education northwest

CREATING STRONG
SCHOOLS & COMMUNITIES

Evaluating Together

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Oregon Association for Bilingual Education Summer Conference

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Who are we?

Agenda

- What is a program review?
- Why would we need one?
- Making it happen
- Doing a review on your own
- Preparing for the review
- What tools did we use?
- Sharing findings
- Serving English learners activity

What is a program review?

Why do an EL program review?

Making it happen

- What is the process to establish a program review?
- Where can funding come from?
- How long does it take?

Doing a review on your own

Yes! Think about…

- Audience
- Tools
- Training and Reliability
- Analysis
- Sharing the findings

Internal

- Cost
- Knowledge
- Involvement

Internal

- Cost
- Knowledge
- Involvement

External

- Expertise
- Time
- Credibility

Collaboration

Internal

- Cost
- Knowledge
- Involvement

External

- Expertise
- Time
- Credibility

Preparing for the review

Evaluation questions
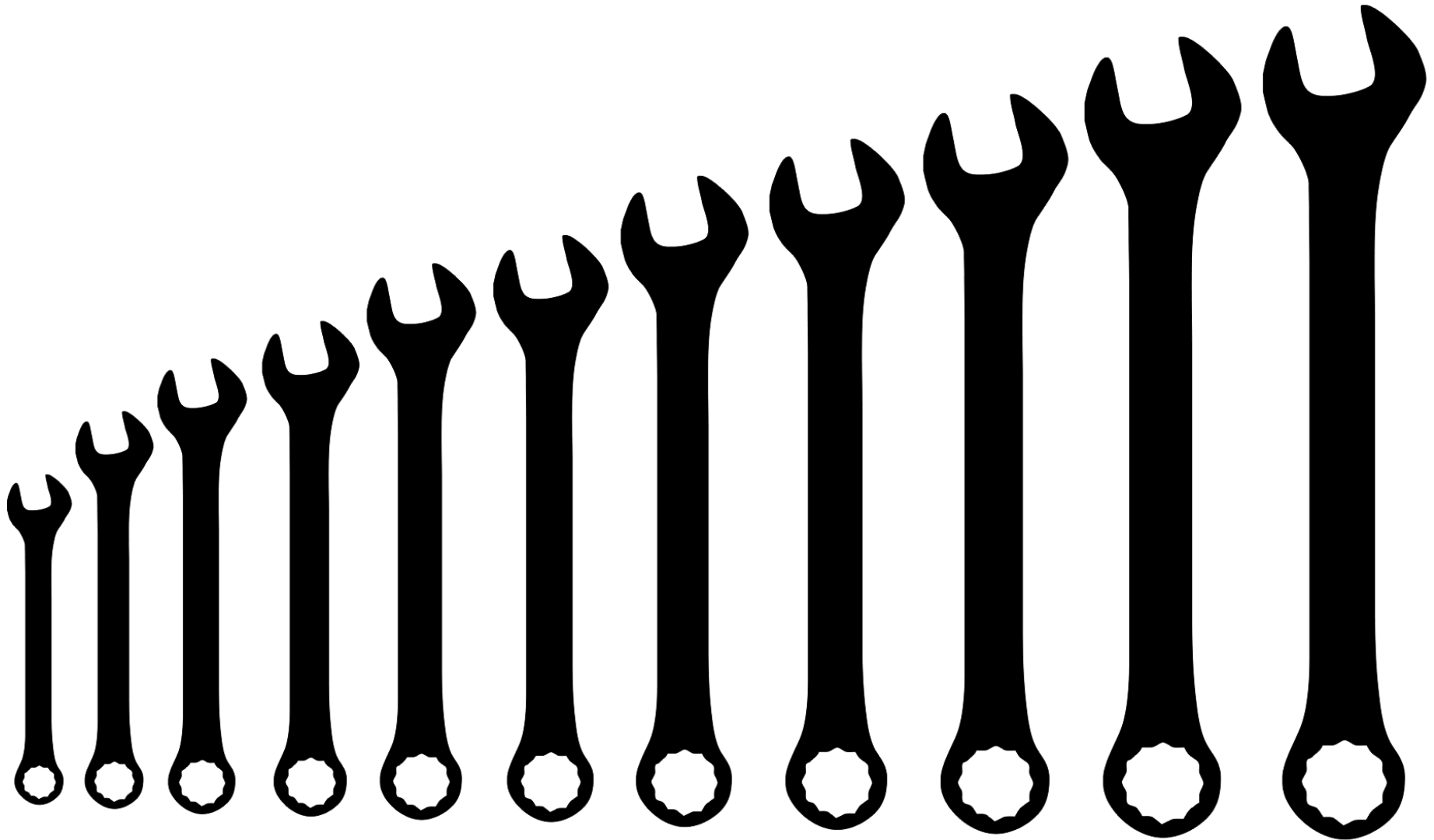
Data collection methods

Data collection tools

Participants

	Staff Surveys	Focus Groups	Staff Interviews	Classroom Observations	Community Interviews
Strengths & weaknesses of the program	✓	✓	✓	✓	
Use of sheltered instruction	✓	✓	✓	✓	
Relationship & communication with parents	✓	✓	✓		✓

What tools did we use?

