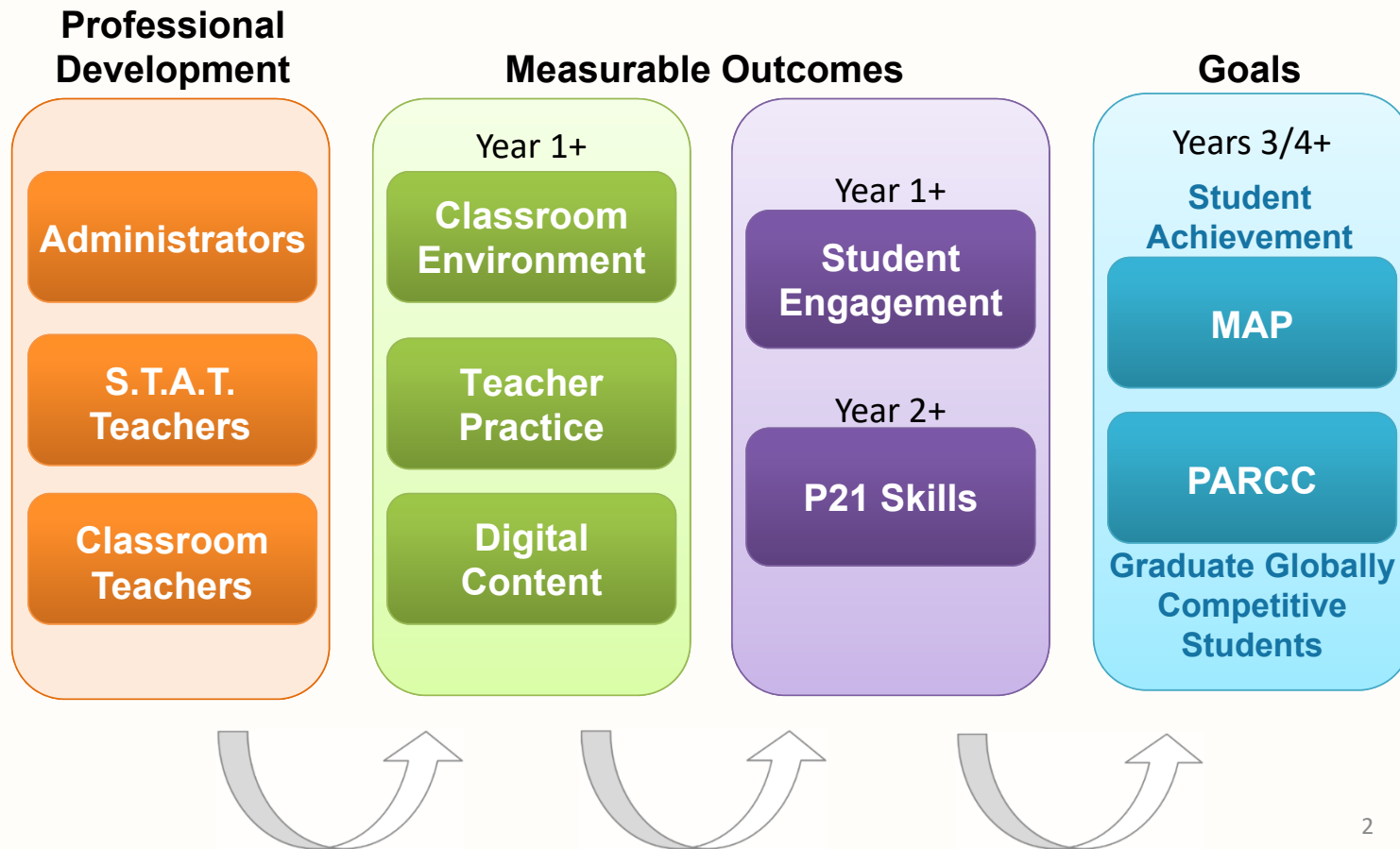


S.T.A.T. Year Three Mid-Year Evaluation

Dr. Steven M. Ross
Dr. Jennifer R. Morrison

S.T.A.T. Evaluation Model

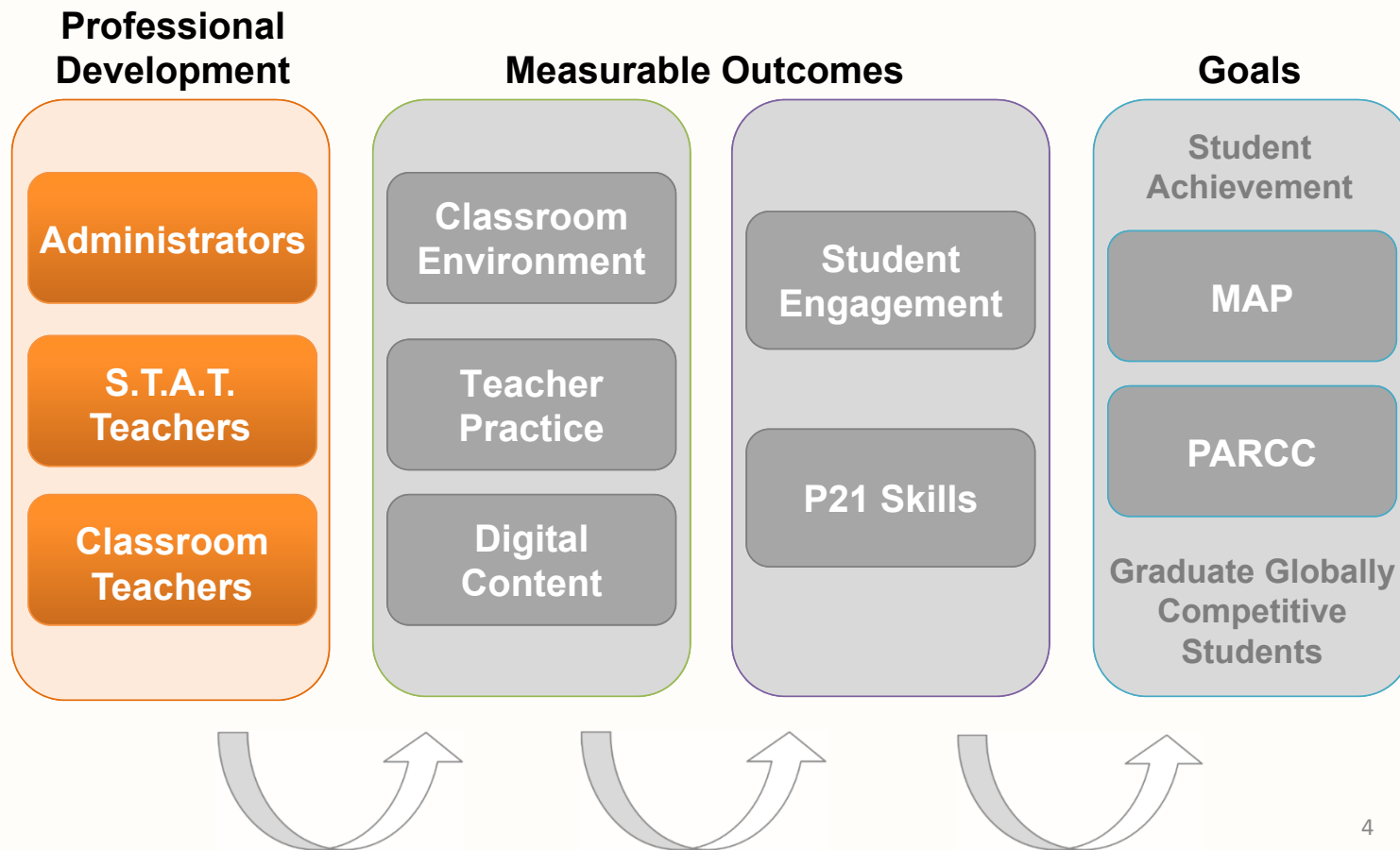


Data Sources

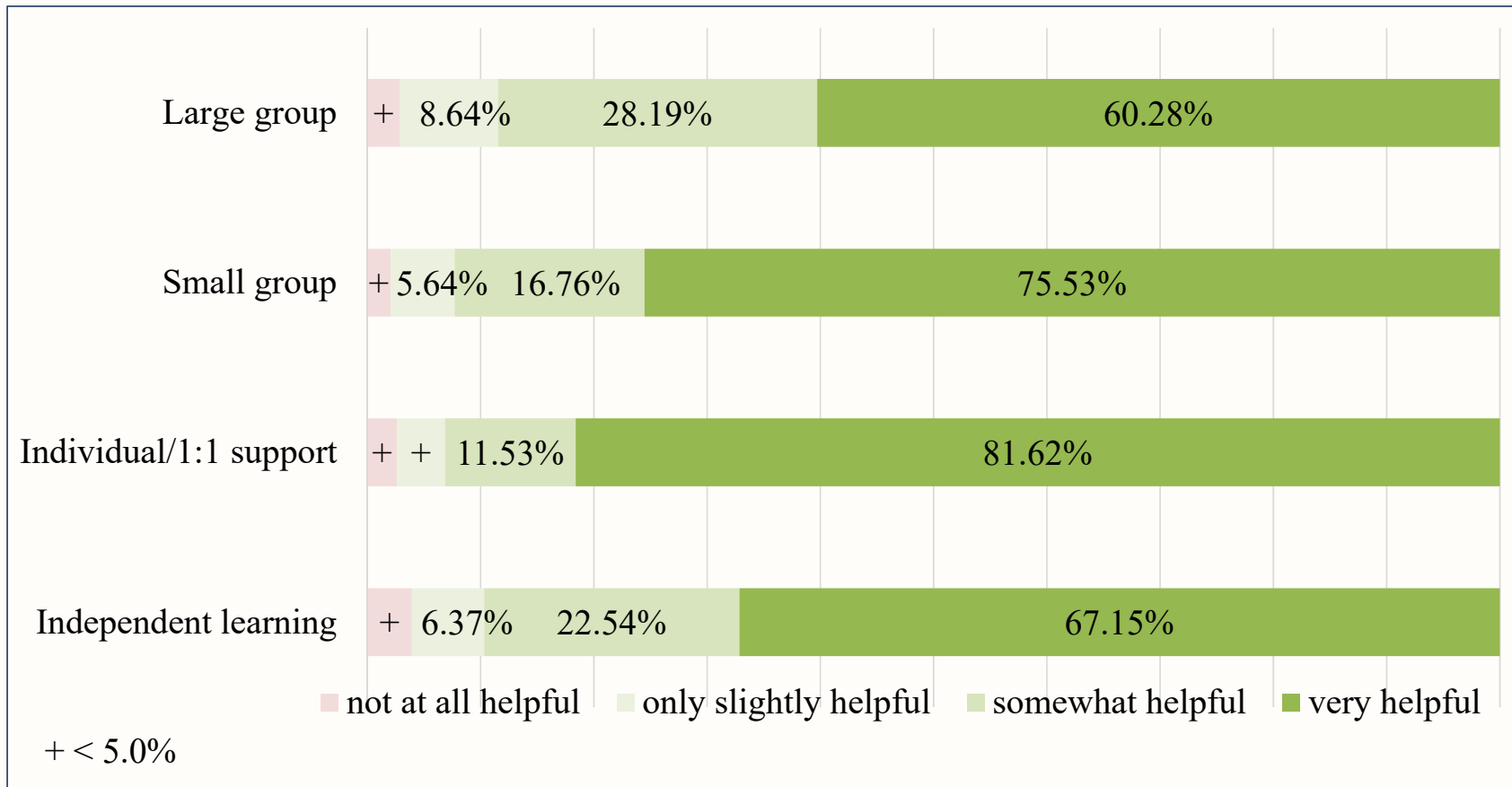


- S.T.A.T. Teacher Program Survey (BCPS survey)
- Classroom observations in Lighthouse Elementary Schools (10), Phase 2 Elementary Schools (10), Lighthouse Middle Schools (7), Phase 2 Middle Schools (7), Lighthouse High Schools (3) (OASIS-21 Instrument)
- Digital content usage (BCPSOne)
- Student Focus Groups

