team to ensure that questions are included to obtain the information the Implementation Team needs to inform future professional development planning and design, and that the Implementation Team receives timely access to the information collected from participants.

Findings

Below are findings for each of the seven specific questions outlined earlier.

1a. How did NCDPI assess educators' professional development professional development needs?

In Spring 2011, the Educator Recruitment and Development Division (ERD) of NCDPI surveyed LEAs and charter schools in order to help them determine professional development needs. Their Diagnostics Needs Assessment Survey (Appendix G) asked participants to list three to five areas in which their school or LEA needed the most support, and to share their preferred delivery format for professional development. The online survey link was emailed to 232 LEA/charter school staff, (the Evaluation Team does not have information about how these staff were selected), and there was an overall response rate of 61%, so responses were obtained from only

141 educators. This process and sample size is inadequate to provide data that could be considered representative of the overall population of educators in the state, so we caution against basing any future decisions on this limited data. However, the data do point to professional development needs that are aligned with the RttT plan, as shown in Table 4 below. For example, 88.7% of the respondents included professional development about the new curriculum standards on their lists, more than half included formative assessment, and more than a third included data literacy and evaluation systems.

Table 4. Professional Development Content Needs

Question 2: Identify the top three to five areas your district or school needs the most support, as it relates to professional development.	Overall (n = 141)
Common Core State Standards and North Carolina Essential Standards	88.7%
Formative assessment	53.9%
Data literacy	43.3%
Evaluation systems	35.5%
Technology integration	21.3%
Literacy (non-CCES)	21.0%
Differentiated instruction	14.9%
Math (non-CCES)	8.5%
Response to intervention	8.0%
Revised Bloom’s Taxonomy	5.7%
Professional learning communities	5.7%

The needs assessment also asked for input about preferred delivery methods, and the results support a combination of both face-to-face and online activities, as shown in Table 5.

Table 5. Professional Development Delivery Needs

Question 4: Please share with us the delivery format(s) you would be interested in for future professional development: Select all that apply.	Overall (n = 141)
Face-to-face workshops (1 day)	59.6%
Webinars	43.3%
Web-based modules and/or Moodle courses	41.8%
GoToMeetings	36.9%
Conferences (2+ days)	31.2%
Training videos	28.4%
All of the above	25.5%
Video conference	22.7%

Moving forward, if needs assessment data is intended to be representative of the needs of educators throughout the state, a larger sample and more carefully design needs assessment methodology must be employed.

1b. What were the state's strategies for planning and implementing the Annual Professional Development Cycle?

The state's RttT Annual Professional Development Cycle is supported by a regional model of support and technical assistance to local educators, as well as a commitment to intra-agency collaboration.

Regional model for professional development support. ERD hired 15 Regional Professional Development Leads to serve as professional development resource developers, workshop leaders, professional learning community coaches, and content-specific regional coaches to the LEA and school staff in their region. The Regional Professional Development Leads provide professional development for local LEA and school-level professional development leaders, while regionally supporting the design and implementation of the North Carolina Educator Evaluation System. According to NCDPI's Facilitator's Guide (2011), the Regional Professional Development Leads are responsible for:

- Developing and supporting local professional development leaders in each district or charter school;
- Preparing local leaders to sustain professional development efforts over time;
- Collaborating with experts in other divisions across NCDPI to plan, design, and implement high-quality professional development;
- Supporting the continued implementation of the North Carolina Educator Evaluation System;
- Establishing and supporting existing Professional Learning Communities; and
- Serving as NCDPI's main contact for educator development efforts as part of the Annual Professional Development Cycle.

All of the Professional Development Leads are highly qualified. They are all former teachers or principals, with an average of 20 years of experience teaching and leading professional development efforts, both locally and nationally. Five of the Professional Development Leads previously worked as college professors, four have experience as district-level administrators, two worked at NCDPI, and two coordinated large NSF-funded projects. Their teaching licenses (in English/Language Arts, math, social studies, gifted instruction, visual arts, Spanish, special education, administration, and instructional technology) cover all levels of the K–12 setting. One Professional Development Lead was recognized as a North Carolina Teacher of the Year and another was a finalist for Teacher of the Year, and three of the Regional Professional Development Leads received the Principal of the Year award (two in North Carolina and one in Connecticut). The Regional Professional Development Leads have experience planning, designing, and facilitating professional development for educators on core content, curriculum, instruction, leadership, policy, comprehensive school reform, charter schools, special needs, gifted education, instructional technology, and foreign languages.

Intra-agency collaboration. The design of the Annual Professional Development Cycle and planning and implementation of the first round of Summer Leadership Institutes was led by ERD, working in collaboration with staff from NCDPI's Curriculum and Instruction (C&I) and Instructional Technology (IT) sections. The Summer Leadership Institutes were collectively the

largest in-field professional development activity ever coordinated by NCDPI staff, reaching over 2,200 educators in six two-day Institutes conducted over a period of about 30 days. The planning and implementation effort was intense and demonstrated the deep commitment of the NCDPI staff involved.

This collaborative effort across NCDPI teams brought together representatives from the different areas of expertise required to address the challenge of providing professional development strategies and resources that could reach every educator in North Carolina. It led to more intra-agency collaboration across these groups than has been typical in the past. Planning and implementing the Annual Professional Development Cycle and Summer Leadership Institutes was the first time many NCDPI staff worked with colleagues from other divisions. NCDPI staff from C&I, ERD, and IT expressed pride in their ability not only to work across divisions but also to present a cohesive, statewide professional development opportunity for local educators. Several NCDPI focus group participants talked about a learning process that enabled them to build on one another's expertise, as well as about how their cross-divisional Professional Development Implementation Team was a purposeful model of the type of collaboration they hoped to foster among the LEA planning teams.

As is to be expected with any new collaboration, there were some challenges in blending different perspectives, roles, and working styles, as well as in building the level of trust and communication required for successful ongoing collaboration. This is particularly true when a large amount of work has to be done very quickly, as was certainly the case in this first round of planning. Data gathered from focus groups with 30 NCDPI staff indicate that this collaborative model for planning and implementation was successful in many ways, but the data also identify recommendations for improving the process moving forward. These recommendations are summarized below.

- *Clarify leadership roles.* Focus group participants stated that having multiple leaders for RttT professional development planning—each with her or his own area of expertise, work style, and expectations—created some confusion and at times made the work feel “disjointed.” There was consensus across focus groups that there either needed to be clarity about who was “in charge” or that, if there were multiple leaders, those leaders needed to provide consistent directions and speak “in one voice” about the work to be done. Several respondents noted that there were too many people in charge and they never knew who to ask for assistance. Clarification of leadership roles and responsibilities, communication about these roles and responsibilities to all concerned, and clear and consistent expectations for working teams are important recommendations for the ongoing work.
- *Create and communicate a shared vision and purpose.* Focus groups reported that the cross-division planning team was never engaged in a collective discussion about the core vision and purpose for the components of the Annual Professional Development Cycle. This disconnect contributed to a lack of clarity for designers, facilitators, and participants about the plan and goals for the professional development events and resources. While the lack of clarity may be due to a vision that continues to evolve over time during this initial stage of the work, it will be important to make sure that everyone is “on the same page” for the ongoing work.

- *Clarify timelines.* Some planning team staff indicated that detailed timelines were not laid out or followed. They said that meetings would be scheduled and then canceled, and that due dates would be modified without letting everyone on the planning team know about the changes. A system for documenting and sharing timelines and ensuring that everyone involved is informed of changes in meeting schedules and due dates will be very helpful in the ongoing work.
- *Provide responses to requested input.* Focus group participants reported that, on multiple occasions, they responded to leadership requests for input about RttT professional development plans and resources, but then felt that their feedback was often ignored and that recommended changes were never made. This is always a sensitive area in collaborative work under time pressure. It would be useful to put in place clear expectations for responding to requested feedback. A brief summary of the input received, changes made, and explanation of why other suggested changes were not made is far better for fostering collaboration than is leaving staff feeling like their input was requested and then ignored.
- *Realistically plan for getting new staff on board.* Focus group participants pointed out that due to the rollout of the RttT funding and state hiring schedules, many of the new Regional Professional Development Leads were not in place until just before the first Summer Leadership Institute, meaning that they could not contribute to the planning phase and were rushed to get acclimated to their roles as facilitators. Everyone involved recognized that this was unavoidable for this first round, but for the ongoing work, the hiring plan for new staff should realistically consider the timeline and expectations.
- *Conduct post-Institute debriefing sessions.* Short debriefing sessions occurred at the end of each day of the Summer Institutes with the facilitators and leadership team. However, at the time the focus groups were held, cross-division teams had not been asked to debrief about their collective and comprehensive Summer Leadership Institute experiences or discuss recommendations for improvements. Additionally, focus group participants indicated they had not been given access to post-institute survey data. Some felt that leadership was not sufficiently open to sharing information, getting feedback from staff, and engaging staff in discussing suggestions for improvements. Sharing the participant data and conducting a full-staff debriefing and reflection session should be considered. This evaluation report, once approved, can provide a timely opportunity for this type of session.
- *Foster continued intra-agency collaboration.* Focus group participants reported that cross-division teams have not been encouraged or required to continue working together, and that C&I, ERD, and IT staff are “back in their silos.” They recommended that NCDPI leadership make a concerted effort to continuously build the cross-divisional team throughout the year and not just during the planning process for or implementation of the Summer Leadership Institutes. Some also recommended that NCDPI leadership create other opportunities for cross-agency collaborations on projects that are not as time-sensitive and highly visible, in order to build a strong foundation for ongoing work together.

1c. To what extent were state-level professional development efforts aligned with RttT priorities (e.g., standards and assessment, data use, instructional improvement, IIS, and technology use)?

The first round of state-level professional development efforts focused on the transition to new standards and assessments, which was fully consistent with the proposal plan. Other priorities defined in the proposal are scheduled to be the focus of professional development in future years of the RttT plan.

1d. To what extent were current NCDPI professional development offerings in the Education Recruitment Division Repository expanded?

While the Evaluation Team does not yet have detailed evaluation data on the online modules, webinars, and resource documents introduced during the Summer Leadership Institutes, some participants did comment on these. We describe these offerings below and provide the very early feedback we obtained about them. We will provide an update report in Spring 2012 with a more detailed evaluation of the online resources.

One of the core activities for professional development outlined in the RttT application is support for the effective use of eLearning in order to extend professional development opportunities. In order to meet the professional development needs of educators, NCDPI will make use of eLearning tools such as Learning Management Systems (LMS), wikis, and virtual conference systems. As part of this initiative, NCDPI has provided online learning modules through its NC Education LMS, as well as content-specific webinars for Professional Development Leadership Teams. These modules and webinars are part of an ongoing, blended professional development approach designed to address the needs of LEAs and schools through face-to-face sessions and online resources.

Online learning modules. The NC Education LMS online learning modules are to be used in conjunction with face-to-face professional development sessions conducted at the LEA or charter school level. They are created as online resources to be used by Professional Development Leadership Teams as they implement RttT-related professional development, with a plan for ongoing development of modules to meet a variety of professional development needs. LEAs and charter schools will determine scheduling for teachers to complete both the online and face-to-face components of the blended professional development sessions. Although teachers may complete the online modules independently, the modules are designed to promote group discussion and professional dialogue. NCDPI recommends that participants complete the modules in collaborative teams (e.g., Professional Learning Communities) or, if available, through online collaborative tools provided by the LEAs. The evaluation will gather information about the contexts in which educators actually use these online modules.

Webinars. These webinars, conducted by NCDPI, targeted members of Professional Development Leadership Teams to prepare them for the Summer Leadership Institutes, as well as to provide ongoing support as part of an annual professional development cycle. The webinars conducted prior to the Summer Leadership Institutes provided an overview and goals of the Institutes, and they also introduced teams to the state's blended approach to professional development. Following the Summer Leadership Institutes, NCDPI is providing a monthly webinar for Professional Development Leadership Teams that will focus on individual content

areas in support of the transition to the Common Core State Standards and North Carolina Essential Standards. This series is designed to address topics more focused than those covered in the face-to-face workshops or institutes.

Ie. What were the nature, availability, and quality of Summer Institutes for LEA/charter leadership teams?

The Summer Leadership Institutes launched the overall RttT professional development initiative and provided a foundation for future face-to-face and online activities. While there are limitations to the data available, as noted above, we provide below a detailed review of the available survey, observation, and interview data, as well as recommendations based upon these data.

Institute participants. NCDPI encouraged LEAs to send LEA-level teams consisting of the following staff to the Summer Leadership Institutes:

- Two representatives (one elementary and one secondary) for each of English/Language Arts, Math, Science, and Social Studies; and
- One representative each for Curriculum, The Arts, Healthful Living, English as a Second Language, and World Languages.

The six Summer Leadership Institutes were held across the state over a one-month span (June 27 through July 27, 2011). The following table (Table 6) provides an overview of participant registration, attendance, and survey response rates.

Table 6. 2011 Summer Leadership Institutes Participant and Response Rates

Location	Date	Attended	Survey Results	Proportion of Surveys Completed
Institute 1: Grove Park Inn, Asheville (Region 8)	June 27-29	526	234	45%
Institute 2: Kinston High School, Kinston (Region 2)	July 12-13	489	400	82%
Institute 3: West Stokes High School, King (Region 5)	July 14-15	182	135	74%
Institute 4: Pasquotank High School, Elizabeth City (Region 1)	July 19-20	302	223	74%
Institute 5: Maiden High School, Maiden (Region 7)	July 21-22	351	226	64%
Institute 6: Pinecrest High School, Southern Pines (Region 4)	July 26-27	362	239	66%
Totals		2,212	1,457	66%

Source: Programmatic data from NCDPI (i.e., registration and attendance) and web-based survey results downloaded on September 19, 2011

The post-event survey asked participants to describe their role in relation to North Carolina public schools. Table 7 provides an overview of the responses. The survey instructed respondents to indicate all categories that apply; thus, these counts exceed the number of survey respondents.

Table 7. Role Groups of Survey Respondents

Role Group	Number	Proportion
Teacher	716	49%
School Administrator	143	10%
Central Office Administrator	258	18%
NCDPI Staff (<i>Note: these data were not included in the following analyses</i>)	36	2%
Support Personnel (Instructional Technology, EC, Curriculum Specialists, etc.)	291	20%
Professional Development Coordinator	39	3%
Other	82	6%

On the first day of the Summer Leadership Institute, the evaluation team asked participants about their reason for attending the two-day training. Most participants responded by specifying their teaching position (i.e. middle school math, elementary, biology) or role within their school or district (i.e. academic coach, assistant principal, curriculum specialist, technology director, assistant superintendent). Several participants followed up this response by stating that they would be responsible for facilitating profession development on the content of the Summer Institute upon their return. However, some were unsure why they were asked to attend. Also, some reported they had volunteered to attend while others had “been volunteered” by their administration.

Participants also were asked if they felt that the “right” people had been selected to attend this event. The majority of responses indicated that participants indeed felt that their LEAs had brought the appropriate people to the event. Of those who responded yes, several indicated some sort of selection process as their reason for believing the “right” people were in attendance. For example, one person briefly described how the LEA started with a subgroup from the Curriculum & Instruction department, and then included select departmental heads and professional development leaders. Another indicated that participation levels and leadership were important factors in the selection process.

Not all participants, however, felt that their LEAs had brought the right teams to the Summer Institute. One participant indicated that the selection process was “too top heavy” and that while the Central Office was represented, the Director of Secondary Education as well as school principals were absent. In response to this question, a participant from a different region stated that having principals attend would have been beneficial. In the future, further clarification is needed about whether principals should attend Leadership Institute or just events specifically designed for them.

Special data considerations for the first Summer Leadership Institute. The first Summer Leadership Institute took place in Asheville, NC, at the Grove Park Inn and was run concurrent with the Summer Leadership Conference and North Carolina Association of School Administrators (NCASA) Superintendents’ Retreat. As a result, it differed from the other Institutes in a number of ways: the proportion of participants representing each LEA role

(teachers, curriculum specialists, administrators, etc.); the setting (all other Institutes were held at schools); the scheduling (Institute sessions had to be coordinated with the NCASA retreat, which included keynote presentations by Governor Perdue and others); the reliability of Internet access; and logistical challenges (such as availability of space suitable for the planned sessions at preferred times). Consequently, the first Summer Leadership Institute sessions were not conducted in the order that had been planned, and other last-minute adjustments had to be made. Not surprisingly, participant responses to this first Institute were far less positive than they were for the others. For example, only about 16% of respondents rated the first Institute as very valuable, while 31% or more gave this response for each of the other five Institutes (average: about 38%). Similarly, only about 20% of the first Institute respondents rated the breakout session they attended as very valuable, while at least 30% of the respondents from each of the other Institutes gave this response (average: 39%). It is also worth noting that the return rate on the post-Institute survey was much lower for this first Institute (45%) than it was for the others (which had participation rates ranging from 64% to 82%), and that many of participants' open-ended comments were about specific details of this Institute that did not apply to the others.

We recognize that the Professional Development Implementation Team made the best of a difficult situation during this first Institute and quickly processed what they had learned to inform the plan for the other five Institutes. Since these five Institutes were far more consistent with each other than they were with the first one, and since they will provide the basis for planning the ongoing work, the Evaluation Team excluded the data from the first Institute from the following analyses.

Overall value of the Institutes. It is clear that the large majority of participants found the Institutes to be valuable, providing them with useful information about the new standards and assessments, the professional development resources that are or will be available, and the process of planning LEA professional development programs.

During interviews, participants shared their appreciation for the Summer Institute staff, and the session facilitators in particular, across all regions. One participant described her or his professional development lead as "extremely organized," and stated that the planners "couldn't have got anybody better." Many others at the institute echoed this sentiment about their facilitators using phrases such as: "loved our facilitators," "just really good," "well prepared," "approachable," and "thumbs up." Overall, there were numerous comments throughout the interviews and across the regions indicating participants' enjoyment in attending the Summer Institute. Several participants stated that it was one of the best professional development events she or he had attended. Others described the institute as "a good experience," "excellent," and helpful."

Table 8 (following page) shows the proportion of responses to the survey question: *How valuable was the two-day professional development session to you?* Eighty-three percent of respondents from the five Institutes (as explained above, data from the first one was not included in this and other tables below) reported that the two-day session was either valuable or very valuable.

Table 8. Value of the institute

Question 4: How valuable was the two-day professional development session to you?	Region 2 n = 381	Region 5 n = 134	Region 1 n = 216	Region 7 n = 216	Region 4 n = 220	Overall
Not at all valuable	1.3%	0%	0%	0%	0.5%	.5%
Moderately valuable	20.7%	13.4%	9.7%	15.7%	18.6%	16.5%
Valuable	46.2%	55.2%	38.0%	50.0%	38.6%	45.0%
Very valuable	31.8%	31.3%	52.3%	34.3%	42.3%	38.0%

Similarly, when asked to rate the materials presented during the session they attended (we do not know if participants read this as the Content Session, the LEA Planning Process Sessions, or both), 81.9% of respondents responded either valuable or very valuable, as shown in Table 9.

Table 9. Value of the materials presented

Question 7: Please rate the material presented during the session you attended in terms of its overall value to you as an educator.	Region 2 n = 380	Region 5 n = 134	Region 1 n = 214	Region 7 n = 215	Region 4 n = 220	Overall
Not at all valuable	2.4%	0%	0.5%	0%	1.8%	1.3%
Moderately valuable	18.9%	13.4%	10.7%	19.0%	19.1%	16.8%
Valuable	48.4%	44.8%	38.6%	48.6%	38.2%	44.3%
Very valuable	30.3%	41.8%	49.8%	32.4%	40.9%	37.6%

Overall, 80.5% of participants thought that a reasonable amount of effort was required of them both before and during the sessions they attended, as shown in Table 10.

Table 10. Amount of effort required

Question 6: How much effort was required of you in preparation for and during the session you attended?	Region 2 n = 381	Region 5 n = 134	Region 1 n = 215	Region 7 n = 216	Region 4 n = 217	Overall
No effort	1.6%	3.0%	0.5%	1.4%	0.9%	1.4%
Very little effort	21.3%	14.9%	16.3%	18.5%	16.1%	18.1%
Reasonable effort	70.1%	74.6%	69.3%	75.5%	74.7%	72.3%
A lot of effort	7.1%	7.5%	14.0%	4.6%	8.3%	8.2%

It appears that participants overall would accept the Institutes being more challenging, since over 44% said they were “not at all” or “moderately” challenged. Only 13.3% reported that they were “very challenged,” as shown in Table 11 (following page).

