

CAPP ELG Evaluation Update

A presentation to the CAPP Advisory Committee
October 27, 2011
Long Beach, California

Focus for today

To update the Advisory Committee on the status of the ELG evaluation and engage in a conversation about implications of these findings.

Evaluation Questions

How are the students who have participated in the ELG doing?

How has the teaching of critical reading and expository writing, specifically through implementation of the ERWC approach, changed as a result of the ELG?

How have ELG efforts influenced the way teachers work together?

Evaluation Questions

How does teacher leadership affect ELG implementation?

How does administrative leadership affect ELG implementation?

Data sources informing the questions

Cal-PASS data set

Portfolio artifacts

- Curriculum maps across years 1-6
- PLC meeting notes across years 1-6
- Annotated modules
- Site-generated modules
- Common formative assessments
- Data analysis (RCST and EPT-type assessments)

Interviews

- Project Directors
- Teachers
- Administrators

Surveys

- Teacher (N=61 from all six schools)

What did we learn?

FINDINGS:

- Implementation of the ELG over the six-year grant period yielded an ELA curriculum more coherent across grade levels and aligned to postsecondary expectations for all participating schools.
- Sustained teacher participation in the ELG produced positive outcomes for teachers.

What did we learn?

FINDINGS:

- Required components of the ELG fostered teacher collaborative practices, supporting teachers in developing effective communication skills and productive ways of working together as reported by teachers and administrators.
- The ELG afforded professional opportunities for teachers to develop leadership skills either as the site project director or through distributed leadership.

Who are the audiences for information revealed by the evaluation?

- Full report
 - CAPP Advisory Committee
 - CSU ERWC Advisory Committee
- Executive Summary
 - ELG Project Directors
 - ELG School Administrators
 - Superintendents
 - C&I district leaders
 - CSU and CA CC Chancellor's Office
 - Other evaluators of CAPP projects

What are the implications for practitioners' needs?

- Teachers need understanding of how the ERWC supports the Common Core in complementary ways.
- Teachers need district support by sending all high school ELA teachers to the current ERWC (or RIAP) training and/or the newly proposed training on high-leverage components.

Implications for sustainability of grant practices at grantee sites

“Teachers believed that several ELG practices - which by the end of year six, had been institutionalized - have strong potential for sustainability even after grant funding ends.”

- Development and use of common formative assessments
- Instruction of ERWC and ERWC-type modules
- Curriculum mapping
- Collection and analysis of student data*
- PLC collaboration*
- Administering of pre- and post-tests with item analysis

Implications for other schools and districts

- Commitment from school administration for PLC time.
- Commitment from school admin for department to have at least a three-year focus on this reform effort.
- Principal and ELA leader need to sit down together to examine how the grant practices fit into school and district goals.

Possible materials and/or trainings

- An expanded or new ERWC professional development that includes curriculum mapping for ELA, common formative assessments & data use.
 - Tool kit focused on instructional strategies.
- A second training on supports that lead to change in teacher practice in any discipline. This includes PLC protocols, data protocols, curriculum mapping, developing CFAs.
 - Tool kit focused on process oriented strategies.
- Academic journal publication

Next steps

Complete quantitative data analysis using Cal-PASS data set.

Present findings at CERA conference December 1.

Work with CAPP to determine next steps.