SIOP Coding Conventions for
Evergreen ELL Review

School: _____   Subject: _____

Date: _____   Grade: _____

Time: _____   Observer: _____

Brief description of class:

PREPARATION

ITEM 1: Content objective

4	3	2	1	0	N/A
T has and communicates (it's on the board, Ss may read it aloud) a clearly defined content objective for Ss, what they are supposed to learn in that lesson. Someone says outloud.	Written but not spoken	Content objectives are implied (you can figure out what they probably are)	Not exactly sure.	No clearly defined content objectives for Ss (it's entirely likely that Ss don't know why they are doing what they are doing)	Not an option for this item

ITEM 2: Language objective

4	3	2	1	0	N/A
T has and communicates (it's on the board, Ss may read it aloud) a clearly defined language objective for Ss. Someone says outloud.	Written but not spoken	Language objectives are implied (you can figure out what they probably are).	Not exactly sure.	No clearly defined language objectives for Ss (it's entirely likely that Ss don't know how what they are doing develops or uses language).	Not an option for this item

language objective is not really parallel to content objective. It may not be something Ss have to learn, but instead a way they will use or practice language.

Notes for both ITEM 1 & 2: Can we distinguish between objectives?

Classroom Quality for English Language Learners (CQELL)
Observation Protocol

Adapted for use with EVERGREEN PUBLIC SCHOOLS

School:_____ Date of Observation: _____ Time In:_____ Time Out: _____

Grade: _____ Total # Students Present: _____ # Of ELLs: _____ # of Adults in the room (other than the teacher): _____

Subject Area: _____ Observer: _____

ELD levels: Beginning_____ Advanced Beginning _____ Intermediate _____ Advanced_____ Transitional_____

Lesson objective: (If unclear, give best estimate)

_____

_____

_____

• *NOTE: This protocol refers to directed interactive lessons. Some items may not apply to inquiry, constructivist-based lessons.*• See Genesee et al. 2006, p. 139-140

REMEMBER TO USE THE CODEBOOK TO FILL OUT THIS FORM

Criterion In blanks provided indicate O=Observed being used in the lesson or N=Not Observed **MARK ALL BLANKS O or N**	**Comments** **Record specifics of the lesson observed and any needed explanations of ratings from the first two columns.**	**Prominence Rating Scales** (circle number for each) These ratings apply to the OVERALL prominence for the section, recognizing that some components may be more or less prominent than others. A section in which all elements receive an "N" will be rated as "Not Observed."

GENERIC LESSON ELEMENTS

B. The lesson addresses one or more learning objectives. 1_____ There is a discernible objective. 2_____ A discernible objective is explicitly stated to students.		**Not** 1 2 3 4 **Observed** Slightly Very Used Prominent
C. The teacher/lesson explicitly links new concepts to students' **background experiences and past learning.** *(NOTE: This is typically done at the beginning of a lesson or activity; but not necessarily.)* 1_____ Taps students' prior knowledge. 2_____ Relates to students' personal experience.		**Not** 1 2 3 4 **Observed** Slightly Very Used Prominent

B. The lesson addresses one or more learning objectives.

1_____ There is a discernible objective.
2_____ A discernible objective is explicitly stated to students.

C. The teacher/lesson explicitly links new concepts to students'
background experiences and past learning. *(NOTE: This is typically*
done at the beginning of a lesson or activity; but not necessarily.)

1_____ Taps students' prior knowledge.
2_____ Relates to students' personal experience.

Where can I find these observation tools?

- CQELL

  https://people.stanford.edu/claudeg/cqell/about

- SIOP

  http://siop.pearson.com/tools-resources/index.html

- Project GLAD observation tool

  http://projectgladstudy.educationnorthwest.org/project-glad-implementation

Classroom observations

- 74 elementary and secondary classrooms

Staff survey

- 975 teachers, para-educators, administrators, SIOP coaches, GLAD liaisons, counselors, and district staff

Focus groups and interviews

- 312 school staff members, parents, community members

Sharing findings 1

memos
- Providing updates
- Survey frequencies

Sharing findings 2

memos	• Providing updates • Survey frequencies
report	• Detailed results • 20 to 30 pages

Sharing findings 3

memos
- Providing updates
- Survey frequencies

report
- Detailed results
- 20 to 30 pages

brief
- Executive summary
- One to five pages

participation

timing

trust

Serving English learners

- What information would help you know what is working and what could improve?
- What would be the benefits of using internal vs. external reviewers?

For more information

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