Table 11. Level of challenge of the material

Question 5: How challenged were you by the material presented during the session you attended?	Region 2 n = 381	Region 5 n = 134	Region 1 n = 216	Region 7 n = 216	Region 4 n = 219	Overall
Not at all challenged	7.1%	6.7%	8.8%	3.2%	10.0%	7.2%
Moderately challenged	42.8%	36.6%	27.3%	42.6%	33.3%	37.4%
Challenged	39.4%	45.5%	43.5%	42.1%	43.4%	42.1%
Very challenged	10.8%	11.2%	20.4%	12.0%	13.2%	13.3%

When asked, based on their experiences in this session, how likely they would be to attend another program or to recommend that their colleagues attend, respondents showed less positive responses, as shown in Tables 12 and 13. Only 68.7% said they were very likely to attend another session and only 61.7% said that they were very likely to recommend that their colleagues to do so. For these items, only three options (Not at all likely, Somewhat likely, and Very likely) were provided, while the items described above each had four options, which may have influenced the results.

Table 12. Likelihood of attending another institute

Question 10: Based on your experiences in this session, how likely would you be to attend another program?	Region 2 n = 380	Region 5 n = 132	Region 1 n = 212	Region 7 n = 214	Region 4 n = 219	Overall
Not at all likely	6.1%	0%	1.9%	2.3%	4.6%	3.6%
Somewhat likely	31.1%	29.5%	19.8%	31.8%	24.2%	27.7%
Very likely	62.9%	70.5%	78.3%	65.9%	71.2%	68.7%

Table 13. Likelihood of recommending the institute to colleagues

Question 9: Based on your experiences in this session, how likely are you to recommend this session to your colleagues?	Region 2 n = 379	Region 5 n = 131	Region 1 n = 216	Region 7 n = 215	Region 4 n = 219	Overall
Not at all likely	6.9%	1.5%	4.2%	6.0%	5.0%	5.3%
Somewhat likely	36.9%	35.1%	21.3%	38.1%	31.5%	33.0%
Very likely	56.2%	63.4%	74.5%	55.8%	63.5%	61.7%

Comparisons across Institutes. Removing the first Institute from consideration for the reasons described above, the remaining five Institutes followed a tightly designed plan for each session, so there was a great deal of consistency in the programs. They did differ in size, ranging from 182 to 489 participants, with an average of 337, serving a total of 1,686 participants across the five two-day sessions—an impressive accomplishment over a period of just 15 days!

The consistency across Institutes is represented in comparable results on most survey items. The only consistent pattern of differences found is that participants rated the Region 1 (Elizabeth

City) Institute as somewhat more valuable and more challenging than did participants in the other Institutes. Participants at the Region 1 Institute also said that they would be more likely to attend another Institute and to recommend that their colleagues do so. While it is impossible to be certain, it may be the case that the participants in this region had, on average, less background about the new standards and assessments, and perhaps less experience in designing professional development activities, than did their colleagues in other regions.

Responses of participants from charter schools. Of the 1,457 surveys submitted, 196 were from participants from charter schools. We conducted a separate analysis of the charter school participants' data for the survey items about the overall value of the Institutes. Some participants did not complete all questions, but there were at least 180 responses from charter school participants for each question. The number of charter school participants attending each Institute is shown in Table 14.

Table 14. Charter School Participation by Institute, 2011

Institute	Charter School Participants
Institute 2: Kinston High School, Kinston (Region 2)	68
Institute 3: West Stokes High School, King (Region 5)	37
Institute 4: Pasquotank High School, Elizabeth City (Region 1)	14
Institute 5: Maiden High School, Maiden (Region 7)	39
Institute 6: Pinecrest High School, Southern Pines (Region 4)	38

A comparison of the data from charter school participants with the data from participants in traditional school settings for each of the questions above shows remarkable consistency across the two groups. That is, the Institutes were as likely to be rated valuable, challenging, and worth continuing by the charter school participants as they were by participants attending as a member of an LEA team. Therefore, we present both the LEA and charter school data together in the following sections.

In the open-ended response data, the primary issue specific to charter school participants was a concern that they would not receive the same level of support as the LEAs. One respondent captured this concern by writing, "As a charter school, we sometimes get forgotten." Charter school respondents made suggestions about further involving the NCDPI Charter Schools Department and about networking and pairing charter schools that have similar demographics during future institutes. Otherwise, the open-ended comments from charter school participants were similar to those from LEA team participants.

Value by level of participant prior knowledge about the new Standards. The Evaluation Team conducted an analysis to compare the responses from participants who reported that they knew little about the Common Core State Standards and North Carolina Essential Standards before attending the Institute with responses from participants who reported that they had prior knowledge about the new standards. To do so, we used participants' responses to post-Institute

question 16d, which asked about participants' knowledge about the current research on Common Core State Standards and North Carolina Essential Standards. We compared those that disagreed or strongly disagreed on this question with those who agreed or strongly agreed, on the six questions for which overall data is shown above in Tables 9 through 14. The only difference was on Question 5: *How challenged were you by the materials presented during the session you attended?* On this question, the group that had less prior knowledge rated the sessions they attended as more challenging than did the group that had more prior knowledge. While some of the open-ended comments, summarized below, pointed to a need to further differentiate the professional development for educators with different levels of prior knowledge, these data from the survey suggest that in general the Institutes were of value for educators who came with a range of prior knowledge about the new standards.

Value to participants with different roles. In addition, the Evaluation Team conducted an analysis of the questions shown above in Tables 9 through 14, disaggregated by the roles of the participants who attended the final five Institutes. This analysis shows that teachers rated the Institutes and the sessions they attended as *very valuable* significantly more often than did other participants, and that the Professional Development Coordinators responded *very valuable* to both items less often than did other participants. Teachers also more often reported that they were *very challenged* by the material presented, and Professional Development Coordinator less often (17.2% vs. 6.1%) than did other participants. When asked about the level of effort, Professional Development Coordinators (15.2%) and School Administrators (12.1%) responded *a lot of effort* more often than did teachers (8.0%). Open-ended comments on the survey revealed that teachers appreciated the Content Sessions more than any other part of the Institute, and LEA and school administrators found the LEA sessions more helpful. However, all groups found value in the Institute; the Professional Development Coordinators and School Administrators rated themselves just about as likely to attend and to recommend that colleagues attend other sessions as did teachers and other participants. Overall, these data suggest that, in planning future Institutes, more focus needs to be placed on addressing the needs of administrators responsible for professional development policies and programs, while continuing to address the needs of the teachers who attend as members of the LEA leadership teams.

Participant reports about their own knowledge. As noted earlier, a subset of the Summer Leadership Institute survey items used a retrospective pretest (RPT) approach to assess participants' perceptions of their increases in knowledge on key content provided during the Institute. Given the use of this questionable method, along with the problems with the wording of questions and the response scales used, as previously noted the Evaluation Team does not consider it valid to draw conclusions from comparing the data from participants' retrospective reports of their pre-Institute and post-Institute knowledge. We do, however, present the data about participants' responses about their post-Institute knowledge.

The table below (Table 15, following page) shows the proportion of participants who agreed or strongly agreed that they had extensive knowledge of each survey item at the end of the Institute. Items of particular note include the large proportions of respondents who indicated that they left with a good understanding of the opportunities available to them via the Institutes (91.3%) and of how to access Common Core State Standards promotional resources (93.7%). Well over 80% of the respondents agreed or strongly agreed that they had knowledge about the opportunities to use the online modules, about the research on the Common Core and Essential Standards, and about

developing plans to integrate these Standards and technology. The lowest ratings were on those items asking about knowledge about the research on eLearning and the use of online collaborative tools. These data suggest that participants gained knowledge in a number of the focus areas of the Institutes but are looking for more information about some aspects of technology use.

Table 15. Post-Institute Survey Responses to Professional Development Leadership Items

Survey Item	<i>n</i>	Post-Institute Agree/Strongly Agree
I have extensive knowledge about the learning opportunities available through the summer institute.	1167	91.3%
I have extensive knowledge about the learning opportunities available to teachers through online modules.	1164	89.5%
I know how to access the resources I need to promote Common Core – Essential Standards and e-learning in my school district.	1163	93.7%
I have extensive knowledge about the current research on Common Core – Essential Standards.	1160	86.9%
I have extensive knowledge about the current research on e-learning.	1156	67.2%
I know how to develop actions plans for Common Core – Essential Standards integration.	1160	88.1%
I know how to network with Professional Development Leads, C & I staff and colleagues through face-to-face and online collaboration.	1162	89.2%
I know how to integrate technology in my district action plan.	1162	88.6%
I know how to utilize online collaboration tools (i.e. PD 360, Skype) for professional development.	1152	76.4%
I know how to utilize modules for e-learning communities that can be integrated into my school district.	1159	82.0%

Another set of survey items show that between 82% and 89% of participants said they agreed or strongly agreed that, at the end of the survey, they had extensive knowledge about the NCDPI-provided resources, including the crosswalks, unpacking document, implementation guide and online modules. These data suggest that the Institutes were successful in informing most participants about these resources.

The interview results provide more context and show that some participants would have preferred to gain a deeper knowledge of standards at the institute and be provided with practical

ways to implement the Common Core standards. Others simply commented that they would have liked more time in the content area sessions or with the content area experts. They recommended more discussion of Common Core documents and Crosswalks, applicable ways to meet expectations, and differentiated presentations based on participants' prior knowledge and experience with Common Core standards. Respondents suggested that speakers begin the standards session with a brief tutorial describing how to read the standards, as they noticed peers having difficulty reading the charts. Further, educators emphasized that they would have liked more time for working with curriculum and pacing guides. Participants also would have appreciated more discussion about assessment. The desire for greater depth in the content area sessions, particularly with the new standards, was expressed in nearly every region.

Recommendations for improving future Institutes. Many open-ended survey and interview responses indicated that participants considered the Summer Leadership Institutes to be educational, well-organized, and hospitable; as a result, they left the Institute much more informed and motivated than they had been when they arrived. Respondents also were very forthcoming in providing ideas for improvement, many of which warrant consideration in planning and developing future Institutes, activities, and resources.⁴ In addition to the extensive participant responses, the Evaluation Team also was able to meet in focus group settings with 30 NCDPI staff members who helped plan, design, and facilitate the Summer Institutes. Their recommendations for future Institutes mirror those of the participants in many ways. The suggestions conveyed by participants and staff that might be useful in future planning are summarized below for the consideration of the Professional Development Implementation Team.

- *Provide more and better information and guidance prior to Institutes.* Attendees recommended that agendas, timelines, and expectations be more clearly articulated before the Institutes. Many participants also would have liked more information prior to the Institute, such as a detailed agenda or recommended readings, to better prepare themselves for the large amount of material they would receive. Some suggested that detailed information and instructions about what to expect at the Institutes would have allowed them to get more out of the Institutes. Others were frustrated that they never used materials that they had been asked to bring, and even felt that in some cases the pre-Institute information was inaccurate, with one participant saying: "As a district level person who is responsible for preparing our teachers to implement Common Core/NC Essential Standards content, I don't feel that I received the information I was led to believe I would receive." In particular, many participants identified the pre-Institute Webinars as unhelpful.

In addition, NCDPI staff members shared concerns about the composition and size of the LEA-selected attendees. Focus group members were concerned about the team compositions and the LEAs' resultant capacity to implement the Common Core State Standards and North Carolina Essential Standards. Some felt that NCDPI's changes in recommendations about size of the LEA teams and the roles of the individuals who should participate caused

⁴ From the data available, it is impossible to determine how many participants would agree with each suggestion, and it should be noted that in some cases, suggestions from different participants were contradictory (e.g., suggestions that sessions should move more quickly through more materials versus concerns that sessions were rushed and should provide more time for discussion and reflection).

confusion in the LEAs. For example, school and LEA media and technology staff were not included in the initial invitation, even though technology resources make up a large part of local and state spending for RttT. There were also several observations that there were too many teachers and not enough LEA leaders, and some confusion about whether or not principals should attend. For the ongoing work, it is critical that NCDPI provide communication early, often, and consistently about expectations for the number and role of local participants that aligns with goals and purpose of the professional development events.

- *Reorganize Content Sessions.* On open-ended survey items, participants recommended that the Content Sessions be differentiated in the future so that some sessions are for those who are first learning about the new standards and assessment while other sessions are designed for those who are already at least somewhat knowledgeable. A substantial number of participants felt that some sessions were rushed, not allowing sufficient time for discussing, reflecting on, and absorbing the materials about the new standards. But others thought the sessions were presented at too much of an introductory level, going over material that those familiar with the new standards already knew.

Some participants requested more time for discussion and less spent on presentations. The observation data suggest that this concern may vary by content area and grade level, since small-group discussions were most frequently observed in Math sessions (80%), particularly grade 6–12 Math sessions (100%), and Science sessions (81%), particularly K–5 Science (93%). Small group discussions were observed in far fewer English/Language Arts sessions (39%), particularly grade 6–12 English/Language Arts sessions (26%), and Social Studies sessions (28%), and were rarely observed in K–5 Social Studies sessions (only observed in 16% of these sessions). Further attention should be paid to the balance of presentation and discussion time in each type of session for future Institutes.

Further attention to consistency across types of sessions also is suggested by other observational data. For example, observers gave high ratings for facilitator effectiveness, pacing, and participant engagement for the Math sessions, with 6–12 Math receiving the highest ratings. The 6–12 Science sessions were the lowest-rated on facilitator effectiveness, and the ELA sessions were the lowest on pacing and participant engagement. The K–5 Social Studies sessions received the highest ratings from the observers on all three dimensions of pedagogy in the observation rubric (attention paid to student thinking/learning, attention paid to classroom strategies, and attention paid to instructional materials intended for the classroom). Overall, the K–5 sessions received higher ratings than did the 6–12 sessions on these pedagogy dimensions. While care should be taken in interpreting the observational data without converging data from participant ratings, these findings warrant consideration in future planning.

Finally, while many participants appreciated the option of working in subject-specific strands, principals suggested that their option were limited. One principal noted: “A principals’ strand would have been very helpful, as it could have focused on the Common Core in all subject areas rather than make us [principals] focus on one subject area or another.” In addition, some suggested that separate sessions for middle and high school educators would have been beneficial.

- *Re-conceptualize LEA Planning Sessions as work sessions, and provide models.* More than 10% of respondents (126 participants) provided recommendations about improving the quality of the interaction and collaboration among learning communities at the Summer Leadership Institute. The most frequent suggestions included facilitated team time instead of presentations during the LEA sessions: “Time would have been better spent letting us work together while one consultant facilitated our group. None of the facilitators, in either section, let us have enough time to digest, discuss, or ask questions.” Other suggestions focused on having more time with NCDPI experts to work through potential issues with implementation of the new standards at the school and LEA levels. Attendees felt that NCDPI leadership should have played more of a facilitator role during work sessions as opposed to simply presenting information. For example, one educator said, “We needed more on how to actually share this with teachers and more time to work on specific tasks, guided by the NCDPI staff”. Similarly another attendee mentioned that “LEAs would benefit from having time to talk as a group with NCDPI staff to ask questions and brainstorm ideas specific to our district.”

In a related vein, and based on their experience in planning for Summer Leadership Institutes, NCDPI staff thought it was important that the LEAs mirror their process in terms of planning and the use of resources shared during the Institutes. Recommendation: Provide step-by-step guides for LEAs about how to best integrate state-provided resources within the local context. Model the use of data-based decision-making about professional development activities by including a pre-assessment of participant knowledge in order to make strong connections to what participants currently are doing, and facilitate local debriefing sessions about the Summer Leadership Institutes so that participants can determine the best way(s) to disseminate the information to their LEAs.

- *Foster more collaboration across LEAs and charter schools.* Another theme that emerged from participant responses was the benefit of collaborating with other educators. Comments cited the value of working with colleagues from other schools and LEAs, finding out what others are doing, and creating opportunities to continue to collaborate. The comments included suggestions to provide more time to collaborate, share plans, and discuss approaches across LEA teams. Some also suggested time for role-alike groups to further cross-LEA connections and enable educators with similar roles (lead teachers, principals, charter schools, etc.) to discuss and reflect on what they learned.

Another key step in fostering these collaborations will be ensuring constructive pairings of LEAs and charter schools during planning sessions. Some focus group participants stated that there was tension when LEAs that had professional development resources and capacity were paired in the same room with those who did not, and that it was difficult to work successfully with both in the same session. In other instances, high-functioning LEAs were paired with struggling LEAs, and in others small charter teams were in rooms with LEA teams with over 20 people.

- *Address concerns about ongoing, post-Institute support.* On the open-ended survey items, 83 respondents (6.9%) wondered about their ability to sustain support for implementation of professional learning for long-term change after attending the Summer Leadership Institute. Many of these participants did not feel prepared and wanted more time during the Institute,

particularly when discussing how to implement changes within their LEA. Some participants suggested making the Institute a three- or four-day event. Others suggested a more specific process guide for the LEAs, including recommendations for full team meetings, definitions of roles for LEA staff, and model timelines. Some participants commented that they would have appreciated more practical discussion of how they could train others about what they learned at the Institute; one suggested that a “step-by-step guide of things to present to my staff about the Common Core and handouts ... would be helpful.” Another suggested “specific examples of exactly what NCDPI expects the curricula local LEAs create should look like.” Overall, while participants valued the Institutes, a good number were looking for more specific guidance and more detailed materials to use within their LEA or school.

Many of the participants’ comments reflected their growing awareness of the challenges they will need to address to provide effective professional development for educators in their district or school. There were concerns expressed about whether the expectations of LEAs and charter schools were realistic, given local resources and expertise. There were also concerns about expected schedules and when further guidance and resources would be available. There were also concerns about when curricula and assessments for the new standards would be available in their schools. A comment from one participant captures the concerns expressed by many: “This is like trying to fly a plane that hasn’t been built yet.”

- *Incorporate greater attention to technology.* Multiple respondents mentioned lack of emphasis on the new Information and Technology Essential Standards (ITES). Respondents indicated the Summer Leadership Institute was the perfect missed opportunity to “support, model, and facilitate the integration of the ITES since those standards must be implemented this year.”

In addition, participants listed several web-based tools as online resources that they planned to use. Among these resources were the sessions’ wikis, as well as other web-based resources such as Google Docs, Twitter, and Today’sMeet. Participants would have liked more exposure to these and were unsure whether their local staff had the expertise to support the use of these and other web-based tools to support professional development and within- and across-LEA collaborations.

- *Build on the strengths of the best resources.* During participant interview sessions, participants noted the usefulness of resources provided by the facilitators during the content sessions. While there were a few generic responses regarding resources, nearly all other responses specifically referred to the *Crosswalks* and/or *Unpacking Standards* resources. Respondents who expanded upon the value of these resources cited things like their usefulness in clarifying expectations, providing details, identifying outcomes, and explaining differences between the new standards and the old. These positive comments suggest that the *Crosswalks* and *Unpacking Standards* resources should be used as models for future resources to be developed. Others also mentioned the value of the *At a Glance* document, which illustrated grade-level changes, and noted that it should be distributed to all grade levels, though some respondents were concerned that they did not receive this useful resource. At the other end of the spectrum, participants identified the *Call for Change* module in particular as being of “poor quality” and “not very helpful.”

Requested resources included a step-by-step guide discussing ways to teach staff Common Core information, a list of vocabulary (including acronym meanings), and provision of sessions via online video. Respondents also suggested coordinating access to resources and collaborative tools via a central location, rather than through multiple wikis.

Participants appreciated the CD they received, but they would have preferred that the information on the CD be provided in a modifiable format, rather than in .pdf format, so that they could make adaptations for use in their own schools and LEAs. Finally, multiple participants recommended that printed resources, such as PowerPoint outlines, be provided to participants during the Institutes.

- *Review approaches to addressing diversity.* Participants provide a number of comments that, in varied ways, conveyed a concern about a general lack of sufficient sensitivity to diversity in certain presentations and other aspects of the Institutes. Some pointed out that the introductory video, for example, lacked representation from people of color. Another respondent criticized a speaker for her insensitive comments regarding the definition of the term *disability*: "...the speaker's analogy between student disabilities and her own disability of 'old age' and 'silence disability' was insulting to students with real disabling conditions."

Comments about a lack of sensitivity to diversity also appeared in the comments about the locations and food. Comments reflected concerns about rooms not being handicapped accessible, about lack of meal options "other than pork," and that the food did not meet nutritional guidelines and was "not respectful" of vegetarians and those with other diet limitations or preferences.