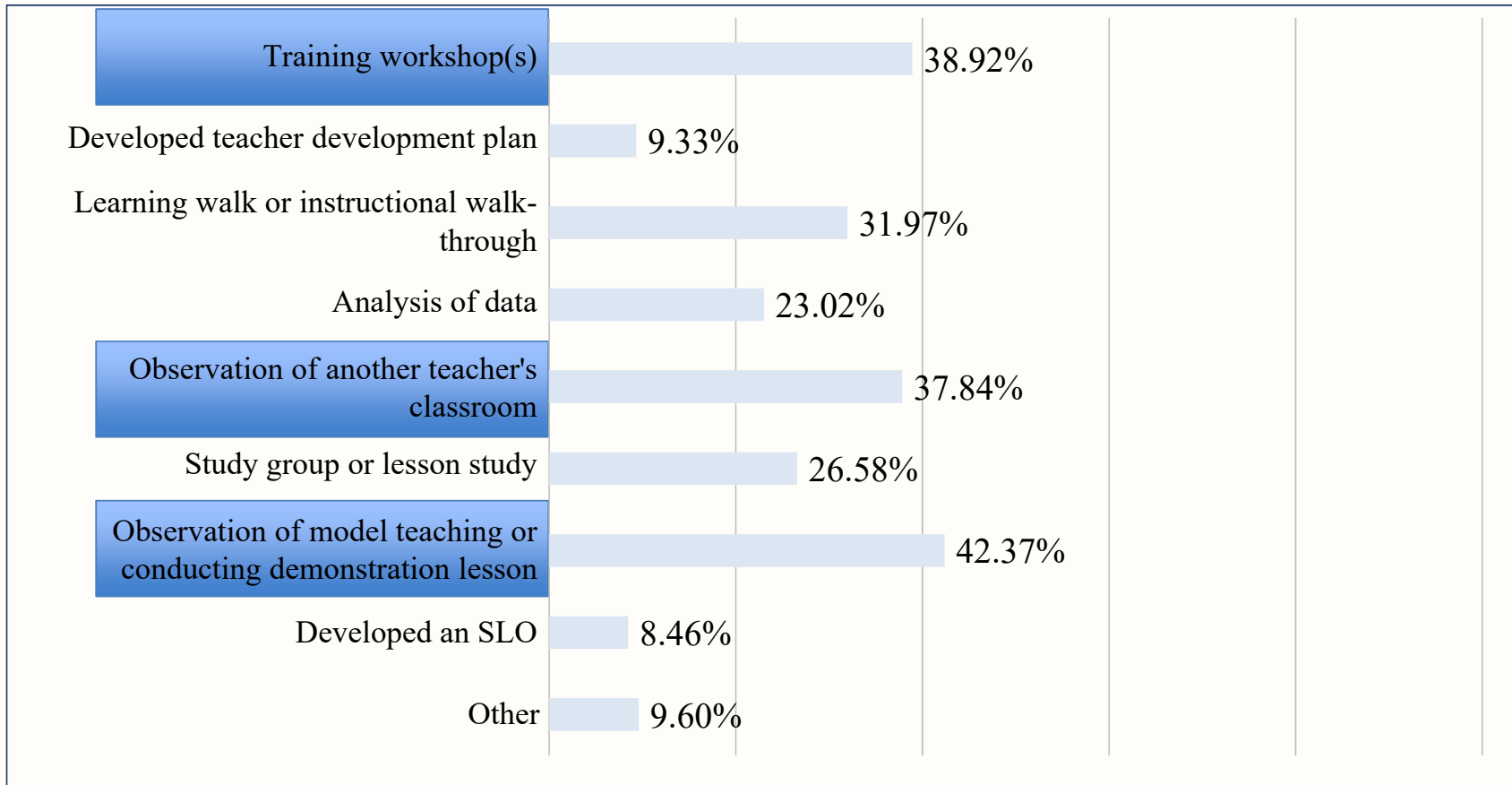
S.T.A.T. Evaluation Model



Survey: PD Helpfulness



Survey: Desired Future PD Mode

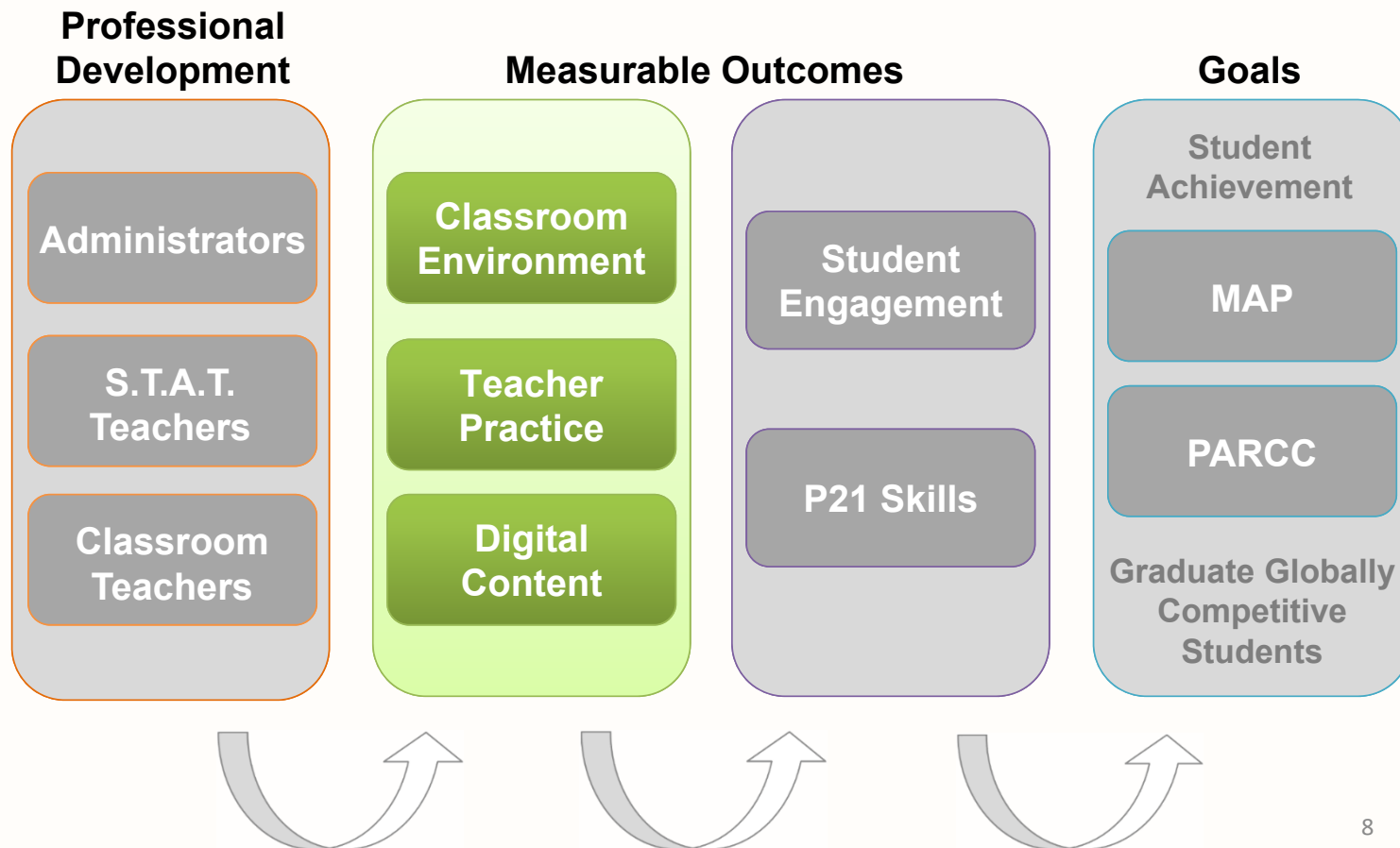


S.T.A.T. Teacher Program

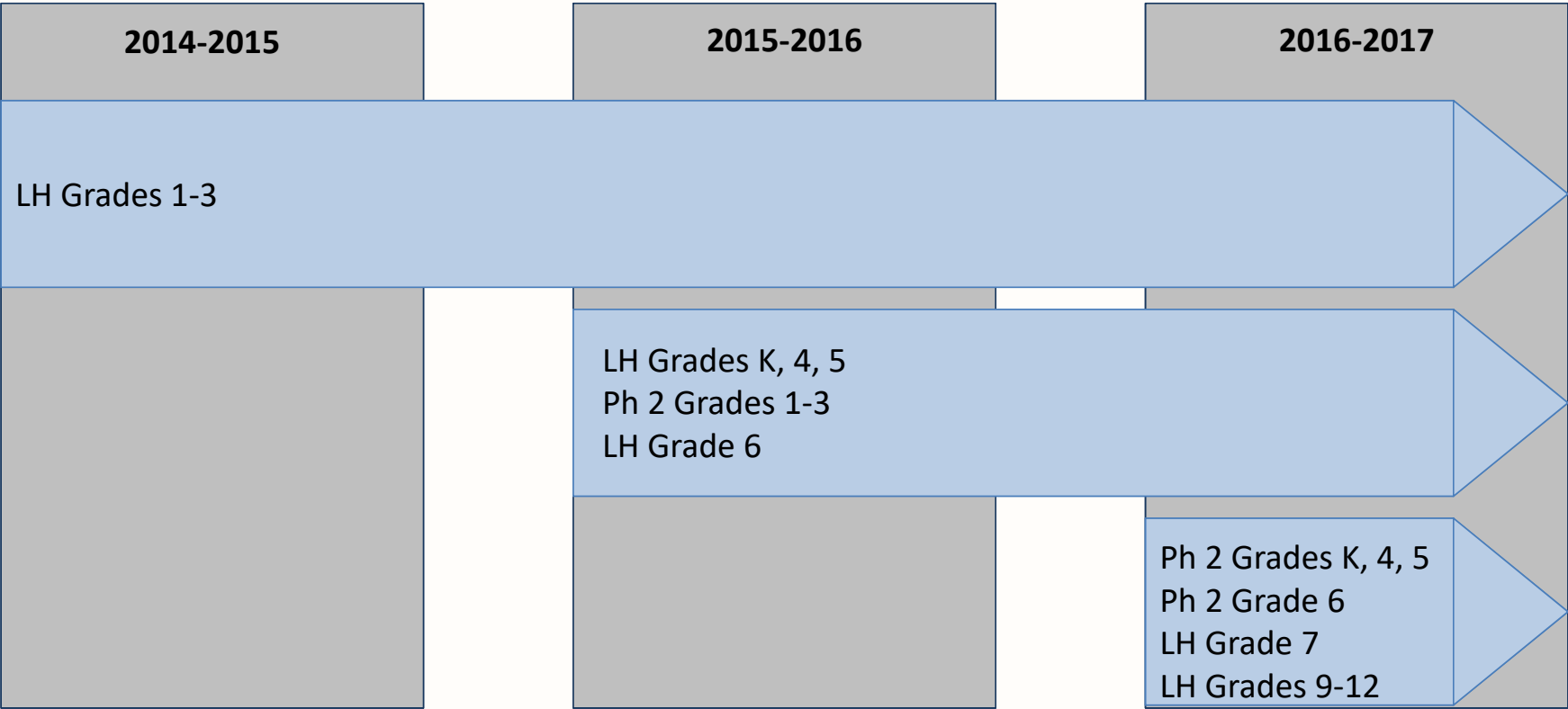


- Classroom teachers positive towards the S.T.A.T. teacher
 - Knowledgeable and supportive
 - Available for support and resources
- Needs:
 - Clear definition S.T.A.T. teacher roles and responsibilities
