Evaluating Together

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Oregon Association for Bilingual Education Summer Conference

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Who are we?

education northwes
CREATING STRONG SCHOOLS & COMMUNITIES

Evergreen Public Schools
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
<table>
<thead>
<tr>
<th></th>
<th>Staff Surveys</th>
<th>Focus Groups</th>
<th>Staff Interviews</th>
<th>Classroom Observations</th>
<th>Community Interviews</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strengths &amp; weaknesses of the program</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Use of sheltered instruction</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Relationship &amp; communication with parents</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
</tbody>
</table>
What tools did we use?
<table>
<thead>
<tr>
<th>ITEM 1: Content objective</th>
<th>ITEM 2: Language objective</th>
</tr>
</thead>
<tbody>
<tr>
<td>4 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.</td>
<td>4 T has and communicates (it's on the board, Ss may read it aloud) a clearly defined language objective for Ss. Someone says outloud.</td>
</tr>
<tr>
<td>3 Written but not spoken</td>
<td>3 Written but not spoken</td>
</tr>
<tr>
<td>2 Content objectives are implied (you can figure out what they probably are)</td>
<td>2 Language objectives are implied (you can figure out what they probably are).</td>
</tr>
<tr>
<td>1 Not exactly sure.</td>
<td>1 Not exactly sure.</td>
</tr>
<tr>
<td>0 No clearly defined content objectives for Ss (it's entirely likely that Ss don't know why they are doing what they are doing)</td>
<td>0 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).</td>
</tr>
<tr>
<td>N/A Not an option for this item</td>
<td>N/A Not an option for this item</td>
</tr>
</tbody>
</table>

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
### GENERIC LESSON ELEMENTS

#### B. The lesson addresses one or more learning objectives.

<p>| | | | | |</p>
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<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>There is a discernible objective.</td>
<td></td>
<td>Not</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td>2</td>
<td>A discernible objective is explicitly stated to students.</td>
<td></td>
<td>Observed</td>
<td>Slightly Used</td>
</tr>
</tbody>
</table>

#### 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.)*

<p>| | | | | |</p>
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<tbody>
<tr>
<td>1</td>
<td>Taps students’ prior knowledge.</td>
<td></td>
<td>Not</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td>2</td>
<td>Relates to students’ personal experience.</td>
<td></td>
<td>Observed</td>
<td>Slightly Used</td>
</tr>
</tbody>
</table>
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/clauderg/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
trust
• 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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