

**The School District of Philadelphia**

The Office of Research and Evaluation

# **Knowledge Delivery Systems**

A blended model for professional development

**2013**

The School District of Philadelphia  
KNOWLEDGE DELIVERY SYSTEMS  
Preliminary Evaluation Report

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## Introduction

The School District of Philadelphia (SDP) contracted with Knowledge Delivery Systems (KDS) to deliver intensive blended-model professional development (PD) for teachers and leaders in approximately 100 struggling schools from July 1, 2012 through June 30, 2013. The KDS blended-model professional development includes high-impact, rigorous online courses supplemented by onsite coaching. KDS, as a PDE-approved Act Provider, would issue Act 48 hours for completed courses or provide graduate credit options for an extra \$150 per person per course. The objective of the project was to significantly improve teaching and leadership skills in The District's most challenged schools. During this contract period, teachers were expected to take four courses and at least two leaders in each school were expected to take two courses.

The model enlisted KDS to introduce intensive, strategic online professional development elements for teachers and administrators, with courses focused on the critical competencies needed for success. The original goal of the KDS strategic implementation plan was to create a critical mass of transformed educators who would bring about school-wide change. As a result, it was expected that teachers and leaders would work more effectively to increase student achievement.

The contract with KDS stipulated that SDP would pay KDS a total fee not to exceed \$6,995,000.00 for:

1. Eighteen-thousand (18,000) course seats to be allocated within one year;
2. An annual Enterprise Subscription through June 30, 2013, to include course authoring tools and unlimited access to District-authored courses during the subscription period; and
3. Services to include consulting for discovery and project planning, integration with The District's PD management system, District implementation and setup of tools, engagements with keynote speakers, onsite/face-to-face professional-development, coaching and mentoring, and production of customized facilitators' guides.
4. KDS granted SDP the option to utilize unallocated seats through June 30, 2014, if circumstances warranted, while all other services would expire June 30, 2013, at the end of the contract term. (see Appendix A for the Statement of Work).

The program intended to deploy four intensive, blended-model professional development courses: *Pyramid Response to Intervention*, *Assessment and Grading for Student Achievement*, and two school-chosen electives. The courses were to be delivered to 4,400 teachers across 100 strategically selected schools. Two courses, *Transforming School Culture* and *Improving Instruction through Strategic Conversations with Teachers*, were to be delivered to approximately 200 principals and administrators. The figure of 4,400 teachers was determined by anticipating an average of 44 teachers per school and full teacher participation across the 100 schools. The 100 schools were to include 68 Intervention schools, 32 Support schools, and 32 Autonomy schools.<sup>1</sup>

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<sup>1</sup> SDP currently employs a system of three-tiered autonomy, implemented during the 2012-2013 school year, which classifies schools as either "Full Autonomy," "Support," or "Intervention," in an effort to decentralize decision-making authority to the schools' principals and local school leaders. School performance and principal tenure determined a school's assignment to one of three levels of autonomy.

Participants would enroll once in the beginning of the year, and enrollment would include all four courses for teachers and two courses for administrators.

As of April 1, 2013, both administrator courses had concluded, and the first two teacher courses had concluded. The remaining teacher courses will continue through the summer. This evaluation focuses on the courses that have been completed through April, 2013, with a primary focus on the teacher courses.

**Evaluation Methods**

This section provides information about formative and summative evaluation activities conducted by the District’s Office of Research and Evaluation (ORE), including the research questions guiding inquiry and the associated methods used to gather information. The evaluation plan comprises two parts: 1) a process, or formative, component focused on program implementation and participant experiences, and 2) a summative component that preliminarily measures the extent to which anticipated program outcomes were achieved.

**Formative Evaluation**

Table 1 presents the research questions that guided the formative evaluation and lists the data sources and types of analyses conducted. The formative evaluation was designed to address basic questions about participation in the program, contextual factors that might affect implementation, and the overall model of professional development that was delivered by program staff. Data for the evaluation included usage and enrollment information; end-of-course survey data; pre- and post-test data provided by KDS. In addition, interviews and focus groups of course participants were conducted by staff in the Office of Research and Evaluation.