 - Pacing of PD
 - Professionalism

S.T.A.T. Evaluation Model



S.T.A.T. Experience



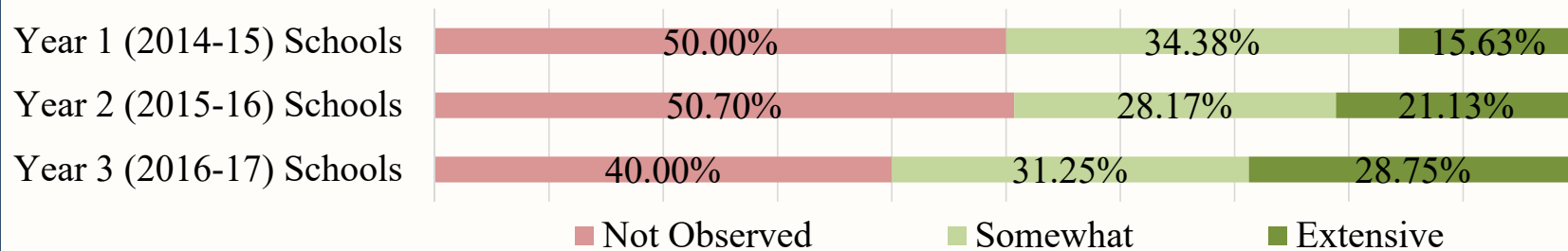
Observation Rating Scales



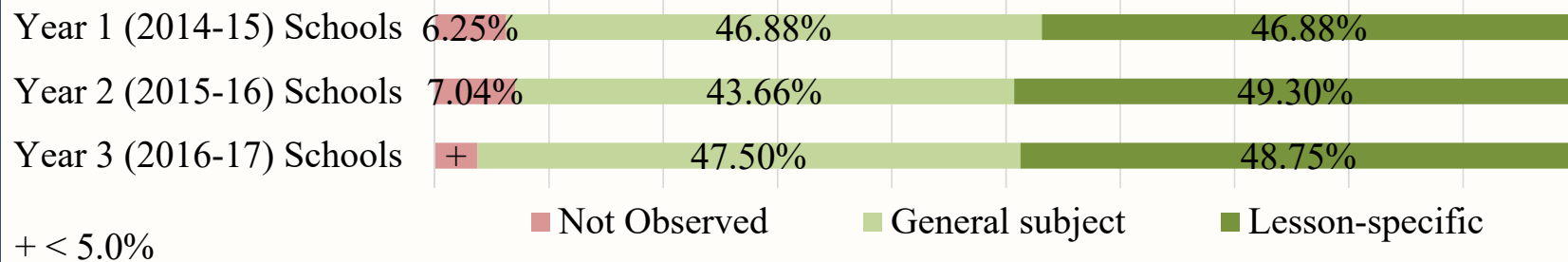
- Not observed: Not observed in class
- Rarely: Received little emphasis/time in class
- Somewhat/Occasionally: Receives modest emphasis/time in class
- Frequently: Receives substantial emphasis/time in class
- Extensive(ly): Highly prevalent in class