- *Improve locations and logistics.* A substantial number of participants gave logistical items (including location, hotel accommodations, and food) negative ratings. Specifically, 27% gave negative ratings to the Institute locations, 29% to the hotel accommodations, and 23% to the food. These concerns were reflected in the open-ended comments.

On open-ended survey items, 16% of respondents (193) commented on logistical concerns. Suggestions included improving check-in with stations based on last names, having less wait-time between sessions, doing away with the Conga line, and not putting loud groups next to each other. Comments made during participant interviews raised concerns around parking, wi-fi, overcrowding, air-conditioning, and name badges. Some found the Conga line offensive. Many of the comments focused on poor Internet connectivity, lack of outlets for laptops, and student desks that were not comfortable. Some suggested hosting the Institute in a more centralized, cost-effective location such as a college campus, noting that the meeting rooms likely would be more user-friendly and contain tables rather than student desks.

Similarly, all of the NCDPI staff teams interviewed were concerned about the logistics of the Summer Leadership Institutes, from the registration process to the hotels used for staff lodging. Focus group participants stated that the registration process was time-consuming and confusing, and they recommended that in the future a single person or consistent team should manage registration and any related issues that arise. Other recommendations echoed those of participants, such as conducting one session in each region, instead of in six of the eight (so that the Institutes will be a manageable size), and involving staff with knowledge of

technical needs in site selection to ensure that the locations are able to handle the technology needed by NCDPI staff.

If. What were the nature, availability, and quality of Distinguished Leadership in Practices (DLP) Institutes?

The RttT plan also calls for an evaluation of the Distinguished Leadership in Practice Institutes. This evaluation is just getting under way and an interim report is planned for Spring 2012. For that evaluation, the Evaluation Team will employ a mixed methods approach to conduct formative and summative evaluations of the DLP program. The evaluation will examine the implementation of the DLP program and its impact on the effective leadership capacity of North Carolina principals. The formative evaluation will provide detailed information about the delivery and quality of the DLP program, its alignment to key RttT outcomes (e.g., improvement of educator attitudes, knowledge, and skills), and research-based recommendations for implementation improvement. Data sources will include interviews and focus groups with a purposeful sample of participants and key personnel, DLP documents such as participant applications and artifacts, survey data, principal evaluation data, and administrative data.

Ig. How did the RttT Professional Development Implementation Team support and work with LEAs to define effective and appropriate professional development?

Since the RttT-funded work in this area, beyond the Summer Leadership Institutes, is just beginning, there are no detail analyses or recommendations available for this report. Baseline interviews with principals at the sample of 27 schools (described in the next section) found approximately half the interviewees reported that they had utilized the services of NCDPI to access effective and appropriate professional development. Three of the most commonly mentioned professional development programs/topics accessed were NCFALCON, Common Core State Standards, and the NC Teacher Evaluation Process. Also mentioned was professional learning on ACRE and math instruction. Outside of NCDPI, the most common sources for accessing effective and appropriate professional development mentioned by participants were local LEA offices; the Friday Institute, the Northwest RESA, the Piedmont Triad Educational Consortium, and the Association for Supervision and Curriculum Development also were mentioned.

III. Baseline Data Collection for Evaluating the Impact of RttT Professional Development

This section summarizes the work to date of the Evaluation Team to collect baseline data and plan for ongoing data collection in order to track the statewide impact of the RttT professional development initiative over the life of the grant. This section sets the stage for how the RttT Evaluation Team will address, over the next three years, the General Evaluation Questions about *Short-term Outcomes*, *Intermediate Outcomes*, and *Impacts on Student Performance*.

RttT Omnibus Survey: Purpose and Design

The overall research plan for the four years of the NC RttT evaluation includes annual administration to a statewide sample of an Omnibus Teacher and Principal Survey in February of each school year. The survey was designed to assess change across a wide range of constructs that may be influenced by the collective set of NC RttT activities, with items in several constructs corresponding to specific initiatives, including professional development.

The Omnibus Survey was developed to measure perceptions of instructional climate. It is comprised of 170 items across 23 dimensions. Examples of key dimensions include *teacher-leadership respect*, *teacher-teacher trust*, *teacher knowledge sharing*, and *teacher-student relationships*. Each respondent received a random sub-sample of the questions to decrease respondent burden. The survey was administered online via Qualtrics, and the sample of questions for each participant was estimated to take between 15 and 30 minutes to complete.

For this report, five survey dimensions were identified as playing a pivotal role in understanding the evolution of the professional development component of RttT. The tables in this report were generated using data from individual teacher responses to items in the following dimensions:

1. Quality of Professional Development
2. Alignment of Professional Development
3. Attention to Common Core State Standards
4. Data-Driven Instruction
5. Formative Assessment

For the first four of these dimensions, items were measured on a 7-point Likert scale consisting of: (1) Strongly disagree, (2) Disagree, (3) Slightly disagree, (4) Neither agree nor disagree, (5) Slightly agree, (6) Agree, and (7) Strongly agree. Items in the fifth dimension, Formative Assessment, asked how often different formative assessment strategies were used and were measured on a 5-point scale consisting of (1) Never, (2) A few times a year, (3) Once or twice a month, (4) Once or twice a week, and (5) Almost daily. Since the nature of the questions and scale of the data were different, the results for the Formative Assessment dimension are reported separately, after the results for the first four professional development dimensions. More details about the development and administration of the survey, as well as the survey items comprising each dimension can be found in Appendix H.

Longitudinal Descriptive Study: Purpose and Design

The purpose of the longitudinal descriptive study is to provide detailed information concerning implementation of both state and local professional development initiatives. NC RttT professional development introduces several new supports in the form of regional Professional Development Leads, institutes, online support systems, and increased coordination with LEAs on their local professional development action plans. This study will focus on the implementation and impact of those initiatives in diverse school settings across the state over the four years of the NC RttT initiative.

A mixed methods approach (Creswell, 2003) will be used to provide in-depth information and a more complete picture of the impact of RttT professional development efforts on local professional development initiatives over time. Site visits to the same schools every fall and spring semester will provide opportunities for longitudinal collection and analyses of data over time to measure changes in the awareness, attitudes, knowledge/skills, and practices of educators at these schools.

Selecting and recruiting the sample of schools

The Evaluation Team identified a *purposeful sample* of schools to participate in the longitudinal descriptive study. The process for the selection of schools began by designating a sample size of 27 schools and determining which factors were important in the selection process. The Team determined that the schools' grade levels, professional development ratings from the North Carolina Teacher Working Conditions survey, and student achievement should influence selection. Once the number of schools was specified, the Team ranked all schools in the state by type (elementary, middle, or high school), tercile (high, med, or low) of professional development quality (as indicated by results from the 2010 TWC survey), and tercile (high, medium, or low) of student performance composite. This sampling resulted in 27 groups of schools from which the Team selected one school from each to be included in the sample. In addition to the grouping variables already designated, the Team agreed to select only one school per LEA and strove to distribute schools evenly in terms of urbanicity and geographic areas of the state.

The specific Teacher Working Conditions Survey questions used in the calculation of the professional development ratings were:

Teacher Working Conditions Survey Question 8.1 Please rate how strongly you agree or disagree with the following statements about professional development in your school.

- a. Sufficient resources are available for professional development in my school.*
- b. An appropriate amount of time is provided for professional development.*
- e. Professional development is differentiated to meet the needs of individual teachers.*
- i. In this school, follow up is provided from professional development.*
- j. Professional development provides ongoing opportunities for teachers to work with colleagues to refine teaching practices.*
- m. Professional development enhances teachers' abilities to improve student learning*

After the 27 schools were identified, they were each contacted and asked to participate in the study. Both the schools and their respective LEAs were emailed a letter from State Board of Education Chairman Dr. William Harrison describing the overall RttT evaluation and encouraging them to participate. Schools also were sent a one-page summary describing the RttT professional development evaluation questions and data collection schedule. Toward the latter part of summer, a PowerPoint presentation was created for principals to share with their staff. Since only half of the schools agreed to participate after the original solicitation, a second round of participation requests was needed to increase the number of schools. By September 15, 2011, the desired 27 sites were confirmed and two backup sites were in place.

Description of the sample of schools

The selection process identified a diverse set of schools reflecting the variation that occurs across the state. The Evaluation Team considers it essential that these schools are not identified to those outside of the Team, so that they do not receive attention that is in any way different from that given to other schools across the state. Therefore, we will only describe the set of schools in general terms, without providing specifics that could identify individual schools.

There are nine traditional elementary schools, eight traditional middle schools, seven traditional high schools, and three schools with grade combinations more common in small schools (one with grades K through 8, one with grades 6 through 10, and one with grades 6 through 12) in the sample, each from a different LEA. Three schools at each level fall into each of the low, medium and high professional development categories. Thirty-one percent to 100% of Annual Yearly Progress (AYP) goals were met in these schools, and the list includes schools that represent a full range of ABCs labels, from *priority school* to *honor school of excellence*. The sample includes schools from rural, suburban, and urban locations.

The school sizes range from less than 30 teachers to more than 100; from under 200 students to more than 1,500. The proportion of teachers who are National Board Certified ranges from 0% to 30%; the proportion with less than four years of experience ranges from about 5% to almost 40%; and the proportion who are fully licensed ranges from 70% to 100% across the sample schools. The proportion of students eligible for free or reduced-price lunch ranges from 3% to 100%; the proportion of White students ranges from less than 5% to more than 90%; Black students from less than 5% to more than 70%; and Hispanic students from less than 5% to more than 30%.

Data sources

Administrative data. Data about the schools were obtained from a database assembled and managed by one of the CEREN-NC partners, the Carolina Institute for Public Policy (CIPP). Teacher, student, and school-level data at CIPP were obtained from NCDPI, UNC-GA, and several other sources. CIPP houses an immense amount of linked student, teacher, classroom, school, and LEA data from the 2004–05 school year through the present for all data sets. A unique feature of this data set is that student and teacher data have been linked using actual class rosters, with a match rate of approximately 93% across the past several school years.

Leader and Teacher Surveys. Central office staff, school leaders, and teachers from participating schools will complete annual surveys (Appendices I, J, and K). To construct these surveys, Evaluation Team members used the approved professional development evaluation questions, the RttT application, and both state and national standards for teaching and learning to guide question identification and development. Based on these documents, survey protocols were designed to systematically collect information about local professional development, state-level supports, use of available RttT professional development resources, and organizational and classroom practices in the school, which will serve as a baseline to assess changes over the period of the NC RttT initiatives. The LEA Leader Survey consists of 77 Likert-scale items and addresses the following areas: quality and alignment of professional development, leadership, and district capacity to support professional development. In addition to these areas, the Teacher Surveys also will address the impact that professional development has had on their knowledge of and skills associated with the Common Core State Standards and North Carolina Essential Standards, as well as how instructional time is spent within the content areas. Data from these surveys will be analyzed to examine patterns in responses by role, event type, and region.

LEA leader interviews and teacher focus groups. Interviews and focus groups (Appendix L) will be conducted with Central Office staff, school leaders, and teachers in the 27-school sample. The purpose of the interviews and focus groups is to elicit more detailed information regarding RttT professional development activities and supports than is provided by the LEA Leader and Teacher Surveys alone. To develop the interview protocol, Evaluation Team members revisited the RttT evaluation questions, the RttT application, and the National Staff Development Council/Learning Forward standards of professional learning. Based on these documents, an interview protocol was created to systematically collect information about current professional development processes in the schools, which will serve as a baseline to assess changes over the period of the NC RttT initiative.

As an initial step in collecting data for this descriptive longitudinal study, the Evaluation Team conducted interviews with the principals of the 27 schools in the sample. These interviews were conducted between June and September 2011. Twelve of the 27 interviews were conducted after school teams attended the Summer Leadership Institutes, but most likely before LEAs had changed their professional development plans based upon attending those Institutes. The purpose of the interviews was to gather information from principals about local professional development efforts at their schools and in their LEAs. The interviewers indicated that there would be several interviews over the course of the grant so that the Team could learn more about the quality and impact of professional development supported by RttT funds. The structured interviews were conducted either in person or by telephone; interviews either were audiotaped and then transcribed or were recorded via detailed note-taking.

Initial themes emerged from the interviews and random transcripts were selected and hand-coded, giving the researchers the ability to refine the coding process and determine the efficacy of the initial codes (see Seidman, 1998, for a description of this process of analyzing and interpreting qualitative data). The final round of coding was conducted using Atlas.ti, a qualitative software program that assists in organizing data. Two Evaluation Team members collaboratively reviewed the transcripts and notes to ensure that all of the questions were answered sufficiently.

Classroom observations. Classroom observations of core content teachers will be conducted using the CLASS Observation Protocol (Appendix M). Research has shown CLASS to be both valid and reliable, and it can be used in a wide range of classroom situations. In addition, the tool's depth offers several advantages over similar tools. CLASS offers different versions for multiple grade levels, and its 7-point rating scale offers more rating flexibility and refinement than do scales found in other tools under consideration. All RttT evaluators who will conduct the classroom observations will have completed a certification process that consists of two days of training and successful completion of a CLASS Reliability Test.

IV. Short-Term Outcomes: Baseline Data

This section summarizes the available data from the Omnibus Survey and the Longitudinal Study interviews that relate to the following RttT professional development evaluation questions:

Evaluation Question 2. Short-Term Outcomes: What were direct outcomes of state-level RttT professional development efforts?

- 2a. What is the current status of local professional development efforts across the state?*
- 2b. To what extent were educators able to locate and access appropriate professional development?*
- 2c. What was the extent of eLearning professional development opportunities?*
- 2d. To what extent did district and school personnel select, plan, design, and implement successful professional development programs?*

Data to address these questions in more detail, along with the additional questions about outcomes and impacts, will be collected during future years of the RttT evaluation.

Findings

2a. What is the current status of local professional development efforts across the state?

During Spring and Summer 2011, the Evaluation Team collected baseline data via the Omnibus Survey that will allow for comparisons with data collected in the future years of the NC RttT initiatives. For this report, only teacher responses on the five professional development-related dimensions outlined in the previous section will be presented.

Each table shows either the proportion of teachers who agreed or strongly agreed with the items (first four dimensions) or who indicated frequent (at least weekly) application of certain formative assessment strategies (fifth dimension).

Omnibus Survey agreement-based items. Table 16 (following page) presents an analysis of the survey responses by region. There were no consistent trends found by region, other than that Region 8 (Western region) consistently reported the highest proportion of responses in agreement. Between 60% and 74% of teachers reported being in agreement or strong agreement with the items in each of the dimensions, with 10% to 13% variation between the regions within the various dimensions.

Table 16. Omnibus Survey Responses by Region (Proportion who Agree/Strongly Agree)

	Quality of PD	Alignment of PD	Common Core	Data-Driven Instruction
Region 1	64.9%	61.3%	69.7%	65.4%
Region 2	63.9%	53.7%	75.5%	78.3%
Region 3	65.9%	62.5%	76.4%	74.8%
Region 4	65.0%	63.5%	75.7%	75.8%
Region 5	63.0%	56.0%	71.5%	71.7%
Region 6	59.6%	58.8%	70.0%	68.7%
Region 7	64.1%	57.4%	73.3%	73.3%
Region 8	73.3%	63.9%	80.4%	78.2%
Overall	65.0%	59.6%	74.1%	73.3%

Table 17 presents the survey results by school level. Elementary school teachers tend to report the highest ratings for professional development experiences, followed by middle school teachers, and then high school teachers with the lowest. While the differences only ranged between 5% and 14%, the findings imply that consideration should be paid to the differential needs and preferences for professional development at each of the three school levels. In addition, further research is warranted to better understand the specific challenges perceived at the high school level that resulted in their lower ratings of teachers’ professional development experiences.

Table 17. Omnibus Survey Responses by School Level (Percent Agree/Strongly Agree)

	Quality of PD	Alignment of PD	Common Core	Data-Driven Instruction
Elementary	68.3%	63.5%	75.9%	78.9%
Middle	64.2%	57.8%	72.8%	70.7%
High	58.6%	53.1%	71.0%	65.1%

Finally, to determine whether the Omnibus Survey responses varied between schools with varying levels of baseline satisfaction with professional development, we used data from the 2010 Teacher Working Conditions survey to classify schools in our sample as “low,” “medium,” or “high” in their ability to meet the professional development needs of their teachers. (The Teacher Working Conditions Survey questions used to assign schools to each level are the same as those used to classify schools for the purposes of selecting and recruiting the purposeful sample of schools for the longitudinal study, as described in a previous section.)

On each of the four dimensions, the schools classified as “low” in meeting teachers’ professional development needs showed the lowest ratings, while the “medium” professional development schools had intermediate ratings, and the “high” professional development schools reflected the highest ratings (Table 18). These data provide added validity to the Omnibus Survey responses, and will enable us to assess differences in the effectiveness of RttT professional development initiatives among schools initially classified in each of the three levels.

Table 18. Omnibus Survey Responses, Proportion who Agree or Strongly Agree, by Professional Development Support Level

	Quality of PD	Alignment of PD	Common Core	Data-Driven Instruction
Low PD	57.5%	54.0%	69.4%	66.2%
Mid PD	65.8%	57.9%	72.9%	73.2%
High PD	73.3%	67.8%	80.9%	82.7%

Omnibus Survey frequency-based items. Responses for most items in the Formative Assessment dimension typically revealed only small differences across professional development satisfaction levels, school levels, and regions, suggesting that teacher perceptions of their incorporation of many formative assessment approaches were relatively uniform across the state. There were, however, some instances of differences in teacher perceptions of their use of these approaches that may be worth noting as the state moves forward in its planning for future professional development opportunities. Tables 19, 20, and 21 report the proportion of respondents who indicated that they used each of the ten formative assessment strategies either *Once or twice a month* or *Once or twice a week*.

Differences were minor but consistent across professional development satisfaction levels (Table 19, following page), with results mirroring those for the other Omnibus Survey dimensions questions. In almost all cases, the higher the level of satisfaction with the professional development provided, the higher the likelihood that teachers indicated that they use a given formative assessment strategy, though often only marginally so.

Table 19: Omnibus Survey Responses, Formative Assessment Dimension, by School’s Level of Satisfaction with Professional Development

Survey Item	Proportion of Respondents Indicating Frequency of Activity At Least Once or Twice a Week, by Level of Satisfaction with Professional Development		
	Low Satisfaction	Moderate Satisfaction	High Satisfaction
I use checklists when gathering information about student learning.	53.7%	55.1%	58.4%
I use rubrics for assessing my students.	50.2%	50.6%	53.1%
I write learning targets on the board and go over them with my students.	79.9%	80.7%	81.5%
I provide students specific information (without using grades or rubrics) about where they are in meeting the learning targets.	68.5%	70.7%	70.6%
I plan or modify classroom instruction based on the information I receive from classroom assessment.	87.2%	87.5%	87.0%
I give students opportunities to self-assess and set goals for future learning.	54.5%	57.5%	58.9%
I give students opportunities to reflect on and share their learning progress with others.	58.5%	60.5%	62.4%
I give students opportunities to provide input on assessment design.	32.4%	35.8%	36.0%
I give students opportunities to summatively assess their peers.	20.9%	22.6%	23.5%
I give students opportunities to formatively assess their peers.	22.4%	23.5%	26.7%

The largest difference between teachers across school levels (elementary, middle, and high) was in the proportion of teachers who indicated that they used checklists for gathering information about student learning on a weekly basis (Table 20, following page). Elementary teachers were more likely than their upper-school peers to indicate that they used this strategy regularly. There was also a notable difference in the frequency with which teachers reported that they allowed their students to formatively assess their peers, with high school teachers indicating that they were more likely than their lower-grade counterparts to employ this assessment strategy weekly. Finally, only about one-fifth to one-quarter of all teachers at any school level indicated that they engaged students in the assessment process via either summative assessment of their peers or opportunities to provide input about the assessment process.