**Table 1. Formative Evaluation Framework**

Formative Evaluation	
Research Questions	Data Sources
Was the program implemented as intended?	KDS course enrollment and usage data Program records Meeting and event agendas
Were there any contextual factors that affected implementation and participation?	KDS course enrollment and usage data Program records Meeting and event agendas
What kinds of experiences did teachers and administration have as part of participating in this program?	KDS end-of-course satisfaction surveys Transcripts from audio-taped focus groups
How satisfied were users with critical elements of the courses?	KDS end-of-course satisfaction surveys Transcripts from audio-taped focus groups

**Summative Evaluation (preliminary)**

The purpose of the preliminary summative evaluation was to answer questions about the impact of the delivery of program services on teachers and leaders participating in the program. Table 2 below provides details about the questions, analysis, and tools guiding the summative evaluation. Included in the evaluation are questions

about the extent to which participation in the KDS program changed individual teacher practice and overall practice in schools and across The District.

**Table 2. Summative Evaluation Framework**

Summative Evaluation (preliminary)	
Research Questions	Data Sources
To what extent did course participation increase content knowledge?	KDS pre- and post-course content assessments
Did the program change practice at the individual teacher level?	ORE transcript from audio-taped focus group
Did the program change practice at the school or District level?	ORE transcript from audio-taped focus group
What variables were predictive of course completion in the program?	KDS course enrollment and usage data KDS upgrade to graduate credit data List of “supported” schools

**Methods and Instruments**

This section presents descriptions of the tools that were used to collect data about program implementation, about participants’ experiences in the program and about their content knowledge, as well as any changes in instructional practice. KDS developed the end-of-course satisfaction surveys and the pre- and post-course assessments. ORE developed the interview protocols. (see Appendix B).

**Course Enrollment and Usage data**

KDS provided information about course enrollment, course usage, and course completion for all teachers and leaders participating in the program to date. For this report, only data for the courses that had concluded as of April 2013 was used.

**End-of-Course Satisfaction Surveys**

Feedback was collected electronically by KDS from course participants as they finished each course. Participants were asked one question about satisfaction with different elements of the course, one question about their likelihood of recommending the course to a colleague, and one question about suggestions for course improvement.

1. Respondents were asked to indicate their satisfaction with different elements of the course by selecting a number on a scale from 1 (“Very dissatisfied”) to 10 (“Very satisfied”). The elements they were asked to rate included course content, academic rigor, the KDS eClassroom Platform, KDS Support, and Presenter(s).
2. Participants were also asked if they would recommend the course to a colleague, on a scale from 1 (“I would never recommend this course”) to 10 (“I would strongly recommend this course”). This was based on a “Net Promoter Score” (NPS), developed by Satmetrix, Bain & Company, and Fred Reichheld, which classifies responses of 9-10 as “Promoters,” or loyal enthusiasts who will keep participating and refer others; 7-8 as “Passives,” or those who are satisfied but unenthusiastic customers; and 0-6 as “Detractors,” or those who are unhappy customers who are likely to share negative word-of-mouth feedback about the program. Upon subtracting the percentage of “Detractors” from the percentage of “Promoters,” the resulting NPS could be –100 (everybody is a detractor) to +100 (everybody is a

promoter). Research and statistical analyses conducted by Satmetrix indicate that an NPS that is positive (i.e., higher than zero) is good, and an NPS of 50+ is excellent.<sup>2</sup>

3. For the third question, which was open-ended, participants were asked to identify the single most important aspect of the course that they would change. Participants were also asked to share any additional comments. Note that not all participants who completed the course completed the survey.

### **Pre-and-Post Course Content Assessments**

KDS tracked increases in teachers and administrators' course content knowledge by administering a pre-assessment and post-assessment as well as reviewing qualitative reflections and interactions.

### **Interview Protocols**

ORE developed focus group protocols to guide discussions with program participants that were conducted in April and May 2013. In-person interviews (with the exception of one phone interview) were conducted with sixteen teachers and three administrators across four District schools. The schools selected for focus groups had between seven and thirteen teachers who completed at least one of the teacher courses, and each of the four schools had been designated as a support school (to receive extra in-person coach support). At two of the schools, an administrator (principal, assistant principal, or teacher leader) had taken and completed at least one administrator course, and at two of the schools no administrators had completed any courses. ORE asked teachers and administrators about their experiences in the courses and how the courses impacted their personal practice, increased collaboration with other teachers, and impacted practice school-wide.

## **Evaluation Results**

### **Program Implementation**

There were several challenges to executing the strategic implementation plan for the KDS professional development program as it was intended. One of the primary barriers was that the plan to prescribe and deliver this program to all teachers and leaders across a subset of intervention schools quickly proved to be untenable and impossible to execute. As a result, initial course enrollment numbers were far lower than originally anticipated. This factor, combined with low rates of course completion, led to only a fraction of the allotted seats being utilized as intended.