Impact on Classroom Environment

Display of materials and resources that support independent thinking

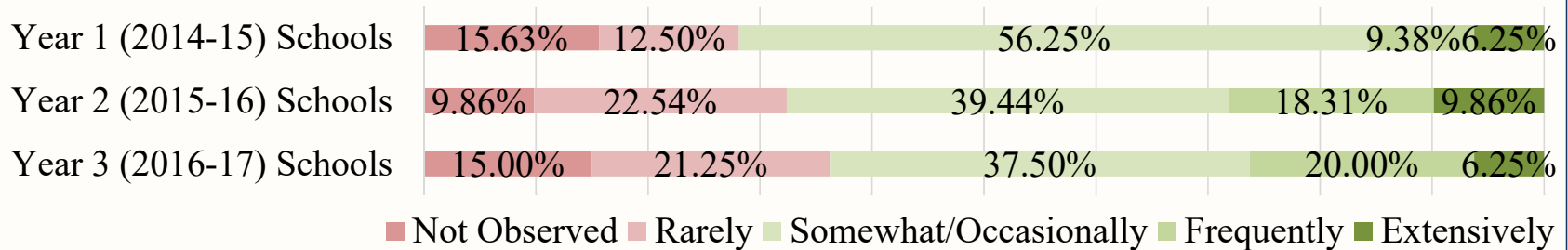


Information displayed reflects content being taught

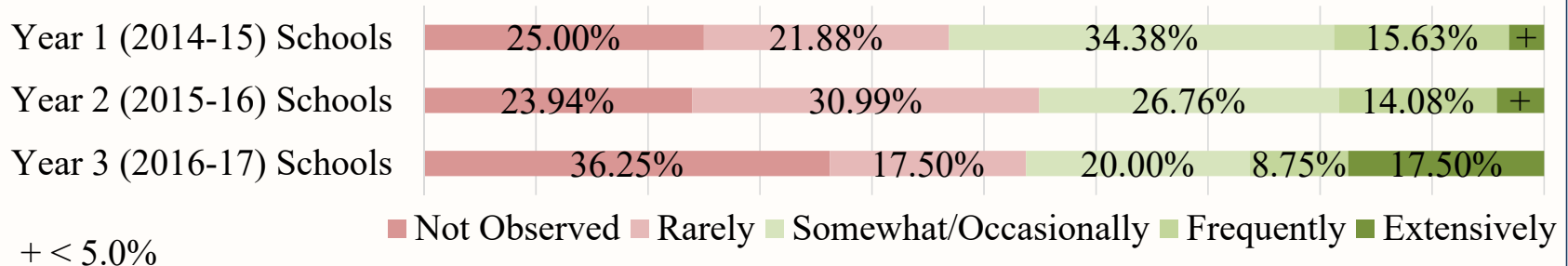


Impact on Teacher Practices

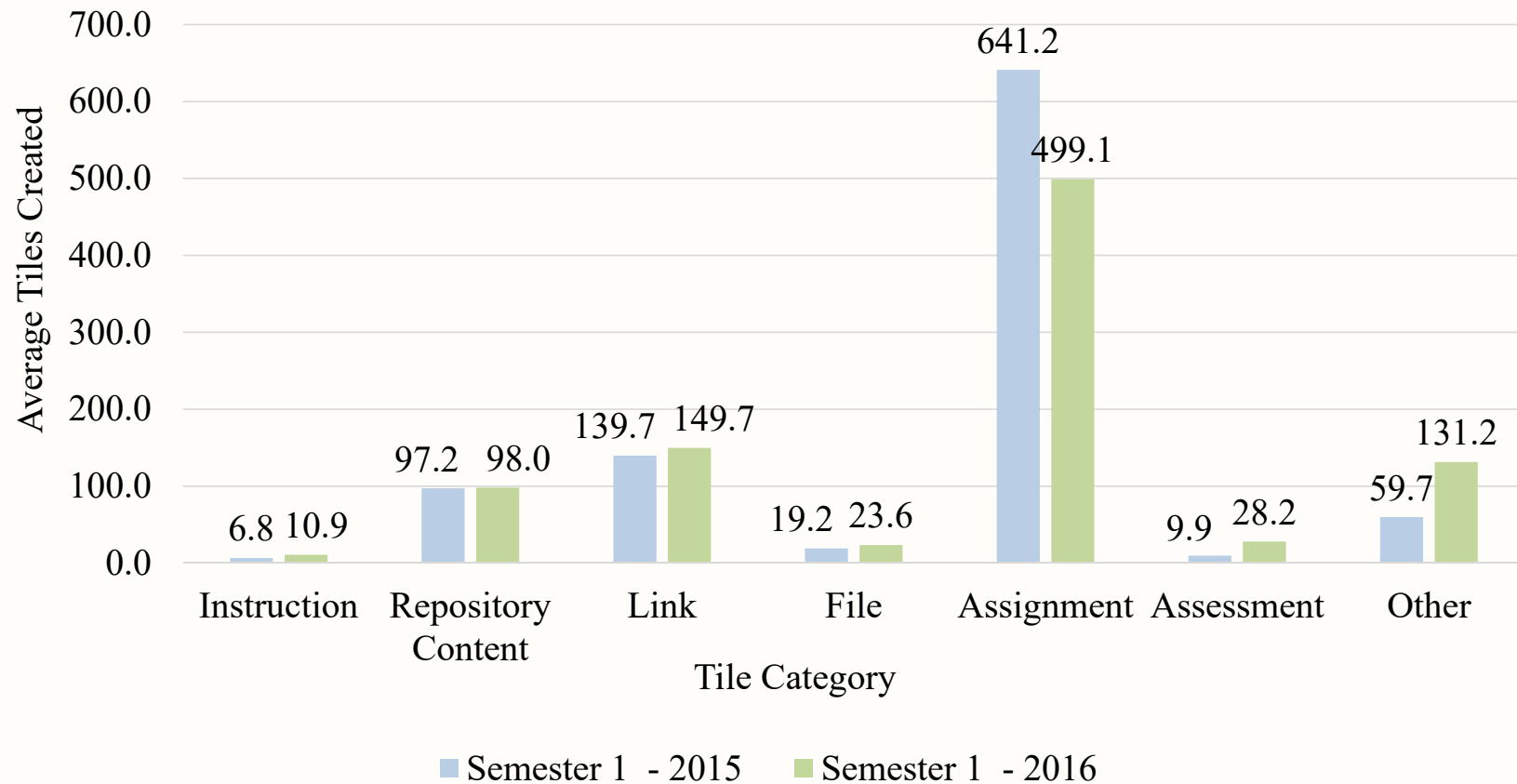
Teachers acting as coach/facilitators



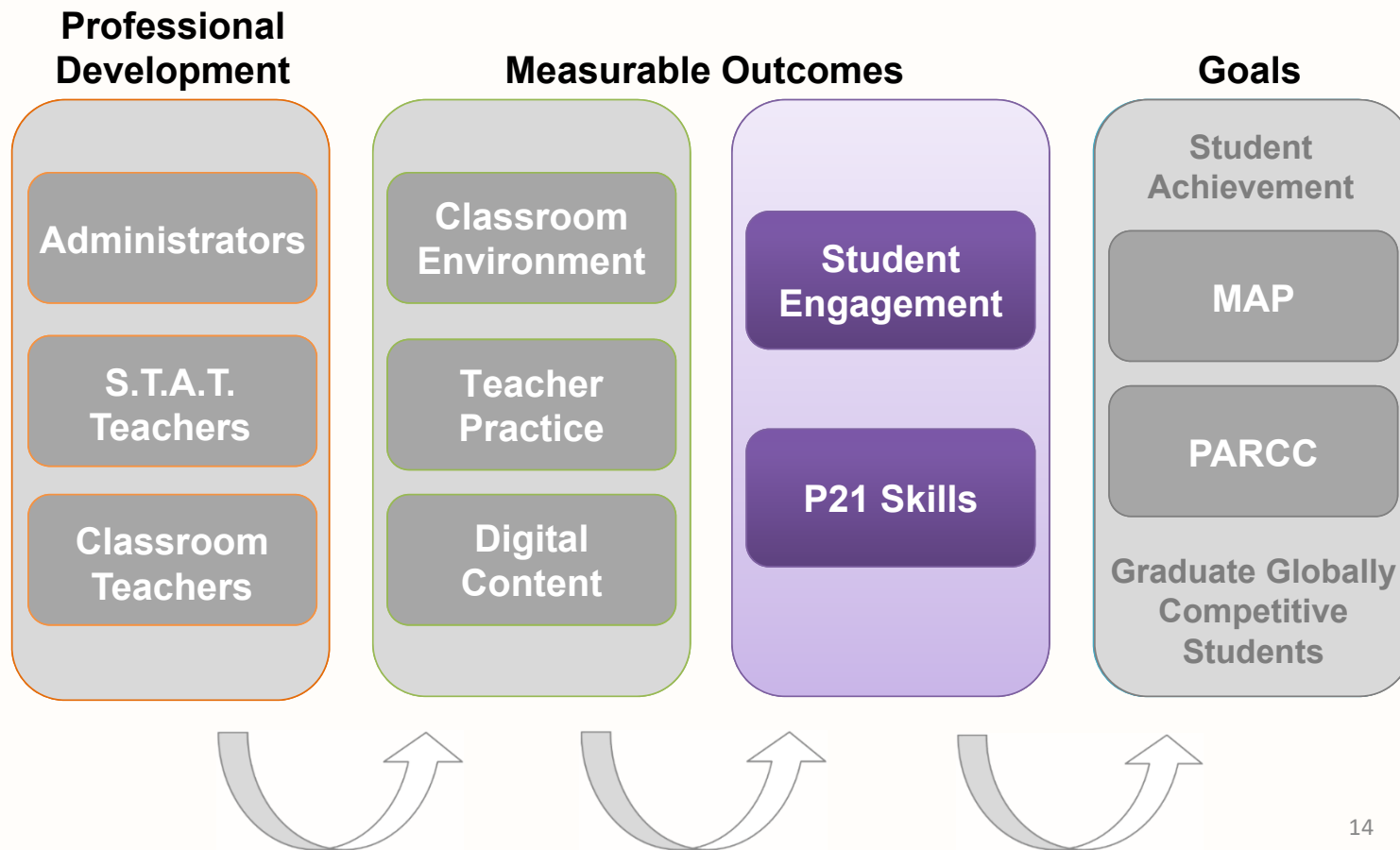
Teacher presentation