Table 20: Omnibus Survey Responses, Formative Assessment Dimension, by School Level

Survey Item	Proportion of Respondents Indicating Frequency of Activity at least Once or Twice a Week, by School Level		
	Elementary	Middle	High
I use checklists when gathering information about student learning.	71.5%	52.2%	47.2%
I use rubrics for assessing my students.	54.5%	48.5%	55.5%
I write learning targets on the board and go over them with my students.	80.3%	82.2%	80.3%
I provide students specific information (without using grades or rubrics) about where they are in meeting the learning targets.	73.9%	66.8%	71.8%
I plan or modify classroom instruction based on the information I receive from classroom assessment.	92.3%	85.6%	85.7%
I give students opportunities to self-assess and set goals for future learning.	56.5%	54.6%	61.3%
I give students opportunities to reflect on and share their learning progress with others.	63.3%	57.4%	61.4%
I give students opportunities to provide input on assessment design.	22.1%	23.6%	26.7%
I give students opportunities to summatively assess their peers.	21.2%	20.9%	22.9%
I give students opportunities to formatively assess their peers.	29.0%	35.0%	39.0%

Perhaps more interesting from the perspective of the equitable distribution of teachers are the differences across regions (Table 21, following page). In most cases, differences in teacher perceptions of their implementation of the various formative assessment strategies were minor region-to-region, and teacher perceptions in no one region stood out more than others across all strategies combined. However, as was the case across school levels, there were notable differences in the highest and lowest estimates of the use of checklists and of the opportunities teachers gave students to be involved in the evaluation process, with respondents in one region in particular persistently reporting the lowest strategy usage rates.

Table 21: Omnibus Survey Responses, Formative Assessment Dimension, by Region

Survey Item	Proportion of Respondents Indicating Frequency of Activity at least Once or Twice a Week, by Region							
	Region 1	Region 2	Region 3	Region 4	Region 5	Region 6	Region 7	Region 8
I use checklists when gathering information about student learning.	54.4%	60.7%	64.8%	60.0%	57.8%	58.3%	59.1%	57.4%
I use rubrics for assessing my students.	48.8%	49.5%	55.6%	56.1%	50.6%	57.2%	50.1%	53.2%
I write learning targets on the board and go over them with my students.	81.6%	74.6%	78.7%	82.3%	80.1%	83.3%	83.2%	81.5%
I provide students specific information (without using grades or rubrics) about where they are in meeting the learning targets.	72.4%	75.2%	69.4%	72.6%	69.3%	70.6%	70.0%	75.8%
I plan or modify classroom instruction based on the information I receive from classroom assessment.	85.6%	87.3%	91.0%	89.8%	88.2%	87.1%	91.1%	88.8%
I give students opportunities to self-assess and set goals for future learning.	57.8%	59.9%	56.2%	63.4%	53.0%	56.5%	58.3%	62.2%
I give students opportunities to reflect on and share their learning progress with others.	62.9%	62.3%	60.9%	69.7%	56.4%	60.2%	58.8%	64.3%
I give students opportunities to provide input on assessment design.	22.7%	29.8%	24.1%	26.8%	17.6%	21.1%	26.8%	30.4%
I give students opportunities to summatively assess their peers.	22.2%	23.2%	19.4%	29.8%	17.4%	22.3%	21.2%	23.9%
I give students opportunities to formatively assess their peers.	40.9%	33.6%	32.0%	39.8%	28.1%	34.5%	34.3%	32.4%

In most cases, differences in rates or low rates alone do not necessarily warrant immediate professional development responses; for example, differences in perceptions across school levels require further consideration of the appropriateness of encouraging these strategies at a given student age. At the least, however, the differences do suggest that there may be some value in investigating them further to ascertain the degree to which perceptions match reality and whether a professional development response at a given grade level or in a given region is appropriate. In addition, these Formative Assessment data will provide baselines against which to measure changes in the use of formative assessment strategies across the years of the NC RtT initiatives.

Summary. Overall, baseline findings from the Omnibus Survey suggest potential areas of focus for professional development. First, perceptions of professional development were most favorable at the elementary school level and least favorable at the high school level, reinforcing the need for differentiated approaches at each of the three school levels. Second, there is early evidence that adoption of some formative assessment strategies may be occurring inconsistently across regions. Finally, items from the Teacher Working Conditions Survey provided validation

for the Omnibus Survey results, with their support for the classification of schools as providing teachers with low, medium, or high levels of satisfaction with professional development. These classifications will allow for future examinations of changes in professional development effectiveness.

2b. To what extent were educators able to locate and access appropriate professional development?

The data used to address sub-questions 2b, 2c, and 2d are drawn from baseline interviews conducted with the principals of the 27 schools in the longitudinal study. Overall, principals appeared to be able to locate professional development from various sources; however, one of the greatest challenges facing them will continue to be ensuring equal access to these resources for all teachers.

Locating professional development. Principals referenced up to five different sources for locating professional development, including NCDPI, Institutions of Higher Education, LEA offices, RESAs, the North Carolina Principals and Associate Principals Association, and national professional development organizations. Sixteen of the 27 interviewees identified LEA-based resources as avenues for finding professional development for their staff. Several principals stated that their Central Offices were their primary sources for locating resources, because either professional development information typically went directly to those Offices, the Offices had primary responsibility for coordinating professional development activities, or Central Office staff were just more knowledgeable about various resources. When professional development was related to a system-wide initiative, the LEA usually coordinated all of the professional development efforts.

Principals generally saw Central Office staff (superintendent, curriculum director, professional development committee, etc.), as invaluable resources when locating professional development opportunities. Principals felt that their Central Office staff knew their needs and were able to communicate with them about the professional development possibilities for their staff. Central Office staff not only were able to share what professional development organizations or vendors were providing, but they also informed schools about NCDPI resources and provided them with access to experts in the field.

Accessing professional development. While some professional development activities were accessible to all teachers, principals indicated that access depended on the rationale for the professional development, the professional development provider, and/or the method for delivery. As noted earlier, if the professional development were for a system-wide change, then all teachers typically had access. However, in some cases, principals found individualized professional development difficult to provide because of their district size or a lack of funding. For example, one principal stated that she or he was in a small district and was unable to provide professional development for teachers in the sciences. Typically, she or he had to partner with other small districts or go through her or his RESA.

Several principals stated that lack of funding challenged them to start thinking about how to continue to provide necessary professional development at lower cost. Some stated that they had started to increase the use of webinars, were partnering with their RESAs, and were

implementing train-the-trainer models. Overall, access varied, but most principals believed that they were providing what they could to meet not only school-level needs, but also teachers' individualized professional learning needs.

Types of professional development accessed. Additionally, principals were asked about topics of current local professional development, in order to collect baseline information about how well local professional development already was aligned with RttT priorities. Overall, alignment appeared to be on-target, though it was inconsistent and in the early stages of development.

- *RttT Priority: Successful transition to new standards (Common Core State Standards and North Carolina Essential Standards).* Several interviewees stated that there already had been some professional development on the Common Core State Standards and North Carolina Essential Standards available to staff in their LEAs. The majority of those principals explained that either they or teachers at their school had participated in the training, provided by NCDPI, as members of their LEA teams. Many mentioned that those trained were expected to turn around and provide professional development on the Standards to staff at their schools. However, two participants reported no knowledge of professional development about the new Standards.
- *RttT Priority: Implementation of formative and summative assessments.* Approximately one-third of interviewees reported they either already were training teachers via the NCDPI-provided online NCFALCON resources or, in the case of one principal, were planning to do so next year. Six reported no use of NCFALCON, explaining that they had either not heard of it or had heard of it but not used it yet.
- *RttT Priority: Use of data to improve instruction.* More than half the interviewees reported using data to identify areas of need at their sites (i.e. areas of student weakness) and to then use that information to identify individual teachers' professional development needs. Types of data they reported using were both formative and summative, including test data (e.g., EOG results), benchmark assessments, surveys (the Teacher Working Conditions Survey, parent surveys, student surveys), classroom observation data, attendance and discipline data, graduation rates, and data from specific diagnostic programs (e.g., Dibels, Study Island). Data came from the state, from Central Offices, from instructional coaches, from teachers, and from their own classroom walk-throughs. One participant also mentioned using data to identify effective professional development programs.
- *RttT Priority: Effective utilization of the North Carolina Teacher Evaluation Process (NCTEP).* Almost all of the principals stated that they used or planned to use the NCTEP to identify professional development needs for individual teachers and to identify common professional development needs at the school level. Several explained that they were just beginning to implement the evaluation process. The training they reported receiving about the NCTEP was provided online by NCDPI.

Several principals stated that they used the NCTEP results and the Teacher Working Conditions Survey to develop their school-wide professional development plans. In addition, some principals used the NCTEP results as a part of their school improvement plan discussions. Others used it to examine trends in their buildings and to plan very specific professional development activities for all staff members. The principals also reported that the NCTEP enabled them to dialogue with individual teachers about their strengths and

weaknesses, and helped them collaborate on development of personalized professional development plans. Although the NCTEP is still a relatively new tool for discussing professional growth, all of the principals were able to discuss its utility.

2c. What was the extent of eLearning professional development opportunities?

Most of the principals interviewed reported using technology for professional development. Seven mentioned using online professional development such as webinars. Two explained that they had technology experts on staff either at the school or LEA level to support classroom teachers with technology-related professional learning. Overall, the principals characterized online professional development (eLearning) as an approach that their schools will put to greater use in the next few years, and they were interested in more information about opportunities to expand what is available for their teachers. The Evaluation Team will track the use and impact of online professional development during the next three years.

2d. To what extent did district and school personnel select, plan, design, and implement successful professional development programs?

While the Evaluation Team does not yet have enough data to assess the *success* of locally-designed and -implemented professional development, the initial interviews with the principals of the schools in the longitudinal study provide the beginnings of a baseline against which to assess success in future reports.

Selecting, planning, and designing professional development. As noted earlier, the principals listed multiple data-based needs assessment strategies they used to understand their schools and to select appropriate professional development. Principals also took into consideration their School Improvement Plans, LEA goals, State Board of Education policies, and NCDPI initiatives that would impact the types of professional development needed. Most of the principals interviewed believed that they were able to select the best professional development for their schools.

Principals perceived themselves as being very active in the professional development decision-making process, but several noted that, because a significant amount of professional development was provided by external sources (e.g., third-party vendors, their Central Offices, NCDPI, etc.), planning and design opportunities often were limited. Many respondents believed that they had qualified staff on hand to conduct internally-provided professional development, which they planned with their school teams. Several also noted that they tried to ensure that professional development was job-embedded and took place during the workday.

Professional development implementation. Principals were asked two questions about implementation: (1) What resources are available to you to implement professional development? and (2) How do you determine the most efficient way to implement professional development? The principals indicated that most of their human resources to support implementation came primarily from their LEAs, and secondarily from their RESAs. Some of the financial resources mentioned were Title II and general funds. In those instances where funding was scarce, the principals either chose a select group to attend a professional

development session (who were then tasked with training others upon their return), or they selected an online format that did not require travel and was therefore more cost-effective.

Principals often pointed to scheduling as their primary tool for ensuring successful professional development implementation. One elementary principal stated, “I have to balance out how much the teachers can take ... I don’t want to start too many initiatives or do too much training where we don’t really get to come back to it. I don’t believe in one-time things ... some of the things that we did last year were extensions of things that we did the whole year before.” This principal, like many others, was not only interested in developing the capacity of her or his staff, but also in how the professional development could build upon previous learning opportunities. Several principals also mentioned the use of Professional Learning Communities as a way to sustain and deepen teachers’ understanding of a new practice.

V. Next Steps for the Professional Development Evaluation

This report reflects the status of the RttT professional development evaluation as of October 2011. It provides information about initial RttT professional development activities, with a focus on the 2011 Summer Leadership Institutes, along with information about the plan and initial baseline data for the four-year evaluation of the overall impact of RttT professional development. The work by both the Professional Development Implementation Team and the Evaluation Team is now well underway, and the activities for both during the next three years of the RttT grant will be challenging. In this section, we briefly summarize some of the major next steps for the professional development evaluation, noting that some require close collaboration with the NCDPI Professional Development Implementation Team.

Evaluation of the Distinguished Leadership in Practice Principal Institutes

The Distinguished Leadership in Practice professional development initiative for principals is led by the North Carolina Principals and Associate Principals Association (NCPAPA). The Evaluation Team has been working with NCPAPA to plan the evaluation, which will examine the implementation of the DLP program and its impact on the effective leadership capacity of North Carolina principals. The formative evaluation will provide detailed information about the delivery and quality of the DLP program, its alignment to key goals (e.g., improvement of educator attitudes, knowledge, and skills), and data-informed recommendations for improving the program. Data sources will include participant surveys, interviews and focus groups with a purposeful sample of participants and key personnel, DLP documents such as participant applications and artifacts, principal evaluation data, and administrative data. An interim report with the initial formative findings is planned for Spring, 2012

Evaluation of Online Professional Development Modules, Webinars, and Online Supports

One of the core activities for professional development outlined in the RttT application is support for the effective use of eLearning in order to extend professional development opportunities. In order to meet the professional development needs of educators, NCDPI will make use of eLearning tools such as Learning Management Systems (LMS), wikis, and virtual conference systems. NCDPI has provided online learning modules through its NC Education LMS, as well as content-specific webinars for Professional Development Leadership Teams. These modules and webinars are part of an ongoing, blended professional development approach designed to address the needs of LEAs and schools through face-to-face sessions and online resources. The professional development support system also includes the use of wikis and virtual conferencing systems, and other online communication and collaboration tools may be employed in the future. The evaluation will collect data on the use of these resources, the contexts in which they are used (e.g., Are the online learning modules used by individuals or in peer collaborations in professional learning communities?), participants' feedback, and impact on educators' understandings and practices. This evaluation will require close collaboration with the DPI team to ensure that the data gathered provide the information they need to inform program improvement as well as the information needed for an evaluation that meets the grant requirements, informs future policy and program decision, and contributes to the field of online professional development.

Continuation of the Omnibus Survey and Longitudinal Study

As described in Section III of this report, the overall evaluation of the impact of state-level RttT professional development efforts centers on collection and analyses of: (1) an annual RttT Omnibus Survey study, as a way to gauge changes in awareness, attitudes, knowledge/skills, and practices of educators across the state; and (2) a mixed methods longitudinal descriptive study to provide an in-depth look at the implementation and impact of RttT initiatives within a purposive sample of 27 school sites across the state. Section IV of this report describes some of the baseline data already collected. Both the Omnibus Survey and Longitudinal Study will continue through the remaining three years of the RttT grant and will be included in each annual professional development evaluation report.

Implementation of the Professional Development Participant Data Base

The professional development evaluation plan requires that the Evaluation Team be able to track educator participation in both face-to-face and online professional development activities. This tracking is essential to enable the Evaluation Team to answer questions critical to the evaluation. A few examples of these include the following:

- Did RttT professional development activities provide access to teachers in all regions of the state?
- Did RttT professional development activities reach teachers across content areas and grade levels?
- What was the balance of educators' involvement in face-to-face and online professional development activities?
- Did LEAs in which teachers and administrators engaged in substantial professional development show more changes in practices and in student achievement than did other LEAs?
- How is teachers' participation in professional development related to their evaluations on the NCTEP and to their students' achievement?
- Do some types of professional development activities result in more impact on professional practices and student achievement than other?

In order to address these important questions, it is essential that the NCDPI and Evaluation Teams collaborate to quickly implement a system that will enable both groups to track educator participation in RttT professional development activities.

Development of Surveys for the Next Round of Professional Development Activities

As noted in Section II above, the design of the Summer Leadership Institutes survey limited the usefulness of the data collected. Since the RttT grant requires an external evaluation of professional development, the Evaluation Team should be responsible for the surveys used in the future, and their expertise in survey design and analysis needs to be employed. However, it is also important that these surveys include questions that will yield information needed by the

Implementation Team to inform program improvement. A timely collaboration to develop surveys for future activities is essential.

Evaluation of Specific-Purpose RttT Professional Development Activities

As noted in the Introduction to this report, the overall RttT plan includes professional development activities housed under other RttT-funded initiatives that are designed to address specific groups of educators or topics relevant to specific RttT initiatives. These include the following, each of which will be included in future evaluation reports focused on the relevant initiative:

- Professional development for teachers and principals in the lowest-achieving schools, embedded in the District and School Transformation initiative;
- Professional development specifically for teachers and principals in the STEM (science, technology, engineering, and math) anchor and network schools, as part of the STEM Schools initiative;
- Professional development about online teaching for teachers involved in the STEM blended learning initiative led by the North Carolina Virtual Public School; and
- The New Teacher Support initiative, led by the University of North Carolina General Administration (UNC–GA), which provides professional development to new teachers in low-performing schools not served by the District and School Transformation initiative.

These professional development activities will be evaluated separately as part of the RttT Evaluation Team’s overall summative evaluation efforts. In addition, a comprehensive professional development analysis, to be completed in 2014, will look across all RttT professional development initiatives to determine, to the extent possible, their combined and cumulative effect across the state and to provide data and recommendations to inform discussions about sustaining professional development initiatives after the RttT funding period.

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List of Appendices

Appendix A. Scope of Work and Conceptual Framework for Formative Evaluation Focus

Appendix B. Professional Development Session Observation Protocol

Appendix C. 2011 Summer Leadership Institute Participant Interview Protocol

Appendix D. NCDPI Professional Development Leads Focus Group Protocol

Appendix E. NCDPI Professional Development Initiative Evaluation Manual

Appendix F. Post-Event Summer Leadership Institute Survey

Appendix G. 2010-2011 Diagnostic Needs Assessment Survey from the Educator Recruitment and Development Division | NCDPI

Appendix H. Additional Details about the Race to the Top Evaluation Omnibus Survey

Appendix I. Pilot LEA RtT PD Coordinator Survey Items

Appendix J. Pilot Teacher Surveys Items

Appendix K. Baseline Principal Interview Protocol

Appendix L. Sample LEA RtT PD Coordinator Interviews and Teacher Focus Groups Protocols

Appendix M. CLASS Observation Protocol Constructs

Appendix A. Scope of Work and Conceptual Framework for Formative Evaluation Focus

Overview

Formative evaluation focus

The successful transition to new standards and assessments and the use of data to improve instruction are ultimately dependent upon the effectiveness of the professional development, technical assistance, and support materials provided to educators across the state. Thus, the focus of this formative evaluation is to provide feedback to state leaders on the quality of professional development activities and resources (as described in Section D5 of NC's RttT proposal) provided at the state level in support of major RttT initiatives (e.g., as described in Sections B3 and C3 of the proposal).

Summative evaluation focus

Over the next three years, a large portion of NC's RttT funds will support professional development efforts for teachers, principals, and other education leaders across the state. Data will be collected across initiatives about quality and participation in local and state supported professional development activities, including standards and assessments (B3), instructional data use (C3), NC Virtual Public School (D3), and Turning Around the Lowest Achieving Schools and NC STEM Schools Network (E2). In addition information will be collected through district and school field visits and the cross-cutting teacher and principal surveys to inform summative evaluation analyses examining the extent to which participation in high-quality professional development activities provided through RttT funds have increased the capacity of the education workforce to deliver effective instruction, and, ultimately, to increase in student performance.

RttT Initiative Context

Policy Objective(s)/Purpose(s) of the Initiative

- Formative Evaluation Focus:
 - Transitions to New Standards and Assessments (B3) – North Carolina will transition to the *Common Core Standards* and other new state standards, and high-quality assessments tied to these standards, by working in partnership with LEAs.
 - Using Data to Improve Instruction (C3) – Every teacher and instructional leader in NC will have ready access to a high-quality instructional improvement system containing assessment and data analysis tools and guidance in how to use these tools to improve instructional practices.
 - Providing Effective Support to Teachers and Principals (D5) – Through the Professional Development Initiative (PDI), educators will have access to a comprehensive, targeted, seamless, and flexible professional development system for all educators. The PDI also will develop multiple resources (e.g., Professional Development Leaders, eLearning tools, etc.) in support of these efforts.

- Summative Evaluation Focus (in addition to B3, C3, and D5)
 - Provide effective teachers via virtual and blended courses (D3) - The NC Virtual Public School (NCVPS) provides courses that augment those available locally to equalize educational opportunities statewide and, in many cases, provide an effective online teacher when a qualified teacher is not available locally. The NCVPS is committed to raising achievement and closing learning gaps with 21st-century innovation by providing access to world-class learning opportunities for all NC students.
 - Turning Around the Lowest-Achieving Schools in NC (E2) - NCDPI's District and School Transformation division, along with other change partners, has been engaged in turnaround efforts that closely resemble the four RttT models. As part of the state's RttT plan, District and School Transformation will transition to implementing the four school intervention models outlined by the USED. Professional development through coaches and other approaches is an important component of the District and School Transformation efforts.
 - NC STEM School Network (E2) - Work with partners to support the development of a small set of anchor/model STEM high schools that will serve as laboratory schools and sites for professional development around project-based learning.
 - Local RttT funding for professional development initiatives – Many school districts have chosen to allocate a portion of the funds allocated to them through RttT to professional development activities.