Initially, the program intended to deploy four intensive, blended-model professional development courses (*Pyramid Response to Intervention*, *Assessment and Grading for Student Achievement*, and two school-chosen electives) to 4,400 teachers across 100 strategically selected schools. In addition, two courses (*Transforming School Culture* and *Improving Instruction through Strategic Conversations with Teachers*) were targeted to approximately 200 principals and school administrators. (See Appendix C for course descriptions.) The figure of 4,400 teachers was determined by anticipating an average of 44 teachers per school, with full teacher participation across the 100 selected schools. The 100 schools were to include 68 Intervention schools, 32

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<sup>2</sup> NET PROMOTER: THE POWER BEHIND A SINGLE NUMBER. Tech. Satmetrix, n.d. Web.



Support schools, and 32 Autonomy schools. Participants would enroll once in the beginning of the year, and enrollment would span four courses (for teachers) and two courses (for administrators).

For classroom teachers in schools that had been identified as needing targeted assistance, KDS would provide the online courses plus additional support through a blended (online and face-to-face) model. The face-to-face support would include coaching, work with individual schools and teachers, group facilitation, and other targeted support. In addition, there would be online sessions with coaches and principals to review the course material. KDS would provide consultants to support the intervention by working directly with lead teachers and principals, supporting facilitation of grade-level meetings and discussions, and conducting face-to-face sessions that were aligned with the online course.

Soon after the program was implemented, the implementation team realized that enrollment numbers were far lower than anticipated. In October 2012 the Scope of Work was redefined to expand the number of schools to be served from 100 to over 200 in an effort to drive enrollment. This expansion reflected an adjustment from the original vision that all teachers across a sub-set of schools would be enrolled, to rather making course participation completely voluntary and open to all teachers across The District who were interested.

Additionally, the number of schools that would receive direct support from KDS instructional coaches would remain around 100, however the criteria for selecting the 100 schools was redefined. Instead of providing onsite support to 68 Intervention schools, 32 Support schools, and 32 Autonomy schools, a collaborative decision was made between SDP and KDS that schools with the highest current number of teacher participants would be supported by on-site coaching, mentoring, and feedback. Administrators were informed via email that KDS mentors would be assigned to and begin visiting schools where course enrollment included ten or more teachers. Ultimately, 92 schools met the criteria, and were determined to be the schools that would receive on-site coach support. These schools received an email from a KDS coach, which stated that their participation in the course would be supported by live, on-site coaching and mentoring, and that specifically, the coach was there to:

- Respond to questions
- Review coursework and assess and grade midterms and finals
- Participate in the online discussion forums
- Provide support to navigate through the course

Participants had a two-week window after the start of the course during which they could withdraw. For teachers who withdrew from the course during that window, their enrollment would not be counted towards the final seat usage. Teachers who withdrew from the course after the two-week window, as well as teachers who stayed enrolled in the course but never completed any coursework were counted towards the District's final seat usage.

## Program Participation

As stated previously, course participation was not as high as originally anticipated. A summary of enrollment and usage statistics for the two teacher courses and two administrator courses that have concluded are shown in Table 3 below.

**Table 3. KDS Course Usage – Teacher and Administrator Courses through April, 2013**

	Pyramid Response to Intervention (PRTI)		Assessment and Grading for Student Achievement		Transforming School Culture to Increase Learning Outcomes		Improving Instruction through Strategic Conversations with Teachers	
<b>Intended Audience</b>	Classroom Teachers				School Administrators			
<b>Course Duration</b>	10/8/12-12/31/12 (12 weeks)		1/7/13-4/1/13 (12 weeks)		10/1/12-2/1/13 (18 weeks)		10/15/12-2/1/13 (16 weeks)	
	n	%	n	%	n	%	n	%
<b>Enrolled in Course</b>	1,834		1,618		301		303	
<b>Did not Begin Course</b>	474	25.85%	640	39.56%	80	26.58%	163	53.80%
<b>Began Course</b>	1,360	74.15%	978	60.44%	221	73.42%	140	46.20%
<b>Completed Course (of total enrolled)</b>	749	40.84%	570	35.23%	83	27.57%	45	14.85%
<b>Completed Course (of total began)</b>		55.07%		58.28%		37.56%		32.14%