Digital Content Usage

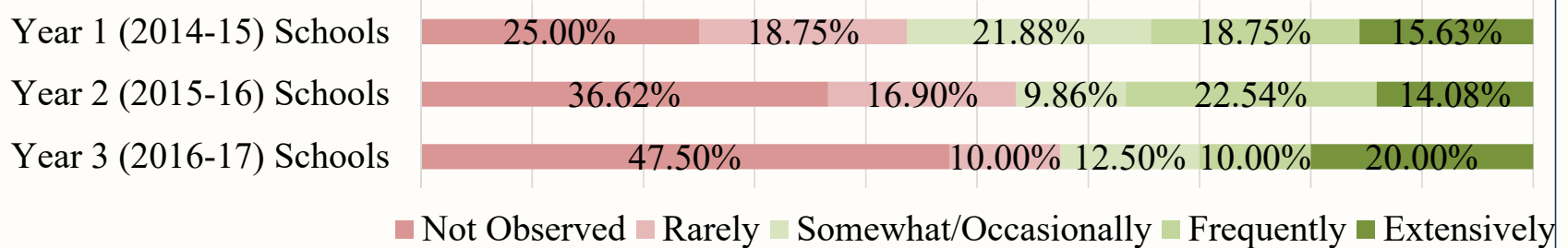


S.T.A.T. Evaluation Model

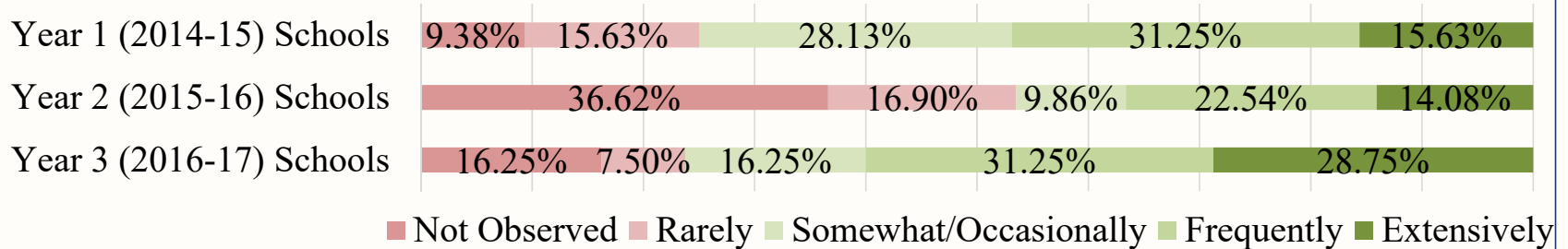


Impact on Student Engagement

Students using digital tools for learning



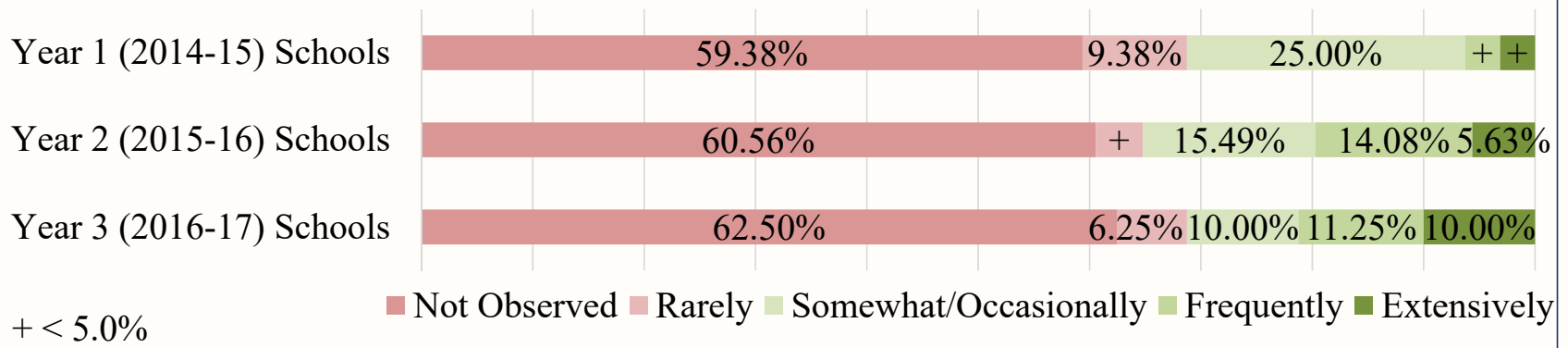
Students completing independent work



Impact on P21 Skills



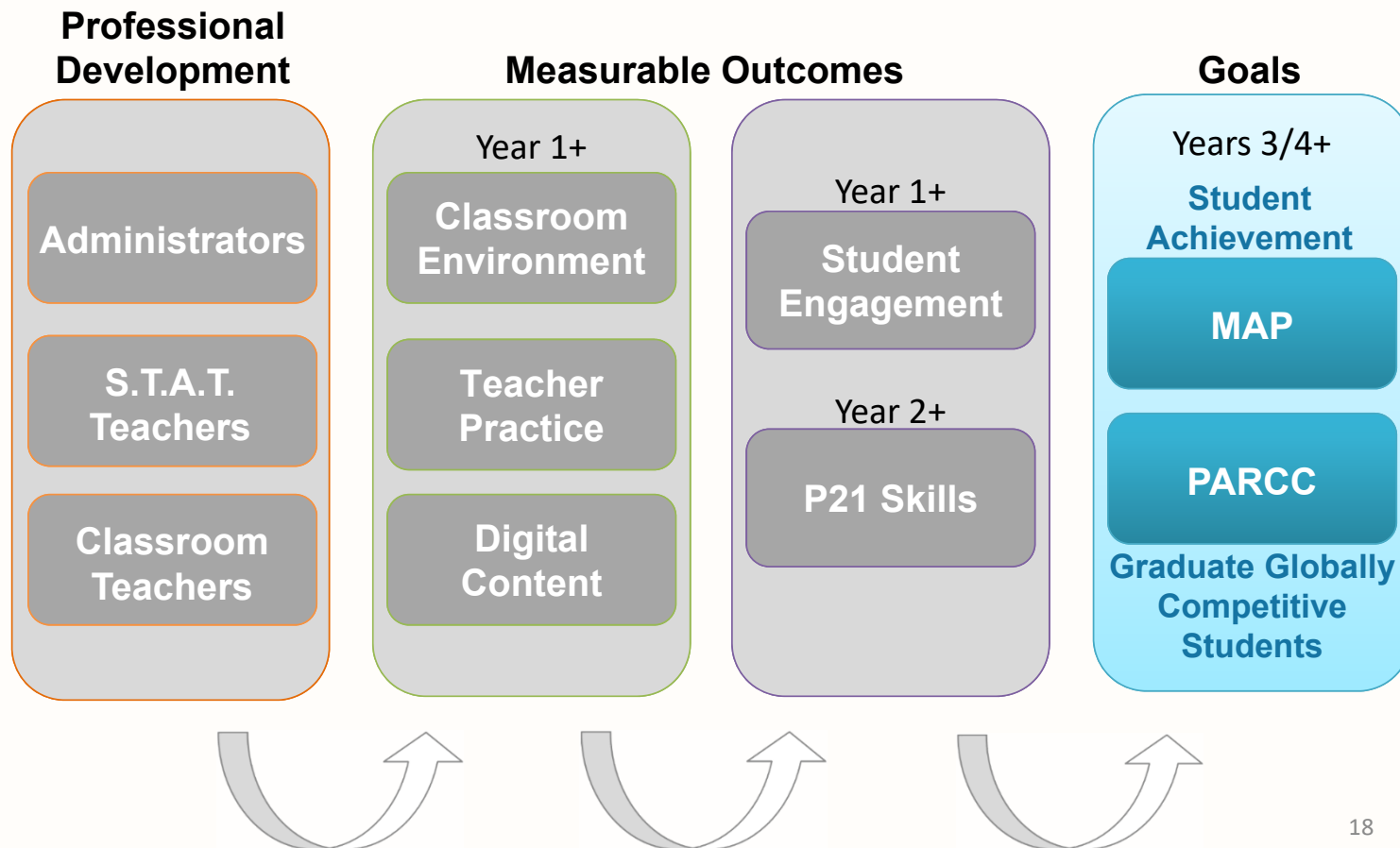
Learning incorporates authentic/real world contexts