Initiative Activities Relevant to Professional Development

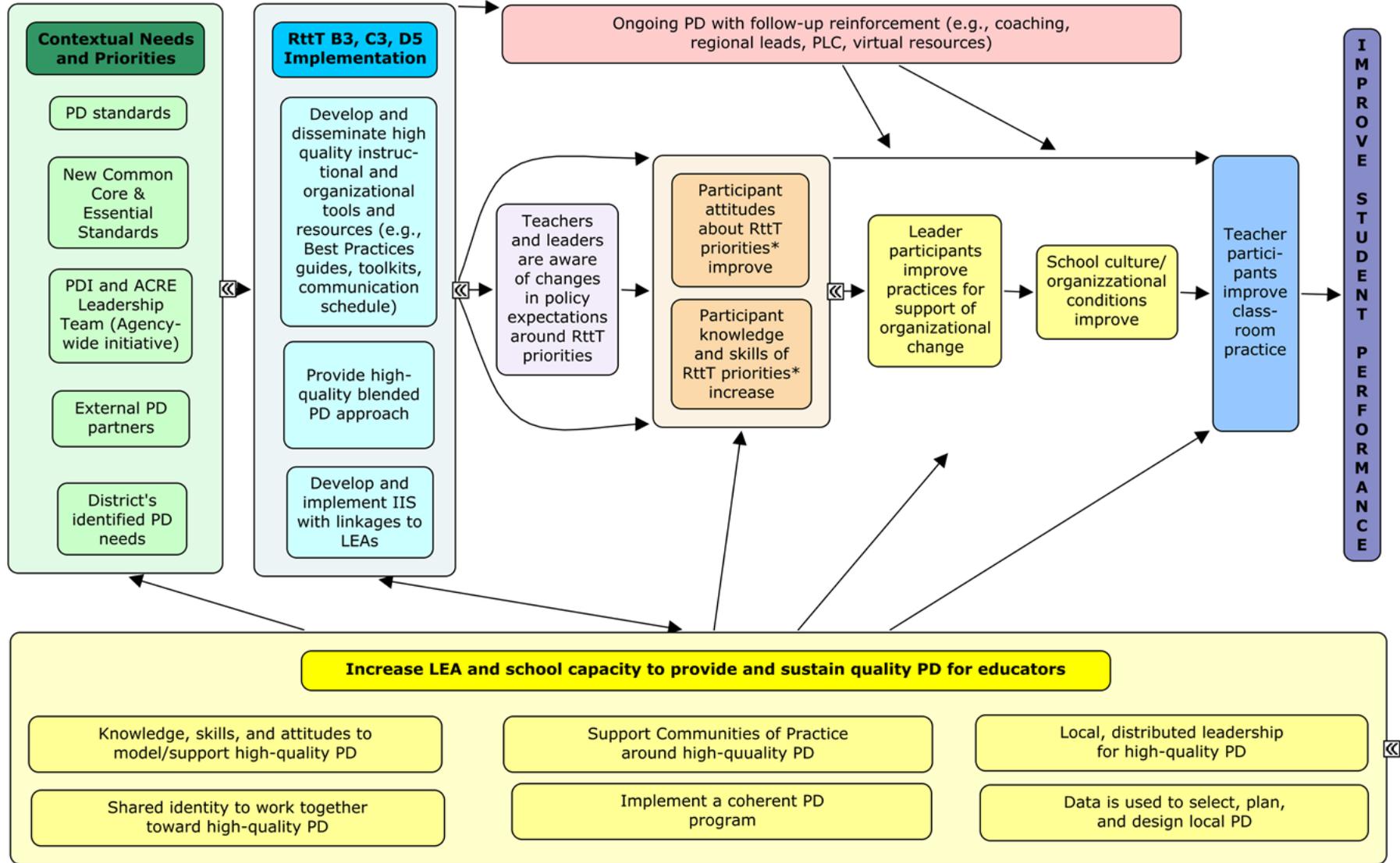
- Formative Evaluation Focus:
 - Transitions to New Standards and Assessments (B3)
 - Develop and disseminate instructional resources to help educators develop a deep understanding of the new standards in an effort to increase student outcomes.
 - Develop and publish a communication schedule that identifies opportunities to build knowledge among teachers, staff, and administrators.
 - Develop and publish an online assessment Best Practices Guide, which will address issues of scheduling, financial planning, and technical requirements.
 - Provide professional development on the new standard course of study and related assessments.
 - Using Data to Improve Instruction (C3)
 - Develop and implement a statewide Instructional Improvement System (IIS).
 - Purchase tools for which LEAs can subscribe via the IIS.
 - Provide professional development for data literacy.
 - Communications around new standards, assessments, and accountability system.
 - Provide professional development through data coaches.

- Providing Effective Support to Teachers and Principals (D5)
 - Align professional development with major state initiatives, including standards and assessments, data use, instructional improvement, assessment system, and technology initiatives.
 - Assess professional development needs for working with struggling readers, special needs students, and limited English proficiency students.
 - Deploy state-sponsored Professional Development Leaders to provide training on the Instructional Improvement System (IIS) and to serve as data coaches for principals and teachers.
 - Expand current repository offerings on DPI's Educator Recruitment and Development (ERD) website.
 - Conduct planning institutes for LEA/Charter Leadership Teams.
 - Conduct Distinguished Leadership in Practice Principal Institutes (NCASA & NCPAPA).
 - Work with LEAs to ensure that effective and appropriate professional development is available to all teachers.
- Summative Evaluation Focus (in addition to B3, C3, and D5)
 - Provide effective instruction via virtual and blended courses (D3)
 - Identify blended resources, devices, and appropriate training and support.
 - Procure and deploy blended resources and devices, and provide appropriate training and support.
 - Collaboratively determine support and coaching needs for all staff and contractors regarding professional development, device deployment, and related needs.
 - Turning Around the Persistently Lowest-Achieving Schools in NC (E2)
 - Provide Comprehensive Needs Assessment (CNA) and follow-up (determining resources, professional development - unpacking CNA report) for the 110 TALAS schools comprising the lowest 5% of schools in NC.
 - Provide customized professional development and on-site coaching for leadership and instruction according to identified needs.
 - NC STEM School Network (E2)
 - Teams of teachers from anchor and network schools participate in professional development focused on content and instruction in math and science. Teachers will have access to "Critical Friends Group" and facilitated Peer School Reviews, as well as other programs.
 - Provide instructional coaches to work on-site with classroom teachers at the STEM network schools for approximately 60 days per school per year to improve teaching practices.
 - Provide on-site leadership coaching for principals in the STEM network schools for approximately 12 days per year to support their development as effective leaders.
 - Provide Leadership Institute for principals. Also, take each principal on one study visit to a national model school.

Conceptual Framework for Formative Evaluation Focus

Program Theory for RttT Professional Development

*RttT priorities include: transition to new standards, new formative/summative assessments, data literacy for instructional improvement, technology, and revised Teacher Evaluation Process.



Evaluation Goal(s)/Purpose(s) of the Evaluation

- Provide formative evaluation as related to *RttT* B3, C3, and D5 activities.
- Provide summative evaluation as related to *RttT* B3, C3, D3, D5, E2 activities as well as implementation of professional development as a part of local *RttT* funding

Overall Approach to Evaluation

Mixed-method: Evaluation questions to be addressed by applying analyses from multiple qualitative and quantitative sources.

Research Questions & Anticipated Data Sources

Projected/Proposed Analysis Tool	Document/ Course Review	Educator Eval Tool Results	Observations (Classroom/ Institute/ Workshop/ Other)	Interviews (Teacher/ Admin/ Other)	Focus Groups (Student/ Teacher/ Other)	Surveys (Student/ Teacher/ Other)	Quant. Analysis	Admin. Data Review	Accounting Data Review
Evaluation Question									
Major/Overall Questions									
<i>Strategies:</i> To what extent did the state implement and support proposed <i>RttT</i> PD efforts?	X		X	X	X	X	X	X	
<i>Short-Term Outcomes:</i> What were direct outcomes of state-level <i>RttT</i> PD Efforts?	X	X		X	X	X	X	X	X
<i>Intermediate Outcome:</i> To what extent did <i>RttT</i> PD efforts successfully update the NC Education Workforce?		X	X	X	X	X			X
Summative Evaluation Focus									
<i>Impacts on Student Performance:</i> To what extent are gains in student performance outcomes associated with <i>RttT</i> PD?	X					X	X	X	X
State Strategies – Formative Evaluation Focus									
How did DPI assess educators PD needs?	X		X	X	X	X	X	X	
To what extent were state-level PD leaders hired and retained to successfully implement <i>RttT</i> PD efforts?	X		X	X	X	X	X	X	
To what extent were state-level PD efforts aligned with <i>RttT</i> priorities (e.g. standards and assessment, data use, instructional improvement, IIS, and technology use)?	X		X	X	X	X	X	X	
To what extent were current DPI PD offerings in the ERD Repository expanded?	X		X	X	X	X	X	X	
What were the nature, availability, and quality of Regional Planning Institutes for LEA/Charter leadership teams?	X		X	X	X	X	X	X	
What were the nature, availability, and quality of Distinguished Leadership in Practices (DLP) Institutes?	X		X	X	X	X	X	X	
How did PDI Team support and work with LEAs to define effective and appropriate PD?	X		X	X	X	X	X	X	

Research Questions & Anticipated Data Sources (Continued)

Projected/Proposed Analysis Tool	Document/ Course Review	Educator Eval Tool Results	Observations (Classroom/ Institute/ Workshop/ Other)	Interviews (Teacher/ Admin/ Other)	Focus Groups (Student/ Teacher/ Other)	Surveys (Student/ Teacher/ Other)	Quant. Analysis	Admin. Data Review	Accounting Data Review
Evaluation Question									
Short-Term Outcomes – Formative Evaluation Focus									
To what extent did the state create an online repository of PD offerings aligned to standards?	X	X		X	X	X	X		X
To what extent were educators able to locate and access appropriate PD?	X	X		X	X	X	X		X
What was the extent of eLearning PD opportunities?	X	X		X	X	X	X		X
To what extent did district and school personnel select, plan, design, and implement successful PD programs?	X	X		X	X	X	X		X
What were characteristics of RtT PD participants?	X	X		X	X	X	X		X
Intermediate Outcomes – Formative Evaluation Focus									
To what extent have educators successfully transitioned to new standards, including content knowledge?		X	X	X	X	X	X	X	
To what extent do educators use formative/summative assessment effectively?		X	X	X	X	X	X	X	
To what extent do educators use data to inform instructional decisions?		X	X	X	X	X	X	X	
To what extent are educators using the NC TEP as it was intended?		X	X	X	X	X	X	X	
To what extent have educators progressed along the NC Professional Teaching and School Executive Standards?		X	X	X	X	X	X	X	
Impacts on Student Performance – Summative Evaluation Focus (To be determined based on available data. These are examples of potential questions)									
What are associations between the type and quality of RtT PD participation, changes in classroom practice, and impact on student performance?	X					X	X	X	X
Do LEAs with “higher” quality PD have a greater impact on student outcomes than others?	X					X	X	X	X
Are their regional, LEA, school level differences in student performance associated with RtT PD?	X					X	X	X	X

Evaluation Activities

Anticipated Procedure

- *Formative Evaluation Focus:* The Evaluation Team will examine qualitative data collected via a “purposeful sample of schools” approach in which a sample of LEAs and schools will be identified to participate in a longitudinal descriptive study, as well as quantitative data collected from various sources. The descriptive study will provide detailed information

concerning implementation of both SEA and LEA professional development initiatives. Ongoing analyses will focus on the delivery and quality of *RttT*-supported resources and approaches to PD that focus on the transition to new standards, new formative/summative assessments, data literacy for instructional improvement, technology, and the revised Teacher Evaluation Process, with a goal of analyzing the impact of professional development on teacher practices and student achievement. Data sources will include interviews with key personnel, student and teacher focus groups, classroom observations and survey data.

- *Summative Evaluation Focus*: Administrative and accounting data on RttT PD participation will be utilized to develop measures of patterns of participation, analyze differences in those patterns and estimate association's between measures of participation and outcomes. In addition, the qualitative data collected in the sample of schools, from the Teacher and Principal Surveys, and other sources will be used to assess the extent to which the RttT professional development efforts have collectively created the capacity for teachers to deliver more effective instruction and improve student performance.

Anticipated Schedule

- First stage (January 2011-June 2011)
 - Work closely with staff at DPI to understand *RttT* PD as an agency-wide initiative
 - Select and recruit sample of schools and LEAs
 - Identify or develop professional development observation tool, focus group protocols, surveys, classroom observation protocols, eLearning analytics
- Second stage (July 2011-June 2013)
 - Observe face-to-face, blended, virtual *RttT* professional development
 - LEA and School visits – LEA and school staff surveys and focus groups, classroom observations
 - Create and implement quantitative data analysis plan built on a foundation of access to NCDPI PD Participation Data
- Third stage (July 2013-June 2014)
 - Continue with formative focused quantitative and qualitative evaluation
 - Implement summative focused quantitative evaluation

Major Evaluation Deliverables

- | | |
|---|------------|
| • Baseline Report | 10/31/2011 |
| • Annual Report: Status of <i>RttT</i> PD | 9/30/2012 |
| • Annual Report: Status of <i>RttT</i> PD | 9/30/2013 |
| • Final Report: Impact | 6/30/2014 |

Appendix B. Professional Development Session Observation Protocol

Observer _____ Date of Observation (ex, June 21,
2011) _____

Time Start (ex, 9:00AM): _____

1. Background Information

Project _____

Location _____

Indicate the major professional development approach:

- Workshop
- Institute
- Course
- Semester
- Webinar
- Learning teams
- School-based meetings
- Coaching
- Mentoring
- Other _____

Duration of this Professional Development Event:

- 1 hour
- 2 hours
- 3 hours
- Half-Day
- Full-Day
- 2 Days
- Other (Please describe) _____

Subject Targeted in this Observed Session:

- English Language Arts
- Mathematics
- Science
- Social Studies
- Other (Please describe) _____

Grade Level Targeted in this Observed Session:

- K-5/Elementary School
- 6-8/Middle School
- 9-12/High School
- LEA/District Staff
- Other (Please describe) _____

What is the total number of participants attending this observed session? _____

Participants in this observed session were:

- Teacher Leaders
- Other (non-lead) Teachers
- School Level Administrators
- Central Office Staff
- Other _____

2. Observed Session Focus

Indicate the *primary intended purpose(s)* of this professional development session based on the information provided by the project staff or session organizer/facilitator.

- Transition to New Standards (Common Core and Essential Standards)
- NC's Formative Assessment Learning Community's Online Network (NC FALCON)
- Formative Assessments 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
- STEM
- School Turnaround
- Other, specify: _____

3. Indicate the major activities of participants in this observed session (check all that apply)

- Listened to a formal presentation by facilitator
- Listened to a formal presentation by participant(s)

- Engaged in whole group discussion led by facilitator
- Engaged in whole group discussion led by participant(s)
- Engaged in small group discussion
- Other, specify: _____

4. Describe the major activities of participants in this observed session.

5. Design

Select One:

Scale range: 1 = strongly disagree, 2 = disagree, 3 = agree, 4 = strongly agree, NA = either not observed or not applicable to activity being observed

	The session provided opportunities for participants' to share knowledge of content, teaching, learning, and/or the reform process.	(1)	(2)	(3)	(4)	NA
	The session provided opportunities for participants to consider classroom applications of resources, strategies, and techniques.	(1)	(2)	(3)	(4)	NA
	Adequate time and structure were provided for "sense-making," including reflection about concepts, strategies, issues, etc.	(1)	(2)	(3)	(4)	NA
	Adequate time and structure were provided for participants to share experiences and insights.	(1)	(2)	(3)	(4)	NA
	The content materials/activities provided an added piece to better understanding/comprehension.	(1)	(2)	(3)	(4)	NA

6. Implementation

Select One:

Scale range: 1 = strongly disagree, 2 = disagree, 3 = agree, 4 = strongly agree, NA = either not observed or not applicable to activity being observed

	The facilitator's presentation(s) included in the session were carried out effectively.	(1)	(2)	(3)	(4)	NA
	The facilitator(s) effectively modeled questioning strategies that are likely to enhance the development of conceptual understanding (e.g., emphasis on higher-	(1)	(2)	(3)	(4)	NA

	order questions, appropriate use of “wait time,” identifying prior conceptions and misconceptions.)					
	The facilitator(s)’ management style enhanced the quality of the session.	(1)	(2)	(3)	(4)	NA
	The pace of the session was appropriate.	(1)	(2)	(3)	(4)	NA
	The session modeled effective assessment strategies.	(1)	(2)	(3)	(4)	NA
	Participants were engaged with the session.	(1)	(2)	(3)	(4)	NA
	Appropriate connections were made to other disciplines and/or real-world contexts.	(1)	(2)	(3)	(4)	NA

7. Exploring Pedagogy/Instructional Materials

Select One:

Scale range: 1 = strongly disagree, 2 = disagree, 3 = agree, 4 = strongly agree, NA = either not observed or not applicable activity being observed

	Attention was paid to student thinking/learning.	(1)	(2)	(3)	(4)	NA
	Attention was paid to classroom strategies.	(1)	(2)	(3)	(4)	NA
	Attention was paid to instructional materials intended for classroom.	(1)	(2)	(3)	(4)	NA

8. Culture of the Professional Development Session

Select One:

Scale range: 1 = strongly disagree, 2 = disagree, 3 = agree, 4 = strongly agree, NA = either not observed or not applicable to activity being observed

	There was a climate of respect for participants’ experiences, ideas, and contributions.	(1)	(2)	(3)	(4)	NA
	Interactions reflected collaborative working relationships between facilitator(s) and participants.	(1)	(2)	(3)	(4)	NA
	Participants were <u>encouraged</u> to generate ideas, questions, conjectures, and propositions.	(1)	(2)	(3)	(4)	NA

Participants were <u>willing</u> to generate ideas, questions, conjectures, and propositions.	(1)	(2)	(3)	(4)	NA
Participants provided constructive criticism and/or challenged ideas	(1)	(2)	(3)	(4)	NA

9. Overall Quality of the Professional Development Session

Select One:

- Level 1:** Ineffective Professional Development (passive learning, activity for activity's sake)
- Level 2:** Elements of Effective Professional Development
- Level 3:** Beginning Stages of Effective Professional Development
- Level 4:** Accomplished, Effective Professional Development
- Level 5:** Exemplary Professional Development

Notes:

Time Finish (ex, 9:30AM): _____

Description of the Quality of the Professional Development Session

In this final rating of the session, consider all available information about the session, its context and purpose, and your own judgment of the relative importance of the ratings you have made. Select the description that best characterizes the session you observed. Keep in mind that this rating is *not* intended to be an average of all the previous ratings, but should encapsulate your overall assessment of the quality and likely impact of the session. In your final write-up, please provide a brief rationale for your description of the 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.

Appendix C. 2011 Summer Leadership Institute Participant Interview Protocol

My name is XXX, and I am with the Race to the Top Evaluation Team. Could I speak with you for 5-10min. to ask you just a few questions about this summer institute? This discussion will be completely anonymous.

Day 1

1. Why were you selected to participate in this RttT Regional Summer Institute?
2. Do you believe your LEA brought the “right” people for this event?
3. In your opinion, what was the purpose of this Regional Summer Institute?
4. Is there anything else you would like to say about this RttT Regional Summer Institute?

Day 2

1. What was the most useful information you gained from the sessions?
2. What professional development strategies are you taking back to your district or school?
How do you plan on using the information you gained here?
3. Was there anything that you wished had been covered more thoroughly or done differently?
4. Is there anything else you would like to say about this RttT Regional Summer Institute?

Thank you for your time and have a nice day.

Appendix D. NCDPI Professional Development Leads Focus Group Protocol

The first set of questions is about your background and role at DPI.

- What is your role at DPI? How long have you have you worked here?
- What are your experiences with professional development, prior to the summer institute?

The next set of questions relates to your experiences with the Regional Summer Institutes.

- What was the process for planning the Summer Institutes?
- What worked well (or not so well) in the planning and implementing of the Summer Institutes?
- Any difficulties?
- How did you prepare for your role as a leader or facilitator for the Summer Institutes?
- Do you feel facilitators were adequately prepared to present the information?
- What was the most rewarding/challenging aspect of your role?
- What were the major goals of the Summer Institutes?
- How successful do you think the Summer Institutes were in achieving those goals?
- Do you feel the “right” LEA staff attended the institute for successfully rolling out the new standards to schools?
- To what extent was the audience receptive to the material?
- What recommendations would you make to those district and school leaders to help them successfully take the information back to their local teachers and leaders?
- What recommendations do you have for next year’s Summer Institutes?

Educator Recruitment and Development



Professional Development Initiative

April 6, 2011

Educator Recruitment and Development
Lynne C. Johnson, Ed.D., Director
North Carolina Department of Public Instruction

Evaluation Manual: Professional Development Leads

Dear PD Leads,

We plan to utilize Thomas Guskey's (2002) Critical Levels of Professional Development Evaluation model to assess the impact of Race to the Top professional development offerings. The following manual explains the methodology for the evaluation, includes survey items, and provides a timeline for survey administration.

Please take a moment during your sessions to explain the purpose of the program evaluation to your participants. Invitations to participate in the evaluation will be sent via e-mail and will include instructions for the completion of on-line surveys. These invitations will be sent immediately following the PD sessions and again ninety days later for follow-up.

It would be helpful if you would explain the unique identifier system to participants. This six digit unique identifier is used on all surveys to provide aggregate LEA and district information to inform customized professional statewide development. As surveys are completed, CEU credits are linked to each id code.

We will not administer any surveys during your program sessions. All surveys will be administered on-line and managed by our PD team. In order for us to send these surveys out in a timely manner, please send all of the e-mail addresses for your participants to the PD team prior to each of your programs.

Please, feel free to contact us with any questions or concerns. Again, thank you so much for your time and assistance.

Sincerely,

Lynne C. Johnson, Ed.D.

Director of Educator Recruitment and Development

Phone: (919) 807-3355

Letter to PD participants: Evaluation of the Race to the Top PD Offerings

Dear Participant:

Thank you for your participation in the professional development offering. We are dedicated to ensuring that your professional development experiences are of the highest quality possible and we would greatly appreciate your feedback regarding your experience. Your CEU credit will be posted upon receipt of the evaluation survey.

The PD Lead Team will send several on-line surveys via e-mail. You will be contacted at the conclusion of each PD session and 90 days after your training ends. These surveys are composed of questions addressing your satisfaction with the training; the knowledge and skills you have obtained, the organizational climate in your school/district, and your application of the knowledge you obtained in the session. The completion of each of these questionnaires should take no longer than 15 minutes.

You will be asked to provide your six digit unique identifier on the surveys you complete. The code will be used as a unique identifier to link your survey results over time to CEU credits. All data obtained in this study will be reported as group data. No individual data will be identified. We plan to share the aggregate LEA and districts results with the Race to the Top Evaluation team, North Carolina State Board of Education, and professional associations in education.

Six months after the completion of the training, participants will be randomly selected to participate in case studies. A member of the PD evaluation team may visit you at your school site, interview you and your coworkers, and spend some time conducting observations of you and your staff. The data collected through interviews, observations, and surveys will help us determine the impact of professional development sessions.

Thank you for your participation in this professional development evaluation. We hope that we can use your responses to help shape recommendations for improving future professional development offerings.

Sincerely,

Lynne C. Johnson, Ed.D
Director
ljohnson@dpi.state.nc.us

Yvette Stewart
RttT Consultant
ystewart@dpi.state.nc.us

Eliz Colbert, Ed.D.
Lead PD Consultant
ecolbert@dpi.state.nc.us

Master Evaluation Plan

Guskey Level 1: Participants' Reactions

Rationale: Satisfaction surveys will be utilized to measure participants' satisfaction with the value, relevance, and degree of difficulty of the curriculum presented in PD sessions. These surveys will also measure participants' satisfaction with their overall experience (i.e. effectiveness of presenters, lodging, food, facilities, and conference organization). Open-ended items will be utilized to determine the participants' plan for implementing what they have learned, as well as to request additional suggestions which will be used to improve the program.

Methodology: One Satisfaction Survey will be developed for use across all programs (with modifications as appropriate). The satisfaction survey will include rating items and open-ended questions. Surveys will be administered on-line via Zoomerang. The data from these surveys will be saved in a database for further analyses. The NCDPI Professional Development Team will manage the on-line administration of these surveys. Reminder e-mails will be sent as necessary.

Instrumentation: Satisfaction Survey

Timeline: The Satisfaction Survey will be sent via e-mail to participants on the last day of each session for completion. Please complete the survey as quickly as possible to correctly reflect your perceptions of the training.

Guskey Level: Participants' Reactions (Level 1)

Administration: Sent via e-mail at the completion of each program session

Educator Recruitment and Development



Satisfaction Survey Items

1. How valuable was this week's PD session to you?
2. How challenged were you by the material presented during this session?
3. How much effort was required of you in preparation for and during this session?
4. Please rate the material presented during this session in terms of its overall value to you as an educator.
5. Based upon the NC Standards for Teachers indicate the areas in which you will implement changes based on what you learned during this session. Please check all that apply: Teachers Demonstrate Leadership Teachers Establish A Respectful Environment For A Diverse Population of Students Teachers Know The Content They Teach Teachers Facilitate Learning For Their Students Teachers Reflect on Their Practice
6. Based on your experiences in this session, how likely are you to recommend this session to your colleagues?
7. Based on your experiences in this session, how likely would you be to attend another program?
8. Please, rate the following conference logistics based on your experiences in this session: (food, hotel room, hotel services, facilities, professionalism of staff, and organization of session).
9. Please use the space below to tell us what would have improved this learning experience for you.
10. Please use the space below to share any additional comments pertaining to this session.

Guskey Level 2: Participants' Learning

Rationale: NCDPI professional development offerings are designed to provide educators with training in areas that they might not have been previously exposed to in their formal education including the Common Core, Essential Standards, Data Literacy and the NC Evaluation System. The PD offerings are also designed to provide knowledge and skills that will prepare participants for new professional roles and responsibilities. Based on the nature of these offerings, it would not be reasonable to expect a participant's pretest to provide a valid reflection of their knowledge in content areas with which they might be completely unfamiliar.

Additionally, participants might misjudge their knowledge, skills, and abilities at baseline. For example, assume that a participant completes a pretest with the belief that she is well-informed about the Common Core. However, once the participant has participated in training, she realizes that she did not previously have proper knowledge of the Common Core terms and concepts

presented. Therefore, the participant’s pretest scores would not adequately reflect baseline knowledge. These scores would be an overestimate of her knowledge, which would minimize the impact of training when comparing pretest scores to post test scores. In order to accurately assess intended program effects, a retrospective pretest (RPT) is recommended (Lamb & Tschillard, 2005).

Methodology: Two surveys will be utilized to assess participant learning. The **Leadership Competency Survey** will assess leadership competency. The **Knowledge Survey** will assess curriculum-based knowledge (learning objectives). With the retrospective pretest technique, the pretest and post test are both administered at the conclusion of the training activity. The participants will be asked to complete survey items about their knowledge after training (post test), as well as to retrospectively complete the same items with regard to their knowledge prior to training (retrospective pretest). These pre/post test items are combined into one survey instrument. The Surveys will be administered on-line via Zoomerang. The data from these surveys will be saved in a database for further analyses. The NCDPI Team will manage the on-line administration of these surveys. Reminder e-mails will be sent as necessary.

Instrumentation: Leadership Competency Survey; Knowledge Survey

Timeline: The Knowledge Survey will be sent via e-mail to participants on the last day of each session for completion. These surveys will be administered via e-mail at the end of end of each of the two or three day meetings. The Leadership Competency Survey will be sent via e-mail at the end of the program.

Guskey Level: Participants’ Learning (Level 2)

Administration: Sent via e-mail at the completion of the session



Leadership Competency Survey Items

Standard	Before Participating in PD					After Participating in PD				
	No Proficiency	Basic Proficiency	Intermediate Proficiency	Advanced Proficiency	Expert	No Proficiency	Basic Proficiency	Intermediate Proficiency	Advanced Proficiency	Expert
Teachers Demonstrate Leadership										
Teachers Establish A Respectful										

Environment For A Diverse Population of Students										
Teachers Know The Content They Teach										
Teachers Facilitate Learning For Their Students										
Teachers Reflect On Their Practice										

Definitions from NC Standards for Teachers (will be included with the survey)

Teachers Demonstrate Leadership

Teachers demonstrate leadership in the classroom and the school. They lead the teaching profession and advocate for schools and students. Teachers demonstrate high ethical standards.

Teachers Establish A Respectful Environment For A Diverse Population Of Students

Teachers provide an environment in which each child has a positive, nurturing relationship with caring adults. They embrace diversity in the school community and in the world. Teachers treat students as individuals and adapt their teaching for the benefit of students with special needs. Teachers work collaboratively with the families and significant adults in the lives of their students.

Teachers Know The Content They Teach

Teachers align their instruction with the North Carolina Standard Course of Study. They know the content appropriate to their teaching specialty and recognize the interconnectedness of content areas/disciplines. Teachers make instruction relevant to students.

Teacher Facilitate Learning For Their Students

Teachers know the ways in which learning takes place, and they know the appropriate levels of intellectual, physical, social and emotional development of their students. They plan instruction appropriate for their students and use a variety of instructional methods. Teachers integrate and utilize technology in their instruction, while helping students develop critical thinking and problem-solving skills. Communicating effectively, teachers help students work in teams and develop leadership qualities. Teachers use a variety of methods to assess what each student has learned.

Teachers Reflect On Their Practice

Teachers analyze student learning. They link professional growth to their professional goals. Teachers function effectively in a complex, dynamic environment.

Guskey Level: Participants' Learning (Level 2)

Administration: Sent via e-mail at the completion of session

Educator Recruitment and Development



Knowledge Survey*

Statement	Before Participating in Summer Institute					After Participating in Summer Institute				
	Strongly Agree 1	Agree 2	Neither Agree or Disagree 3	Disagree 4	Strongly Disagree 5	Strongly Agree 1	Agree 2	Neither Agree or Disagree 3	Disagree 4	Strongly Disagree 5
1) I have extensive knowledge about the learning opportunities available through the summer institute.										
2) I have extensive knowledge about the learning opportunities available to teachers through online modules.										
3) I know how to access the resources I need to promote Common Core – Essential Standards and e-learning in my school district.										
4) I have extensive knowledge about the current research on Common Core – Essential Standards.										
5) I have extensive knowledge about the current research on e-leadership.										
6) I know how to develop actions plans for Common Core – Essential Standards integration.										
7) I know how to network with PD Leads, C & I staff and colleagues through face-to-face and online collaboration.										
8) I know how to integrate technology in my district action plan.										
9) I have extensive knowledge about:	[Cross-hatched pattern]									
a. crosswalks										
b. unpacking documents										

c. implementation guides										
d. online modules										
10) I know how to utilize online collaboration tools (i.e. PD 360, Skype) for professional development.										
11) I know how to utilize modules for e-learning communities that can be integrated into my school district.										

*Surveys vary based on individual program learning objectives.

Guskey Level 3: Organization Support and Change

Rationale: In order to document and improve organizational support and change, we must first collect baseline data about the organizational climate in each participant’s school and district. Organizational climate data will be collected through the use of a self-report survey. This survey is designed to assess conditions that have been linked to effective schools and supportive school cultures (Saphier & King, 1985). In addition to assessing perceived organizational climate, a separate follow-up survey will be used to assess the conditions inherent within each participant’s organization that impacted their ability to successfully utilize the knowledge and/or plan developed during the sessions.

Methodology: The **Organizational Climate Survey** should be completed by participants at the end of their first PD session. This survey will be available on-line via Zoomerang. The **Impact of Climate on Implementation Survey** should be administered on-line via Zoomerang 90 days after participation. Both quantitative and qualitative methods will be utilized in this questionnaire in order to gather rich and descriptive data. The PD Lead Team will manage the on-line administration of these surveys. Reminder e-mails will be sent as necessary.

Instrumentation: Organizational Climate Survey; Impact of Organizational Climate on Implementation Survey

Timeline: The Organizational Climate survey will be sent via e-mail at the end of the first session completed by the participant. The Impact of Organizational Climate on Implementation Survey will be sent via e-mail to participants 90 days after completion of the program.

Guskey Level: Organization Support and Change (Level 3)

Administration: Sent via e-mail at the end of first session

Educator Recruitment and Development



Organizational Climate Survey Items

What is your job title?					
How many years have you worked as an educator?					
How many years have you worked in education?					
What is your educational level?					
Statement	Strongly Agree	Agree	Neither Agree or Disagree	Disagree	Strongly Disagree
	1	2	3	4	5
School Climate					
Our school has well defined learning expectations for all students.					
Our school has high standards for students' academic performance.					
This school has consistent standards from classroom to classroom.					
Teachers in this school work together to improve student learning.					
Our school has a positive relationship with the School Board.					
Our school has a positive relationship with the District Office Staff.					
Assessment of student performance leads to changes in our school's curriculum.					
Our school has a high level of collegiality among staff members.					
In order to help our school improve, administrators and teachers experiment with new ideas and techniques.					
Teachers and administrators are held accountable for high performance through regular evaluations.					
Our school regularly recognizes staff achievements.					
At our school, we celebrate important events in our staff's personal lives (i.e. birthdays, marriages).					

Building LEA and Regional Professional Development Capacity
 January 2012

At our school, we celebrate important benchmarks in the life of the school.					
Teachers and administrators are encouraged to become involved in making decisions that affect our school.					
Teachers and administrators are encouraged to take on leadership roles within our school.					
Statement	Strongly Agree	Agree	Neither Agree or Disagree	Disagree	Strongly Disagree
	1	2	3	4	5
District Climate					
This district is committed to high standards for every student.					
This district has consistent standards from school to school.					
This district helps me promote and nurture a focus on teaching and learning in the school.					
This district holds high expectations for our school.					
This district provides support to enable teachers to adjust curriculum/instruction to meet students' individual needs.					
This district promotes my professional development.					
This district promotes the professional development of teachers.					
Resources are distributed equitably across all schools in the district.					
The district office provides needed resources to the schools.					
This district routinely helps my school set benchmarks and evaluate progress toward school and district standards.					
It is acceptable in this district to discuss frustrations, and worries with administrators in the district office.					
I receive adequate feedback from district administrators about my own performance.					
District-level administrators look out for the personal welfare of the principals in the district.					
I know what the district expects of me as a principal.					
I am proud to tell others that I work for this district.					

Guskey Level: Organization Support and Change (Level 3)

Administration: Sent via e-mail as a follow-up survey 90 days after participation



Impact of Climate on Implementation Survey Items

Statement	Strongly Agree	Agree	Neither Agree or Disagree	Disagree	Strongly Disagree
	1	2	3	4	5
Our school district's policies had a positive impact on my ability to implement my PD plan.					
I had the necessary time to implement my PD plan.					
I had the necessary resources (i.e. staff, equipment, support) to implement my PD plan.					
The successes I achieved with the plan were recognized by school staff.					
The successes I achieved with the plan were recognized by district leadership.					
Our school's teachers made a positive contribution to this plan.					
Our School Improvement Team made a positive contribution to this plan.					
District personnel made a positive contribution to this plan.					
Open Ended Questions					
What characteristics of your school helped you to implement your plan?					
What characteristics of your district helped you to implement your plan?					
What characteristics of your school hindered you in implementing your plan?					
What characteristics of your district hindered you in implementing your plan?					
Please, provide us with any additional information pertaining to the impact of your school and/or district environments on the implementation of your PD plan.					

Guskey Level 4: Participants use of new knowledge and/or skills

Rationale: In order to examine implementation of new knowledge and skills, we will survey participants who completed action plans during the PD training. These participants will be surveyed regarding their progress in the implementation of their action plans and in accomplishing their predetermined objectives.

We will also utilize the Concerns-Based Adoption Model (CBAM) to further assess the participants' level of progress. The CBAM has been used extensively in educational research to determine how educators react to reform and new initiatives (Constantinos, Eliophotou-Menon, & Philippou, 2004). CBAM's Levels of Use dimensions are designed to measure behavioral change (Horsley & Loucks-Horsley, 1998). These Levels of Use surveys can be utilized to examine the educators' progress in applying the knowledge gained through PD sessions.

CBAM Levels of Use (adapted from Horsley & Loucks-Horsley, 1998)

- **Level 0, Nonuse** — The participant is taking no action with regard to the practices/knowledge acquired in PD sessions;
- **Level I, Orientation** — The participant is seeking further information about the practices/knowledge acquired in PD sessions.
- **Level II, Preparation** — A decision has been made to utilize new knowledge and/or adopt the new practices learned in PD sessions, and the participant is actively preparing to implement it.
- **Level III, Mechanical** — This stage reflects early attempts to use new strategies, techniques and materials. The participant might feel inadequate, frequently referring to program materials for guidance and reassurance.
- **Level IVa, Routine** — The participant has established a satisfactory pattern of new behaviors and practices.
- **Level IVb, Refinement** — The participant goes beyond the routine by assessing the impact of their efforts and making changes to increase that impact.
- **Level V, Integration** — The participant is actively coordinating with others to use the knowledge and adopt the practices learned in PD sessions.
- **Level VI, Renewal** — The participant begins to re-evaluate their progress with the knowledge obtained in PD sessions and seeks new means to heighten the impact of their practices.

Guskey (2002) recommends the use of a structured interview with each participant and their direct supervisor to assess the use of new knowledge and skills. Due to staff constraints, a small number of in-depth case studies (including school visits, observations and semi-structured interviews) will be completed in order to obtain detailed qualitative data regarding the participants' use of knowledge gained in PD sessions.

Methodology: The **Action Plan Progress Survey** will be administered 90 days after participation as a follow-up. The **Levels of Use Survey** will also be administered 90 days after participation as a follow-up. The ERD PD Team will manage the on-line administration of these surveys. Reminder e-mails will be sent as necessary.

Participants will be chosen to participate in case studies. Case study participants will be randomly selected from a pool of eligible participants (eligibility criteria to be determined by PD

Leads). The PD Team or RttT evaluation team will manage the selection and notification of case study participants.

Instrumentation: Action Plan Progress Survey; Level of Use Survey

Timeline: The Action Plan Progress Survey will be sent via e-mail to participants 90 days after completion of the program. The Level of Use Survey will also be sent via e-mail to participants 90 days after completion of the program. Case studies will be conducted at six months post participation.

Guskey Level: Participants’ Use of New Knowledge and/or Skills (Level 4)

Administration: Sent via e-mail as a follow-up survey 90 days after participation



Action Plan Progress Survey Items

Statement	Not Applicable 0	Strongly Agree 1	Agree 2	Neither Agree or Disagree 3	Disagree 4	Strongly Disagree 5
I followed the timeline that I proposed in my Action Plan.						
The steps in my Action Plan assisted me in reaching my goal(s).						
I have modified my Action Plan to improve the plan’s overall efficacy.						
I am collaborating with others in the execution of my Action Plan.						
I am utilizing data in order to assess the impact of my Action Plan.						
I achieved the goal/s on my Action Plan goal(s).						
I could have achieved this goal without using an Action Plan.						
The use of this Action Plan helped me to identify future goals.						
I will follow-up to assess the impact of my Action Plan over time.						
I will utilize an Action Plan in the future when setting professional goals.						
Was your Action Plan helpful for you? Why or why not?						

Did you have to modify your Action Plan in any way? If so, why?
How do you feel about your progress with your Action Plan?
Is there anything else that you would like for us to know about your progress with your Action Plan that we have not asked?

Guskey Level: Participants' Use of New Knowledge and/or Skills (Level 4)

Administration: Sent via e-mail as a follow-up survey 90 days after participation



Levels of Use	Best Describes My Level of Implementation
<p><u>Level 0, Nonuse</u> I have not taken any action with regard to the information I obtained in the session.</p>	
<p><u>Level I, Orientation</u> I am still gathering and seeking further knowledge about the information I obtained in the session.</p>	
<p><u>Level II, Preparation</u> I have decided to utilize the information I obtained in the PD session. I am actively planning to implement new practices based on the information I obtained in the session.</p>	
<p><u>Level III, Mechanical</u> I have begun utilizing the information I obtained, but I am still in the early stages of implementation. I frequently have to refer back to the program materials to ensure that I am the right track.</p>	
<p><u>Level IVa, Routine</u> I have established a satisfactory pattern of new behaviors and practices based on the information I obtained in the session.</p>	
<p><u>Level IVb, Refinement</u> I have begun to assess the impact of the new practices that I have implemented. I am revising and modifying these practices to increase the overall impact.</p>	
<p><u>Level V, Integration</u> I am actively collaborating with others to utilize the information I obtained in the session.</p>	
<p><u>Level VI, Renewal</u> I have begun to re-evaluate my progress with implementing the practices I learned about in the PD Session. I am seeking innovative means to heighten the impact of the new practices I have implemented.</p>	

Levels of Use Survey Items

Guskey Level 5A : Participants’ Impact on Conditions for Teaching and Learning

Rationale: Research is increasingly focusing on the context in which school administrators work and the effects of the organizational context on student achievement (Leithwood, Anderson & Walstrom, 2004). Multiple school-level factors have been found to influence student achievement and the majority of these variables are directly influenced by school leaders (Leithwood, Anderson & Walstrom, 2004). In order to increase student success, school administrators must utilize their influence to positively impact the conditions in their schools that are associated with teaching and learning.