Student Perceptions of S.T.A.T.

- Appreciate technology
 - Grading, electronic communication, access to information, organization, creativity
- Mixed views on time spent using
 - Testing increases time
- Devices used primarily for independent work
- Issues with Internet connections, access

S.T.A.T. Evaluation Model

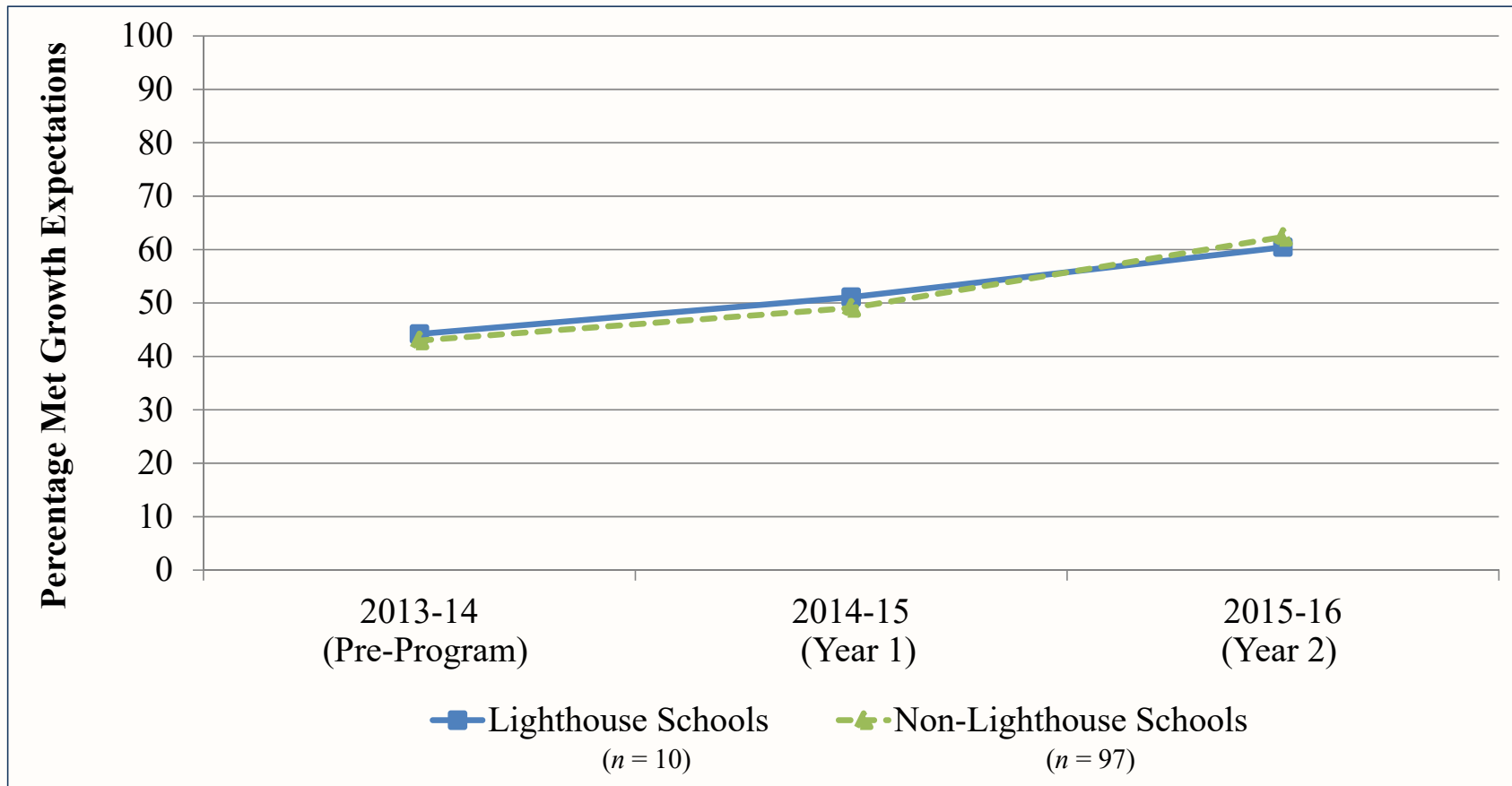


Student Achievement

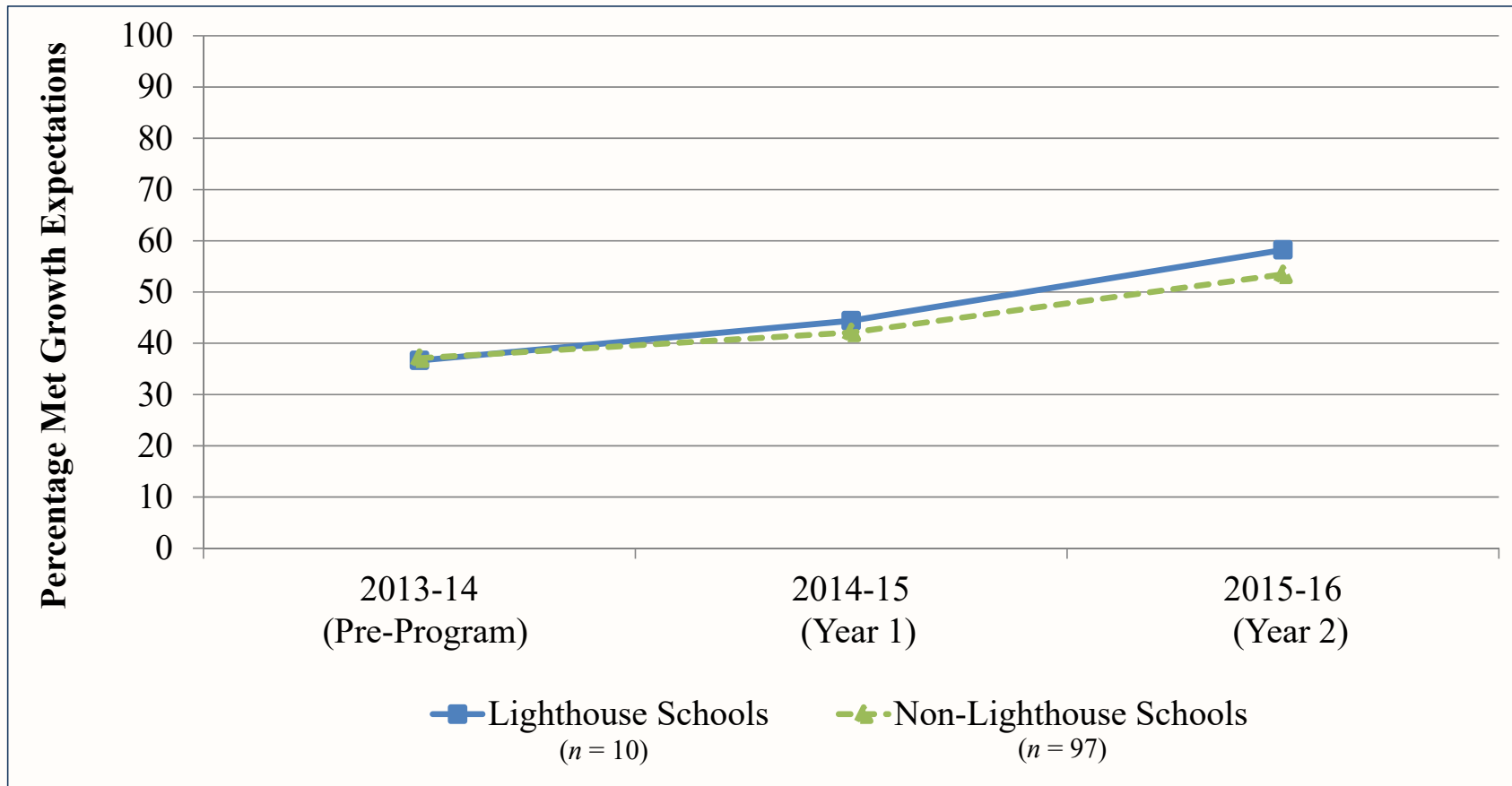


- Reading/ELA
 - Upward trend for Lighthouse Grades 1-3 students
 - Upward trend for non-Lighthouse Grades 1-2
- Mathematics
 - Upward trend for Lighthouse Grades 1-3 students
 - Upward trend for non-Lighthouse Grades 1-3 students
- Lighthouse outperforming non-Lighthouse except Grade 1 Reading