Methodology: A literature review was conducted in order to identify conditions over which principals exercise control that have a direct impact on student performance (see Table 1). These educational conditions fall into three major categories: School Characteristics, Teacher Working Conditions, and Principal Qualities. The identification of these conditions will lead to a curriculum shift in professional development offerings and an increased focus on these research-based conditions for teaching and learning. We are in the early planning stages in regard to determining how these identified conditions will be utilized in future program planning and evaluation.

Table 1. Educational Conditions that Impact Student Learning (Guskey Level 5A)

School Characteristics	Teacher Working Conditions	Principal Qualities
<ul style="list-style-type: none"> • School population size • Significant range of extracurricular activities • School-wide sense of community • Anti-racism education • Differentiated/Contingent grade promotion policies • Instructional Program Coherence • Class sizes • Use of heterogeneous ability groups • Rigorous, quality curriculum and instruction • Highly qualified teachers • Professional learning community • Strong accountability system • Safe and orderly school environment • High expectations of students • Positive and supportive school climate • Community outreach and involvement • Norm of continuous improvement • Communication of a shared vision • Classroom-based and school-wide recognition programs • Social advocacy • Contingent rewards/Affirmation • Intellectual stimulation for faculty and staff • Challenging goals and effective feedback 	<ul style="list-style-type: none"> • Teacher participation in decision-making • Reasonable teaching loads • Opportunity to teach from formal areas of expertise • Allocation of teacher time • Visible student outcomes • Powerful and salient feedback • Low levels of disruption/misbehavior • Shared leadership and staff empowerment • Teacher autonomy • Protected time • Non-instructional time • Collegiality and professionalism 	<ul style="list-style-type: none"> • Develops a shared vision • Determines clear priorities • Promotes continuous professional learning • Links schools to community assets • Skilled in instructional leadership • Promotes communication, collaboration and community building • Strong management skills • Skilled in vision development, risk taking, and change management • Possesses self-confidence, responsibility, and perseverance • High visibility and accessibility • Effective communication and interaction • Provides interpersonal support • Conducts classroom observations and provides feedback to teachers • Specific vision for learning • Heavily invested in instructional program • Holds high standards to create a tightly coupled curriculum • Adept at garnering and employing resources • Ongoing commitment to results • Promotes a safe and orderly learning environment • Creates an atmosphere of high personalization • Establishes a set of standard operating procedures and routines • Establishes clear goals • Monitors and evaluates school practices • Flexibility • Situational awareness

Guskey Level 5B: Impact on Student Performance

Rationale: The effects of staff development programs cannot be measured in isolation. Instead, there are multiple intervening variables that influence the impact of staff development programs on participant learning and student achievement (Guskey, 2002). Due to the complexity of schools, researchers have noted that it is impossible to establish a causal relationship between professional development programs for educators and student achievement (Killion, 1999). Instead, we must identify “evidence” of the impact of professional development offerings (Guskey, 2002). In education, student achievement data is considered to provide evidence of both school and educator success. By utilizing student achievement data in these analyses, we will be able to collect evidence of the impact of PD on student learning. Of note, however, we will not be able to establish a causal relationship between participation in PD and changes in student achievement scores.

Methodology: Student achievement data will be collected (i.e. school composite scores and AYP reports) from the schools of participants. The school achievement data of participants will be compared with evaluation data.

Research teams will study the factors which impact student achievement and teacher effectiveness. This research includes an assessment of the impact of teacher quality on student achievement. This evaluation will incorporate components of this impact model in order to identify appropriate covariates for statistical analysis.

Instrumentation: Pre-existing data sources

Impact on Colleague Support

Rationale: Extant research indicates that feelings of professional isolation and a lack of colleague support are frequently reported as the primary reasons that beginning principals leave their positions (Campbell, LaForge, Taylor, 2006). Evidently, principals benefit from networking and interacting with supportive peers that can provide beneficial resources, information, and advice. A major advantage of PD participation is the opportunity to network with educational leaders and build colleague support systems, which can alleviate feelings of professional isolation. Although evaluation of colleague support is not included for evaluation in Guskey’s model, the impact of PD on colleague support will be included in this evaluation.

Methodology: The **Colleague Support Survey** will utilize the retrospective pretest methodology to assess changes in perceived colleague support over time. The Colleague Support survey will be administered 90 days after PD session participation as a follow-up on-line survey via Zoomerang. The data from these surveys will be saved in a database for further analyses.

Guskey Level: N/A

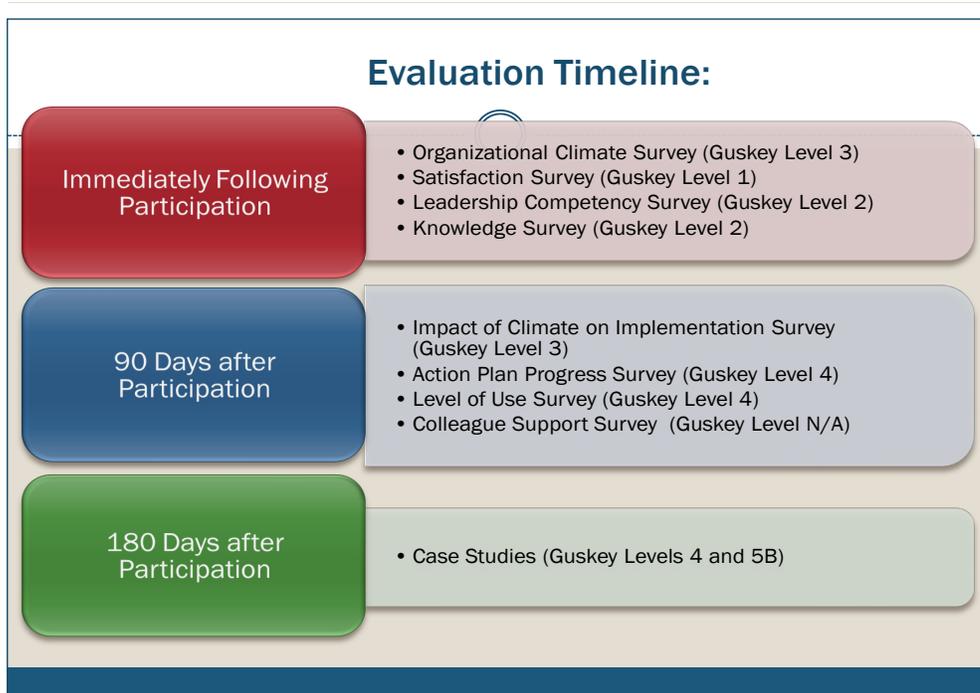
Administration: Sent via e-mail at 90 days post participation

Educator Recruitment and Development



Statement	Before Participating in PD Session					After Participating in PD Session				
	Strongly Agree	Agree	Neither Agree or Disagree	Disagree	Strongly Disagree	Strongly Agree	Agree	Neither Agree or Disagree	Disagree	Strongly Disagree
	1	2	3	4	5	1	2	3	4	5
I seek assistance with problem-solving from my colleagues.										
I receive beneficial professional resources from my colleagues.										
I learn about innovative practices from my colleagues.										
I depend on help from my colleagues to perform my professional duties.										
I have developed friendships with my colleagues.										
I contact my colleagues for professional advice.										
I have supportive professional relationships with principals from other school districts.										
I have supportive professional relationships with principals in my school district.										
My interactions with my colleagues have reduced my job stress.										
My interactions with my colleagues have made me a better principal.										

Colleague Support Survey



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GUSKEY 5A LITERATURE REVIEW

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Appendix F. Post-Event Summer Leadership Institute Survey

1. Which LEA do you represent?

Response Options: 115 LEAs, NC Charter School, Special Public School, NCDPI staff, Non-Public School, University

2. Which Institute did you attend?

Response Options: June 27-29, 2011, Grove Park Inn, Asheville, NC (Region 8), July 12-13, 2011, Kinston High School, Kinston, NC (Region 2), July 14-15, 2011, West Stokes High School, King, NC (Region 5), July 19-20, 2011, Pasquotank High School, Elizabeth City, NC (Region 1), July 21-22, 2011, Maiden High School, Maiden NC (Region 7), July 26-27, 2011, Pinecrest High School, Southern Pines, NC (Region 4)

3. Which best describes your role in relation to North Carolina Public Schools? (Check all that apply)

Response Options: Teacher, School Administrator, Central Office, Administrator, NCDPI Staff, Support personnel (Instructional Technology, EC, Curriculum Specialist, etc.), Professional, Development, Coordinator, Other

4. How valuable was the two-day PD session to you?

Response Options: Not at all valuable, Moderately valuable, Valuable, Very valuable

5. How challenged were you by the material presented during this session?

Response Options: Not at all challenged, Moderately challenged, Challenged, Very challenged

6. How much effort was required of you in preparation for and during this session?

Response Options: No effort, Very little effort, Reasonable effort, A lot of effort

7. Please rate the material presented during this session in terms of its overall value to you as an educator.

Response Options: Not at all valuable, Moderately valuable, Valuable, Very valuable

8. Based upon the NC Standards for Teachers indicate the areas in which you will implement changes based on what you learned during this session. Please check all that apply:

Response Options: Teachers Demonstrate Leadership, Teachers Establish A Respectful Environment For A Diverse Population of Students, Teachers Know The Content They Teach, Teachers Facilitate Learning For Their Students, Teachers Reflect on Their Practice

9. Based on your experiences in this session, how likely are you to recommend this session to your colleagues?

Response Options: Not at all likely, Somewhat likely, Very likely

10. Based on your experiences in this session, how likely would you be to attend another program?

Response Options: Not at all likely, Somewhat likely, Very likely

11. Please, rate the following conference logistics based on your experiences in this session: Hotel Accommodations, Food, Institute Location, Service of NCDPI Staff, Organization of training, Quality of Materials

Response Options: Very Poor, Poor, Acceptable, Good, Very good

12. Please use the space below to tell us what would have improved this learning experience for you.

13. Please use the space below to share any additional comments pertaining to this session.

Leadership Competency Survey: Pre and Post Summer Institute

14. Rate yourself on each of these standards as they apply to you BEFORE you participated in the Summer Institute?

Response Options: No proficiency, Basic proficiency, Intermediate proficiency, Advanced proficiency, Expert

- Teachers Demonstrate Leadership
- Teachers Establish A Respectful Environment For A Diverse Population of Students
- Teachers Know The Content They Teach
- Teachers Facilitate Learning For Their Students
- Teachers Reflect on Their Practice

15. Rate yourself on each of these standards as they apply to you AFTER you participated in the Summer Institute?

Response Options: No proficiency, Basic proficiency, Intermediate proficiency, Advanced proficiency, Expert

- Teachers Demonstrate Leadership
- Teachers Establish A Respectful Environment For A Diverse Population of Students
- Teachers Know The Content They Teach
- Teachers Facilitate Learning For Their Students
- Teachers Reflect on Their Practice

16. Please rank your level of agreement with each of the statements below as they applied to you BEFORE you participated in the Summer Institute.

Response Options: Strongly Disagree, Disagree, Agree, Strongly Agree

- I have extensive knowledge about the learning opportunities available through the summer institute.
- I have extensive knowledge about the learning opportunities available to teachers through online modules.
- I know how to access the resources I need to promote Common Core – Essential Standards and e-learning in my school district.
- I have extensive knowledge about the current research on Common Core – Essential Standards.
- I have extensive knowledge about the current research on e-leadership.
- I know how to develop actions plans for Common Core – Essential Standards integration.
- I know how to network with PD Leads, C & I staff and colleagues through face-to-face and online collaboration.
- I know how to integrate technology in my district action plan.
- I know how to utilize online collaboration tools (i.e. PD 360, Skype) for professional development.
- I know how to utilize modules for e-learning communities that can be integrated into my school district.

17. Please rank your level of agreement with each of the statements below as they applied to you AFTER you participated in the Summer Institute.

Response Options: Strongly Disagree, Disagree, Agree, Strongly Agree

- I have extensive knowledge about the learning opportunities available through the summer institute.
- I have extensive knowledge about the learning opportunities available to teachers through online modules.
- I know how to access the resources I need to promote Common Core – Essential Standards and e-learning in my school district.
- I have extensive knowledge about the current research on Common Core – Essential Standards.
- I have extensive knowledge about the current research on e-leadership.
- I know how to develop actions plans for Common Core – Essential Standards integration.
- I know how to network with PD Leads, C & I staff and colleagues through face-to-face and online collaboration.
- I know how to integrate technology in my district action plan.

- I know how to utilize online collaboration tools (i.e. PD 360, Skype) for professional development.
- I know how to utilize modules for e-learning communities that can be integrated into my school district.

18. Please rank your level of agreement with each of the statements below as they applied to you BEFORE you participated in the Summer Institute.

Response Options: Strongly Disagree, Disagree, Agree, Strongly Agree

- I have extensive knowledge about crosswalks.
- I have extensive knowledge about unpacking documents.
- I have extensive knowledge about the implementation guides.
- I have extensive knowledge about the online modules.

19. Please rank your level of agreement with each of the statements below as they applied to you AFTER you participated in the Summer Institute.

Response Options: Strongly Disagree, Disagree, Agree, Strongly Agree

- I have extensive knowledge about crosswalks.
- I have extensive knowledge about unpacking documents.
- I have extensive knowledge about the implementation guides.
- I have extensive knowledge about the online modules.

20. Please use this space for any additional comments you may have.

**Appendix G. 2010-2011 Diagnostic Needs Assessment Survey from the Educator
Recruitment and Development Division | NCDPI**

Which LEA do you represent?

Response Options: 115 LEAs, NC Charter School, Special Public School,

1. Identify the top 3-5 areas your district or school needs the most support, as it relates to professional development (ex. Common Core State Standards and NC Essential Standards, Evaluation Systems, formative assessment, data literacy, etc.).
2. Identify (1) objective from your Section D5 Detailed Scope of Work (DSW) that will be your greatest challenge for the upcoming school year. Please share the objective below and why it is your greatest challenge. (ex. Measure, evaluate and improve professional development and support. This is our greatest challenge because we currently do not have a formal process of evaluating PD in our district).
 - Objective
 - Why is it a challenge?
 - Other information to share
3. Please share with us the delivery format(s) you would be interested in for future professional development: (Check all that apply)
 - Face-to-face Workshops (1 day)
 - Conferences (2+ days)
 - Web-based Modules and/or Moodle Courses
 - Webinars
 - GoTo Meetings
 - Video Conferencing
 - Training Videos
 - ALL OF THE ABOVE
 - Other, please specify

Thank you for completing the assessment.

Appendix H. Additional Details about the Race to the Top Evaluation Omnibus Survey

The survey was developed based on a model of inputs to student learning developed by an expert panel consisting of Evaluation Team members and colleagues from the School of Education at the University of North Carolina–Chapel Hill. The panel first identified survey domains and dimensions of school, principal, teacher, and student inputs to learning. A workgroup of Evaluation Team members then selected suitable measures of these dimensions, consisting of scales comprising multiple items (3 to 15 items each). Dimensions and their constituent items were pulled from existing valid and reliable measures where possible, though a few questions were developed specifically for the RttT survey itself. Permissions were obtained from intellectual property rights holders to use questions and measures in the instrument.

Cognitive pretesting of new and reworded items was conducted by the survey workgroup leader in early May 2011 with a group of volunteer North Carolina teachers. Following that, a pilot test of a 188-question survey was administered to teachers in six schools spanning all three levels of schooling in a volunteer district in North Carolina. The survey was demonstrated to be valid and highly reliable, with internal consistency reliability coefficients over .90 on nearly every measure.

Omnibus Survey Administration

Preparations for survey administration included development of a probability sample of schools to ensure sufficient responses from schools in four priority categories that are central to NC RttT initiatives:

1. Elementary, middle, and high schools in School Turnaround;
2. Schools identified as Science, Technology, Engineering, and Math (STEM) schools (high school only);
3. Schools in rural areas; and
4. Low-performing schools not in School Turnaround.

A fifth category, “General,” consisted of all other schools across the three school levels. The final probability sample consisted of 358 schools. Charter schools were excluded due to limitations in the student- and teacher-level administrative datasets being used for analysis.

Members of the Evaluation Team began initial contact with school districts and schools by sending notification emails to superintendents about the survey. Subsequent to contacting HR departments and acquiring rosters, principals were then notified by email about the survey and provided a survey link to distribute to their staff. For school districts that were not able to provide principal teacher rosters, UNC Chapel Hill’s Carolina Institute for Public Policy roster data was used to populate the survey system with the appropriate identifying information for principals and teachers.

To improve response rates within the sample schools, a RttT Coordinator was identified in each school in order to engage teachers and encourage their participation. Teachers and principals were also sent bi-weekly survey reminders throughout the four-month survey administration. Additional efforts to improve response rates included email and phone reminders to principals;

letters of support from Bill Harrison, Chairman of the State Board of Education, and Sheri Strickland, President of the North Carolina Board of Educators (NCAE); and reminders in NCDPI's Weekly RttT email updates. Incentives were provided in the form of Amazon gift cards for all the school coordinators and 20 randomly selected survey respondents.

The Year 1 baseline survey was made available to respondents on May 23, 2011, and remained available through September 5, 2011. It was presented online via Qualtrics, with appropriate data security measures. The response rate for the Year 1 baseline survey was 51.3% across all 358 schools, which resulted in responses from over 7,000 teachers and over 2,300 principals and assistant principals.

These data provide a valuable baseline that will enable us to track statewide progress as the NC RttT professional development activities are implemented during the next three years. Beginning in Spring 2012, the survey will be administered annually to establish the effectiveness of RttT in changing principal and teacher knowledge, behaviors, and attitudes. Potential correlations between teacher and school characteristics and the relative effectiveness of different initiatives will also be evaluated.

Omnibus Survey Items

This report includes items directly relevant to professional development (include below), and only teacher responses. Others sets of items will be included in other NC RttT evaluation reports.

Quality of Professional Development

Response Options: Strongly Disagree, Disagree, Slightly Disagree, Neither Agree nor Disagree, Slightly Agree, Agree, Strongly Agree

Overall, my professional development experiences this year have...

- Been sustained, rather than short-term
- Been coherently focused, rather than unrelated
- Included enough time to think carefully about, try, and evaluate new ideas

Professional development at my school has prepared teachers to

- Implement the state Standard Course of Study
- Integrate computers and technology into lessons
- Develop warm relationships with students
- Implement good behavior management
- Use data to tailor instruction to students' needs

Alignment of Professional Development

Response Options: Strongly Disagree, Disagree, Slightly Disagree, Neither Agree nor Disagree, Slightly Agree, Agree, Strongly Agree

At my school...

- Most of what I learned in professional development addresses the needs of the students in my classroom.

Overall, my professional development experiences this year have...

- Included opportunities to work productively with colleagues in my school
- Included opportunities to work productively with teachers from other schools

Attention to Common Core Standards

Response Options: Strongly Disagree, Disagree, Slightly Disagree, Neither Agree nor Disagree, Slightly Agree, Agree, Strongly Agree

- I fully understand the content knowledge and skills that are needed to master the subject(s) I teach.
- I have the knowledge and skills I need to help my students accomplish what is expected of them in the state standards.
- I feel well-prepared to help students accomplish what is expected of them in the state standards.

Leaders in my school...

- Discuss the state standards with teachers.
- Provide opportunities for teachers to discuss understanding the state standards across grades and content areas.

Teachers in my school...

- Coordinate curriculum across grade levels according to the state standards.
- Are clear about learning goals based on the state standards.
- Have a clear understanding of how the state standards fit together across grade levels.
- Focus more on teaching the state standards than “teaching to the test.”
- Work together on developing/revising instructional units around state standards.
- Are prepared to help students meet the state standards.

Data-Driven Instruction

Response Options: Strongly Disagree, Disagree, Slightly Disagree, Neither Agree nor Disagree, Slightly Agree, Agree, Strongly Agree

At my school...