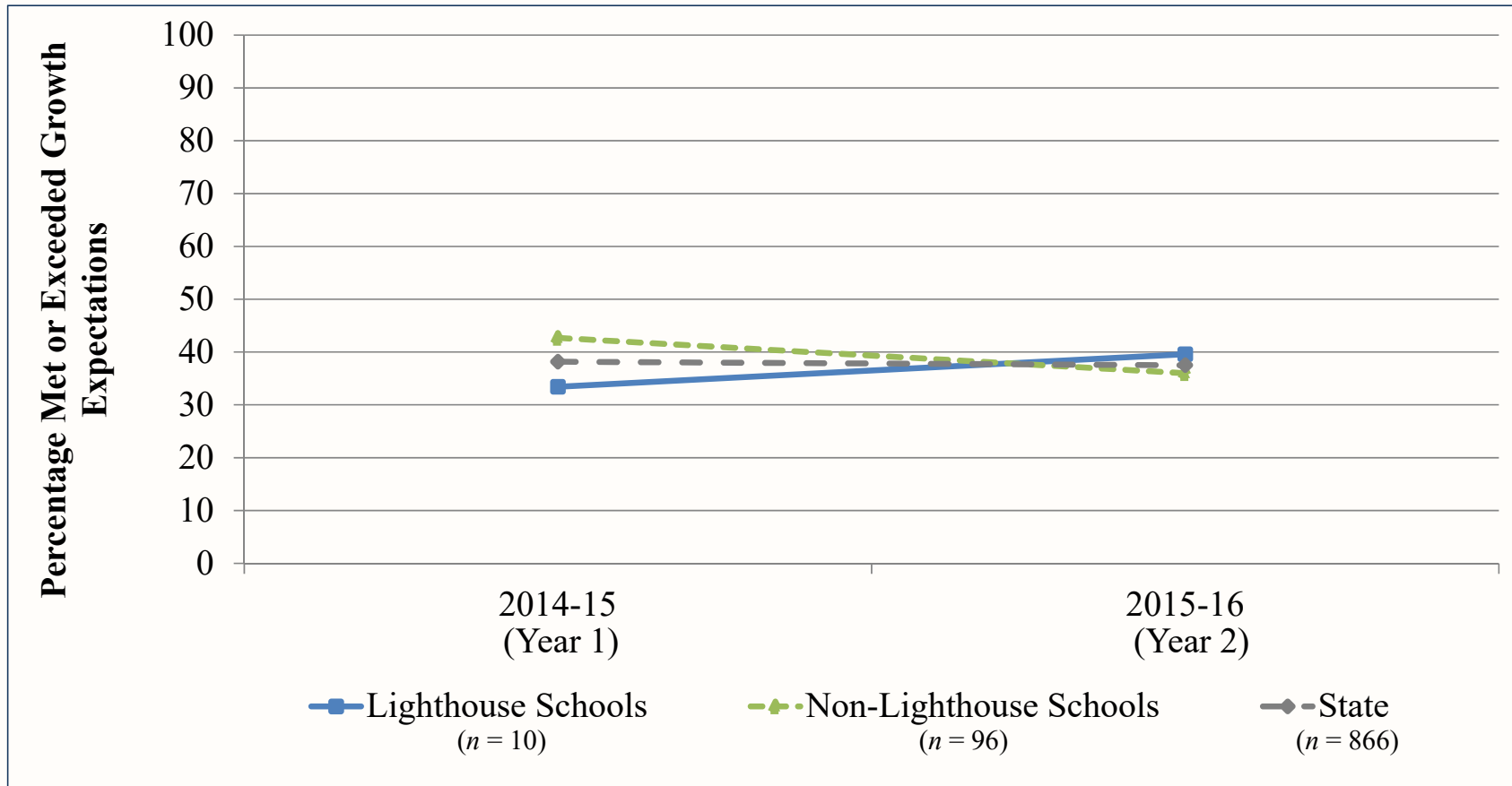
Grade 1 Reading: MAP



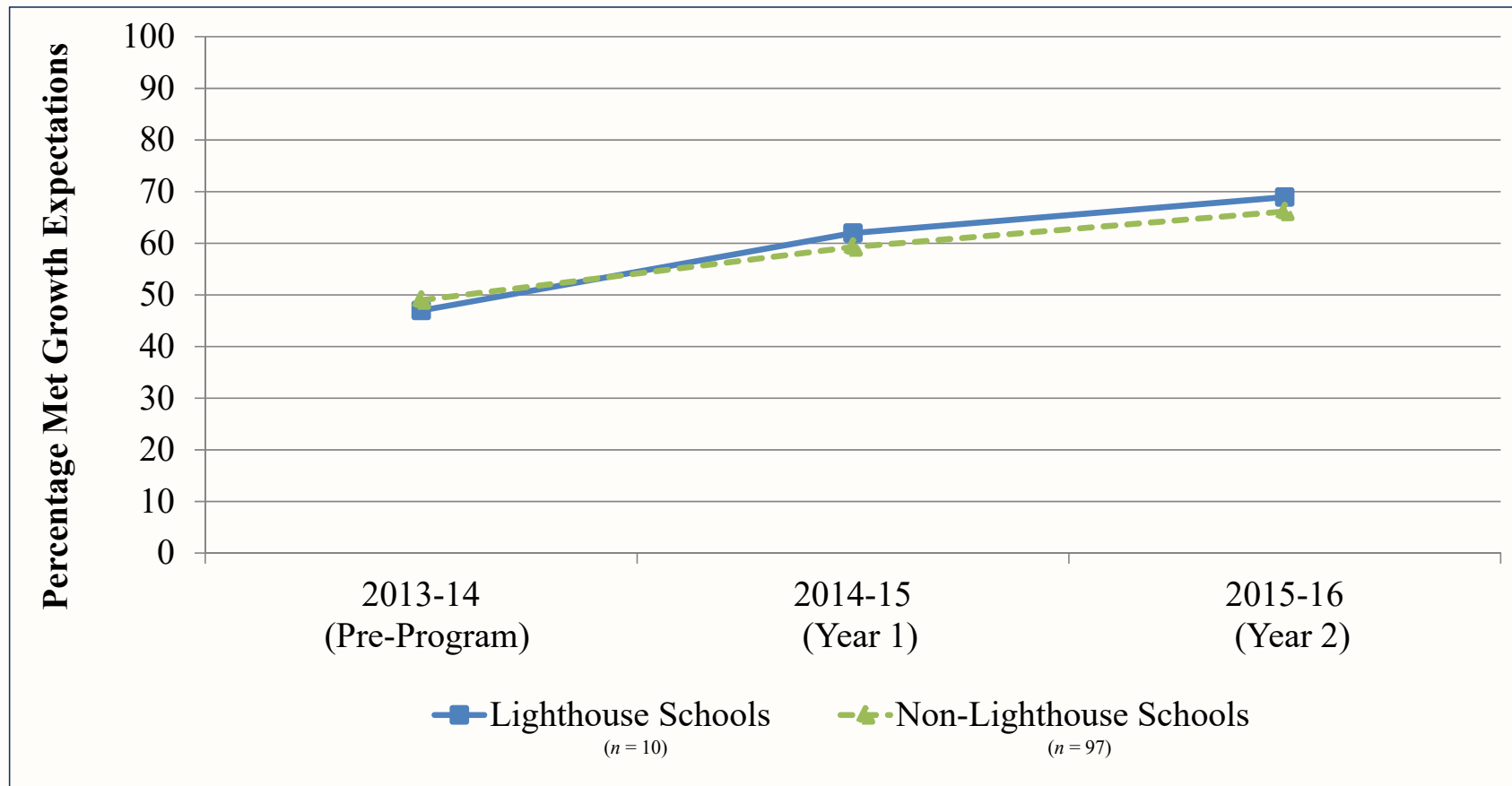
Grade 2 Reading: MAP



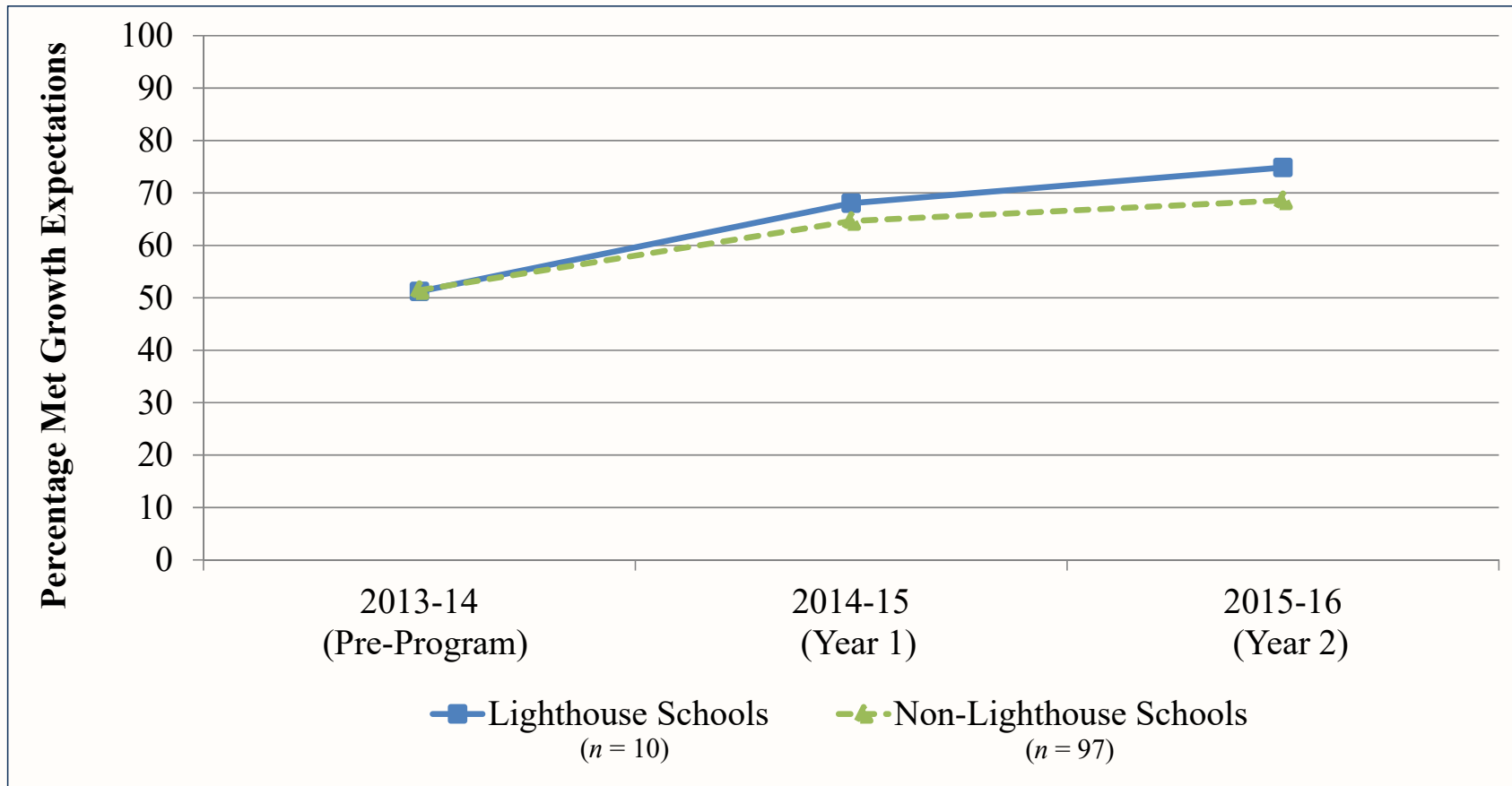
Grade 3 ELA: PARCC



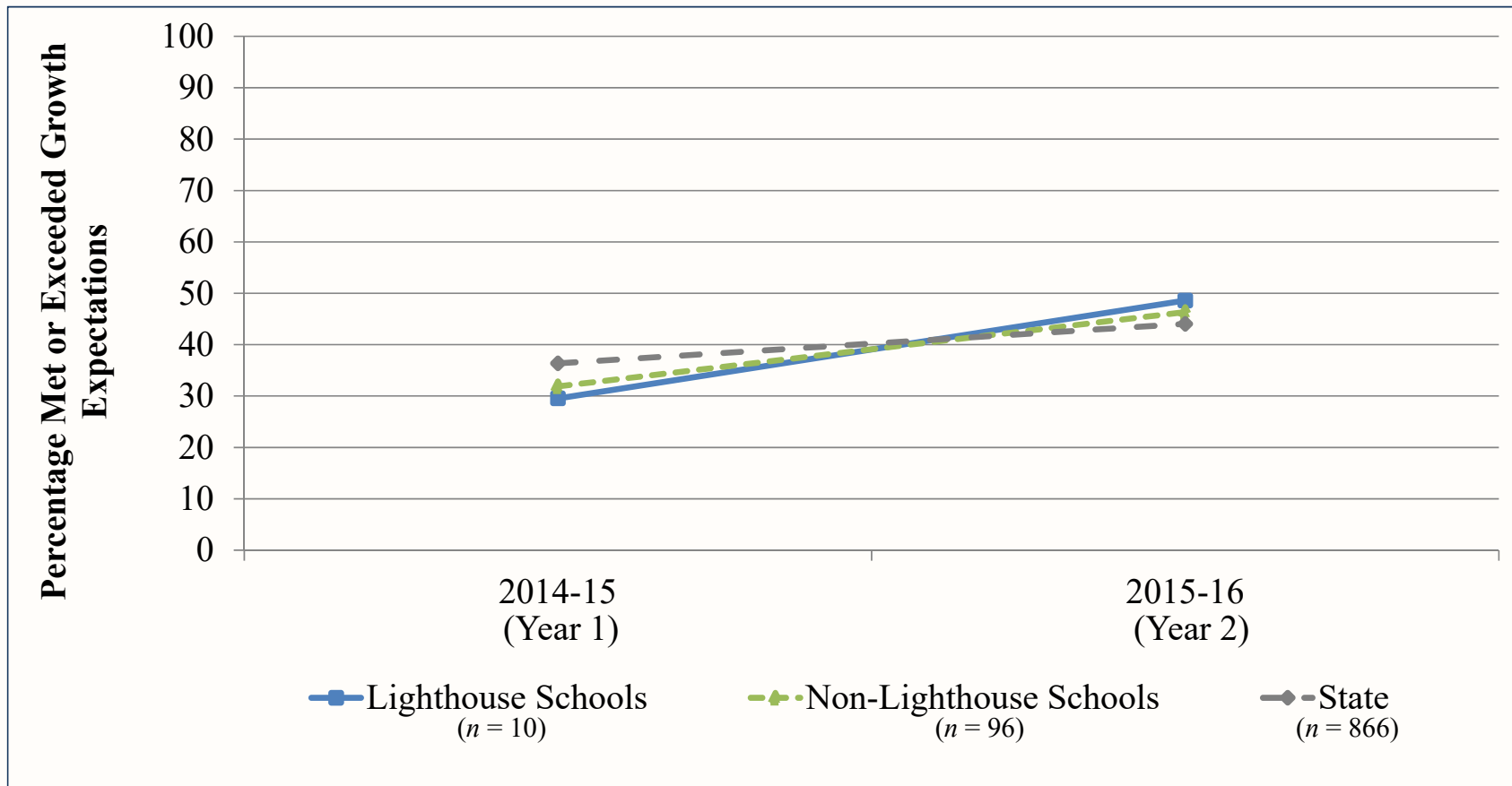
Grade 1 Mathematics: MAP



Grade 2 Mathematics: MAP



Grade 3 Mathematics: PARCC



Recommendations



- Narrow S.T.A.T. teacher position expectations, with focus on instructional leadership
- Offer professional development on desired teaching practices
- Increase modelling of inquiry-based and project-based lessons
- Increase opportunities for device use in pairs or small groups
- Monitor and proactively address technology glitches

Conclusion



- Classroom teachers view S.T.A.T. teacher favorably
- Professional development appears to be influencing teaching practice in accord with the logic model
 - Active student learning and device use integrated with core teaching practices
 - Stronger impact as school experience increases
- Students have positive views towards using devices for learning
- Positive trends in student achievement