- Teacher collect and use data to improve their teaching.
- We have made changes designed to better meet the needs of its diverse student body.
- Teachers are engaged in systematic analysis of student performance data.
- Assessment of student performance leads to changes in our school's curriculum that are consistent with state standards.
- Useful information to make informed decisions is readily available to teachers (e.g., about student performance, resources, community satisfaction).
- We use assessment data to evaluate teachers' instructional practices.
- The whole school examines gaps in the achievement of students by grade level.
- Teachers meet regularly to review student performance in order to adjust their practices.
- We use a variety of assessment strategies to measure student progress.

Formative Assessment

Response Options: Never, A Few Times a Year, Once or Twice a Month, Once or Twice a Week, Almost Daily

- I use checklists when gathering information about student learning.
- I use rubrics for assessing my students.
- I write learning targets on the board and go over them with my students.
- I provide students specific information (without using grades or rubrics) about where they are in meeting the learning targets.
- I plan or modify classroom instruction based on the information I receive from classroom assessment.
- I give students opportunities to self-assess and set goals for future learning.
- I give students opportunities to reflect on and share their learning progress with others.
- I give students opportunities to provide input on assessment design.
- I give students opportunities to summatively assess their peers.
- I give students opportunities to formatively assess their peers.

Appendix I. Pilot LEA RttT PD Coordinator Survey Items

Quality of PD

To what degree do you agree with the following statements about the professional development experiences provided in your district this year?

Response Options: Strongly Disagree, Disagree, Slightly Disagree, Neither Agree nor Disagree, Slightly Agree, Agree, Strongly Agree, Not Applicable

1. Been sustained, rather than short-term
2. Been coherently focused, rather than unrelated
3. Included enough time to think carefully about, try, and evaluate new ideas
4. Implement the state Standard Course of Study
5. Integrate computers and technology into lessons
6. Develop warm relationships with students
7. Implement good behavior management
8. Use data to tailor instruction to students' needs
9. Teachers have applied what they learned in professional development in their classroom
10. Helped teachers improve the way they teach
11. Has been differentiated to meet teacher participants' needs
12. Been closely connected to the district's improvement plan

Alignment of PD

To what degree do you agree with the following statements about the professional development experiences provided in your district this year?

Response Options: Strongly Disagree, Disagree, Slightly Disagree, Neither Agree nor Disagree, Slightly Agree, Agree, Strongly Agree, Not Applicable

13. Teachers are provided opportunities to work productively with colleagues in my school
14. Teachers are provided opportunities to work productively with teachers from other schools
15. of what teachers learn in professional development addresses the needs of the students in their classroom

District Capacity

In my district, leaders...

Response Options: Strongly Disagree, Disagree, Slightly Disagree, Neither Agree nor Disagree, Slightly Agree, Agree, Strongly Agree, Not Applicable

16. Have knowledge about high quality professional development defined by research and national and state standards
17. Have the skills to plan and design high quality professional development
18. Have the skills to implement high quality professional development
19. Have the skills to select high quality professional development
20. Have positive attitudes about high quality professional development
21. Have a district-wide commitment to high quality professional development
22. Support Communities of Practice around high quality professional development
23. Provide opportunities for networking and support in high quality professional development
24. Have a district-level strategic plan for professional development in place
25. Align school-level professional development plans to district plans
26. Distribute responsibilities for leadership for professional development among multiple school and district administrators
27. Use data from teacher performance evaluations to create individual professional development plans for teachers
28. Aggregate data from teacher performance evaluations and use data to identify school/district professional development needs
29. Use survey data to select, plan, and design professional development
30. Use summative student data to select, plan, and design professional development
31. Use formative student data to select, plan, and design professional development

My district provides...

Response Options: Strongly Disagree, Disagree, Slightly Disagree, Neither Agree nor Disagree, Slightly Agree, Agree, Strongly Agree, Not Applicable

32. Support to make sure all staff have NC Education login capabilities.
33. Online resources related to the revised (Common Core and Essential Standards) State Standards
34. An online community sharing space related to our revised (Common Core and Essential Standards) State Standards professional development.
35. Key personnel responsible for monitoring PLCs related to the revised (Common Core and Essential Standards) State Standards
36. A plan for how to use the DPI PD Leads in each region for support

PD Coverage

To what extent do you feel that teacher knowledge and skills have been enhanced in each of the following areas as a result of your participation in professional development?

Response Options: Strongly Disagree, Disagree, Slightly Disagree, Neither Agree nor Disagree, Slightly Agree, Agree, Strongly Agree, Not Applicable

37. Revised state standards

38. Instructional materials
39. Approaches to formative assessment
40. Use of technology
41. Strategies for teaching diverse student populations
42. Deepening content knowledge
43. Leadership development
44. Revised state assessments
45. Revised NC Teacher Evaluation Process

Common Core

To what extent do you agree or disagree with each of the following statements?

Response Options: Strongly Disagree, Disagree, Slightly Disagree, Neither Agree nor Disagree, Slightly Agree, Agree, Strongly Agree, Not Applicable

46. Our district has a process in place for how we will communicate revised (Common Core and Essential Standards) State Standards professional development opportunities to all district staff.
47. Our district has specific strategies for collaboration as we roll out revised (Common Core and Essential Standards) State Standards professional development
48. Our district has specific strategies for integrating AIG into revised (Common Core and Essential Standards) State Standards professional development.
49. Our district has specific strategies for integrating EC into revised (Common Core and Essential Standards) State Standards professional development.
50. Our district has specific strategies for integrating ELD standards into revised (Common Core and Essential Standards) State Standards professional development.
51. Our district has specific strategies for integrating Information and Technology standards into revised (Common Core and Essential Standards) State Standards professional development.
52. Our district has specific strategies for integrating 21st century skills into revised (Common Core and Essential Standards) State Standards professional development.
53. Our district has a specific plan for using the Crosswalk documents during revised (Common Core and Essential Standards) State Standards professional development.
54. Our district has a specific plan for using the Unpacking documents during revised (Common Core and Essential Standards) State Standards professional development.

District Capacity to support Race to the Top PD

To what extent do you agree or disagree with each of the following statements?

Response Options: Strongly Disagree, Disagree, Slightly Disagree, Neither Agree nor Disagree, Slightly Agree, Agree, Strongly Agree, Not Applicable

55. Our district has a strategic plan for the deployment of Race to the Top professional development

56. Our district's Race to the Top professional development goals are aligned with state initiatives.
57. Our district has an implementation timeline in place for *Race to the Top* professional development.
58. Our Race to the Top professional development is aligned with and builds on existing professional development initiatives in the district.
59. Our district has a process in place for how we will communicate Race to the Top professional development initiatives and opportunities to all district staff.
60. Our district has ensured that Race to the Top professional development activities are supported with up-to-date board-approved policies and procedures.
61. Our district has designated key personnel who are responsible for various components of our Race to the Top professional development plan.
62. Our district's/charter's professional development team can articulate their role in our Race to the Top professional development plan.
63. Our district has a system for monitoring and evaluating our Race to the Top professional development plan.
64. Our district has a specific plan for implementing the online modules as part of the blended Race to the Top professional development.
65. Our district has communicated with our local testing coordinator to ensure all staff has NC Education login capabilities.
66. Our district has utilized data on staff's technology proficiency when planning Race to the Top professional development.
67. Our district has ensured all staff has equitable access to technology for accessing Race to the Top professional development resources.
68. Our district has determined that all online resources related to the Race to the Top are accessible in the LEA.
69. Our district has specific strategies for collaboration as we roll out Race to the Top professional development.
70. Our district has provided an online community sharing space (e.g. wiki or learning management system) related to our Race to the Top professional development.
71. Our district has collaborated with district technology staff to determine if online PLCs, digital journals, etc. are an option.
72. Our district has developed a plan for implementing PLCs (online and/or face-to-face) related to the Race to the Top
73. Our district has designated key personnel responsible for scheduling and monitoring PLCs related to the Race to the Top.
74. Our district has designated key personnel to be responsible for monitoring and recording the progress of staff in completing online and face-to-face Race to the Top professional development.
75. Our district has a plan for how to use the DPI PD Leads in each region for support in our Race to the Top professional development.
76. Our district has a long-range plan in place for Race to the Top professional development for the next three years.
77. Our district's Race to the Top professional development differentiates to meet participants' needs with additional resources and training.

Appendix J. Pilot Teacher Surveys Items

Quality of PD

To what degree do you agree with the following statements about the professional development experiences provided in your district this year?

Response Options: Strongly Disagree, Disagree, Slightly Disagree, Neither Agree nor Disagree, Slightly Agree, Agree, Strongly Agree, Not Applicable

1. I have applied what I learned in professional development to my classroom
2. Helped me improve the way I teach
3. Has been differentiated to meet teacher participants' needs
4. Been closely connected to my school's improvement plan

District Capacity

In my district, leaders...

Response Options: Strongly Disagree, Disagree, Slightly Disagree, Neither Agree nor Disagree, Slightly Agree, Agree, Strongly Agree, Not Applicable

5. Have knowledge about high quality professional development defined by research and national and state standards
6. Have the skills to plan and design high quality professional development
7. Have the skills to implement high quality professional development
8. Have the skills to select high quality professional development
9. Have positive attitudes about high quality professional development
10. Have a district-wide commitment to high quality professional development
11. Support Communities of Practice around high quality professional development
12. Provide opportunities for networking and support in high quality professional development
13. Have a district-level strategic plan for professional development in place
14. Align school-level professional development plans to district plans
15. Distribute responsibilities for leadership for professional development among multiple school and district administrators
16. Use data from teacher performance evaluations to create individual professional development plans for teachers
17. Aggregate data from teacher performance evaluations and use data to identify school/district professional development needs
18. Use survey data to select, plan, and design professional development
19. Use summative student data to select, plan, and design professional development
20. Use formative student data to select, plan, and design professional development
21. Provide access to high-quality online professional development opportunities
22. Extend and enhance on-site professional development through the use online communication and resources

23. Support professional learning communities by providing access to web 2.0 tools such as blogs, wikis, and social networking tools
24. Support professional learning communities by providing an online space to share ideas and resources
25. Model effective use of web-based communication and collaboration tools to support professional development
26. Provide support for users uncomfortable with online professional development opportunities

PD Coverage

To what extent do you feel that teacher knowledge and skills have been enhanced in each of the following areas as a result of your participation in professional development?

Response Options: Strongly Disagree, Disagree, Slightly Disagree, Neither Agree nor Disagree, Slightly Agree, Agree, Strongly Agree, Not Applicable

27. Revised state standards
28. Instructional materials
29. Approaches to formative assessment
30. Use of technology
31. Strategies for teaching diverse student populations
32. Deepening content knowledge
33. Leadership development
34. Revised state assessments
35. Revised NC Teacher Evaluation Process

Common Core

To what extent do you agree or disagree with each of the following statements?

Response Options: Strongly Disagree, Disagree, Slightly Disagree, Neither Agree nor Disagree, Slightly Agree, Agree, Strongly Agree, Not Applicable

36. I am aware of professional development opportunities on the revised (Common Core and Essential Standards) State Standards.
37. I know what students are expected to know, understand, and do in regards to the revised (Common Core and Essential Standards) State Standards.
38. Administrators in my school know what students are expected to know, understand, and do in regards to the revised (Common Core and Essential Standards) State Standards.
39. I know how teaching the revised (Common Core and Essential Standards) State Standards will differ from the current North Carolina Standard Course of Study.
40. Administrators in my school know how teaching the revised (Common Core and Essential Standards) State Standards will differ from the current North Carolina Standard Course of Study.

Math

How much of the mathematics instructional time do students use to engage in the following tasks?

Response Options: Never, A Few Times a Year, Once or Twice a Month, Once or Twice a Week, Almost Daily

41. Make sense of problems
42. Persevere in solving problems
43. Reason abstractly
44. Reason quantitatively
45. Construct viable arguments
46. Critique the reasoning of others
47. Model with mathematics
48. Use appropriate tools strategically
49. Attend to precision

English Language Arts

How much of the ELA instructional time do students use to engage in the following tasks?

Response Options: Never, A Few Times a Year, Once or Twice a Month, Once or Twice a Week, Almost Daily

50. Read increasingly complex texts with increasing independence
51. Analyze and synthesize sources
52. Present careful analysis, well-defended claims, and clear information
53. Gain listening skills
54. Respond to and challenge their peers with relevant follow-up questions and evidence
55. Acquire knowledge of general academic vocabulary
56. Draw evidence from texts to support their response
57. Read deeply to gain knowledge from texts

Science

How much of the science instructional time do students use to engage in the following tasks?

Response Options: Never, A Few Times a Year, Once or Twice a Month, Once or Twice a Week, Almost Daily

58. Develop problem-solving skills through investigations
59. Work in small groups
60. Make predictions that can be tested
61. Make careful observations

62. Use tools to gather data (e.g. calculators, computers, graduated cylinders, scales and meter sticks)
63. Measure with accuracy
64. Conduct multiple trials of an investigation to test a prediction
65. Keep accurate records of investigation trials
66. Recognize patterns in data
67. Create reasonable explanations of results of an experiment or investigation
68. Choose the most appropriate mechanism to express results (e.g. scientific language, drawings, models, charts or graphs)
69. Utilize appropriate safety procedures when conducting scientific investigations
70. Participate in hands-on-activities
71. Complete activities with a real-world context
72. Engage in technological design investigations
73. Conduct scientific investigations

Social Studies

How much of the Social Studies/History instructional time do students use to engage in the following tasks?

Response Options: Never, A Few Times a Year, Once or Twice a Month, Once or Twice a Week, Almost Daily

74. Demonstrate chronological thinking
75. Ask questions that historians ask
76. Explore changes in communities and regions over time
77. Recognize and appreciate the contributions of diverse cultural groups
78. Explain why people can describe the same event differently
79. Draw connections between contemporary issues and their historical origins
80. Transfer understanding from the state to the national level
81. Articulate the implications of increased global interactions
82. Recognize and interpret the "lessons of history"
83. Identify pivotal moments in world history that shaped the development of contemporary societies
84. Use geography to understand current global conditions
85. Identify patterns of continuity and change
86. Articulate the roles of the government
87. Learn to make responsible financial choices in spending and saving
88. Use maps, charts, and graphs, and other geographic tools
89. Compare multiple perspectives and interpretations of the same issue, time period, etc.
90. Analyze primary documents and other artifacts
91. Actively participate as a citizen
92. Construct historical narratives
93. Analyze cause and effect relationships

Appendix K. Baseline Principal Interview Protocol

Overall Professional Development

When we say “professional development,” in addition to the traditional face-to-face workshop, we also want you to think of less-traditional supports like blended and online webinars, technical assistance, collaboration, coaching, and PLCs.

During the 2010-2011 school year

1. What are the district strategies and policies regarding professional development?
2. What are your district’s strategies for serving the needs of all schools, both high and lower performing?
 - Are supports differentiated?
 - What are the biggest challenges to serving the needs of all schools?
3. How do you determine what professional development is appropriate for your district/school?
 - How do you use results from the NC Teacher Evaluation Process?
4. What resources are available to you to implement professional development?
5. When looking for professional development, how do you access or locate appropriate professional development for your district/school?
 - Do you access professional development through DPI? Other state agencies/organizations? Vendors?
6. How do you determine the most efficient way to implement professional development?
7. How do you determine who should attend/participate in professional development opportunities?
8. What support do you provide to your staff so they can attend professional development?
9. What are the expectations for your staff (teachers and school/district leaders) to participate in professional development?
10. The NC RttT Grant has several priority areas. What effort or support has been provided to your district to inform staff about:
 - Successful Transition to New Standards (Essential Standards and Common Core)
 - Formative and Summative Assessment (NCFALCON)
 - Use Data to Improve Instruction
 - Effective Utilization of the NC Teacher Evaluation Process (NC TEP)

Appendix L. Sample LEA RttT PD Coordinator Interviews and Teacher Focus Groups Protocols

Overall Professional Development

When we say “professional development,” in addition to the traditional face-to-face workshop, we also want you to think of less-traditional supports like blended and online webinars, technical assistance, collaboration, coaching, and PLCs.

LEA RttT PD Coordinator Focus Group Questions

1. In what way does collaboration play a role in preparing your school/districts for the roll out of Common Core/ Essential Standards?
 - Who in your district helps you to coordinate professional development training around the Common Core/ Essential Standards?
2. How have the professional development strategies at your school/district been affected by the new Common Core/ Essential Standards?
 - How has professional development changed as a result of DPI’s statewide plan for professional development? (Picture)
 - Do you feel that the suggested professional development is appropriate for your school/district?
 - Describe how the standards are being integrated into professional development strategies at the district level.
 - What policies or procedures are in place to support ongoing professional development around the Common Core/ Essential Standards?
3. How is technology being integrated into the professional development training efforts in your district?
 - What webinars or NC Education online learning modules have you participated in?
 - Describe your experience using these modules or webinars.
 - In what ways do you anticipate the learning modules will be useful for teachers? Challenging?
 - Do you think they will impact teaching practices?
 - How do you plan on integrating these DPI online professional development resources into your district professional development plan?
 - How will your district monitor progress and completions?
 - How will you assess their effectiveness/ learner mastery?
 - Will you offer specific incentives for completion of the modules such as CEUs or certificates of completion?

- Have you provided your teachers any additional online resources to support RttT related professional development?
 - Would you say that their experience with online training material has been useful?
- 4. The NC RttT Grant has several priority areas. What effort or support has been provided to your district to inform staff about:
 - Successful Transition to New Standards (Essential and Common Core)
 - Formative and Summative Assessment
 - Use Data to Improve Instruction
 - Effective Utilization of the NCTEP
 - Effective Use of Technology for Teaching and Learning

Teacher Focus Group Questions

1. What professional development resources have been provided from your school/district in preparation for the roll out of common core/essential standards?
 - What do you anticipate will be the biggest challenges in transitioning to the new standards?
 - What do you anticipate will be the greatest benefit in transitioning to the new standards?
2. In what way does collaboration with other educators play a role in professional development training around common core/ essential standards at your school/district?
3. How are updates/trainings around common core/essential standards communicated between the teachers, school administrators and district staff?
4. How is technology being integrated into the professional development training efforts for the new state standards?
 - Are you aware of the online professional development opportunities being offered by DPI? (i.e. NC Education Modules)
 - If yes...
 - What, if any NC Education modules or webinars have you used?
 - How would you describe your experience with these modules?
 - Did you find them useful?
 - In what ways have they impacted your practice?
 - What, if any additional online professional development opportunities are being offered by your school or district?
 - Describe your experiences with these local online professional development opportunities.
 - In what ways has your experience with local online professional development opportunities been useful? Challenging?

5. The NC RttT Grant has several priority areas. What effort or support has been provided to your school to inform staff about:
- Successful Transition to New Standards (Essential and Common Core)
 - Formative and Summative Assessment
 - Use of Data to Improve Instruction
 - Effective Utilization of the revised North Carolina Teacher Evaluation Process (NCTEP)
 - Effective Use of Technology for Teaching and Learning

Appendix M. CLASS Observation Protocol Constructs

Content Understanding

- Depth of understanding: emphasis on meaningful relationships among facts, skills, and concepts; real world connections; multiple and varied perspectives; procedural practice
- Communication of concepts and procedures: essential characteristics identified, conditions for appropriate use, multiple and varied examples, contrasting non-examples
- Background knowledge and misconceptions: attention to prior knowledge, explicit integration of new information, attention to misconceptions, students share knowledge and make connections
- Transmission of content knowledge and procedures: clear and accurate definitions, effective clarifications, and effective rephrasing

Analysis and Problem Solving

- Opportunities for higher level thinking: analysis, creation/synthesis, evaluation
- Problem solving: identification of problems, opportunities for new application, hypothesis generation and testing
- Metacognition: modeling metacognition, promotes thinking about thinking, self-evaluation and reflection encouraged, planning encouraged

Quality of feedback

- Feedback loops: back and forth exchanges, persistence, follow-up questions
- Prompting thought processes: students asked to explain thinking and students asked to extend responses/actions
- Scaffolding: Assistance, hints, prompting
- Providing information: expansion, clarification, specific feedback
- Encouragement and affirmation: recognition and affirmation of effort, encouragement of persistence

Student Engagement

Contact Information:
Please direct all inquiries to Dr. Jeni Corn
jocorn@ncsu.edu

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for Public Policy



THE UNIVERSITY
of NORTH CAROLINA
at CHAPEL HILL