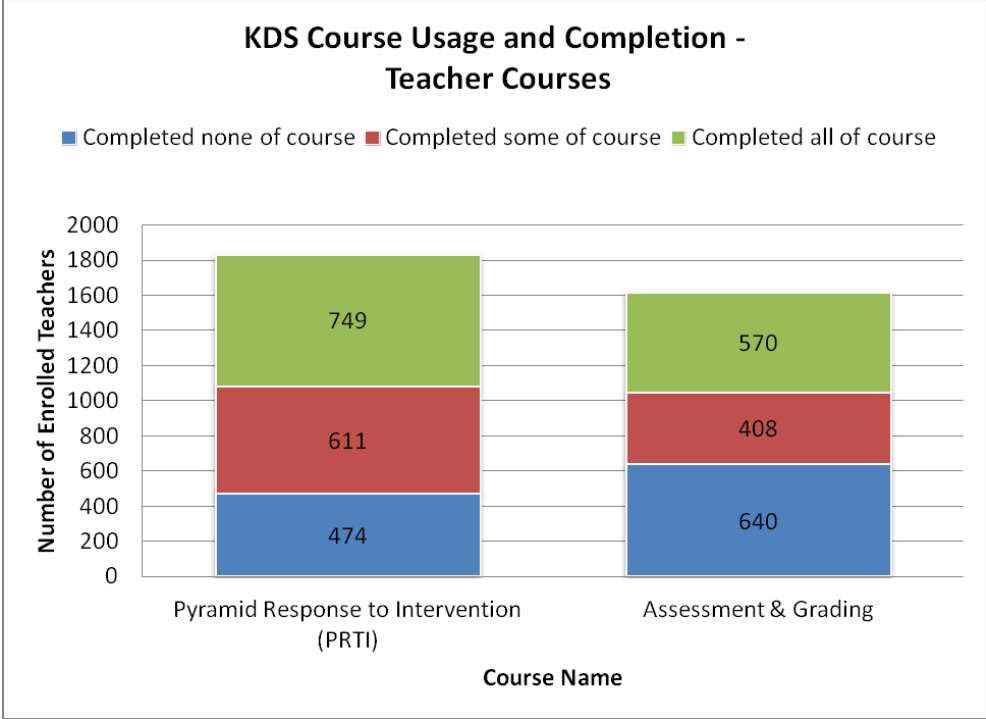
The first course offered to teachers, *Pyramid Response to Intervention*, was delivered over a twelve-week period from October 8, 2012 through December 31, 2012. At the end of the two-week withdraw window, 1,834 teachers were enrolled in the course. Of the 1,834 teachers enrolled, 474 (26%) did not begin the course or complete any course work. Six hundred and eleven teachers completed some course work but discontinued along the way and did not complete the course. Ultimately, 749 teachers completed the *Pyramid Response to Intervention* course.

The second course, *Assessment and Grading for Student Achievement* was delivered over a twelve-week period from January 7, 2013 through April 1, 2013. At the end of the two-week withdraw window, 1,618 teachers were enrolled in the course. Of the 1,618 teachers enrolled, 640 did not begin the course or complete any course work. Four hundred and thirty-eight teachers completed some course work but discontinued along the way and did not complete the course. Ultimately, 570 teachers completed the *Assessment and Grading for Student Achievement* course. Figure 1 below shows enrollment and usage statistics for the first two teacher courses.

In addition to the courses offered to teachers, KDS offered two courses to administrators and teacher leaders. The first course, *Transforming School Culture to Increase Learning Outcomes*, was delivered over an 18-week period from October 1, 2012 through February 1, 2013. Initially, 301 administrators and school leaders were

enrolled in the course. Of the 301 who enrolled, 80 did not begin the course or complete any course work and 138 administrators and school leaders completed some course work but did not complete the course. Ultimately, 83 administrators and school leaders completed the *Transforming School Culture* course.

Figure 1. KDS Course Usage and Completion – Teacher Courses



The second course for administrators and school leaders, *Improving Instruction through Strategic Conversations with Teachers*, was delivered over a 16-week period from October 15, 2012 through February 1, 2013. Initially, 303 administrators and school leaders were enrolled in the course. Of the 303 enrolled, 163 did not begin the course or complete any course work and 95 completed some course work but did not complete the course. Ultimately, 45 administrator and school leaders completed the *Improving Instruction through Strategic Conversations with Teachers* course. It is possible that offering both administrator courses simultaneously decreased the likelihood that dually enrolled participants were able to fully engage with and complete the second course, given the existing time and work requirements.

Figure 2 below shows enrollment and usage statistics for the two administrator courses, which have concluded and Figure 3 shows KDS course usage as a percentage of total enrollments for all four courses.

Figure 2. KDS Course Usage and Completion – Administrator Courses

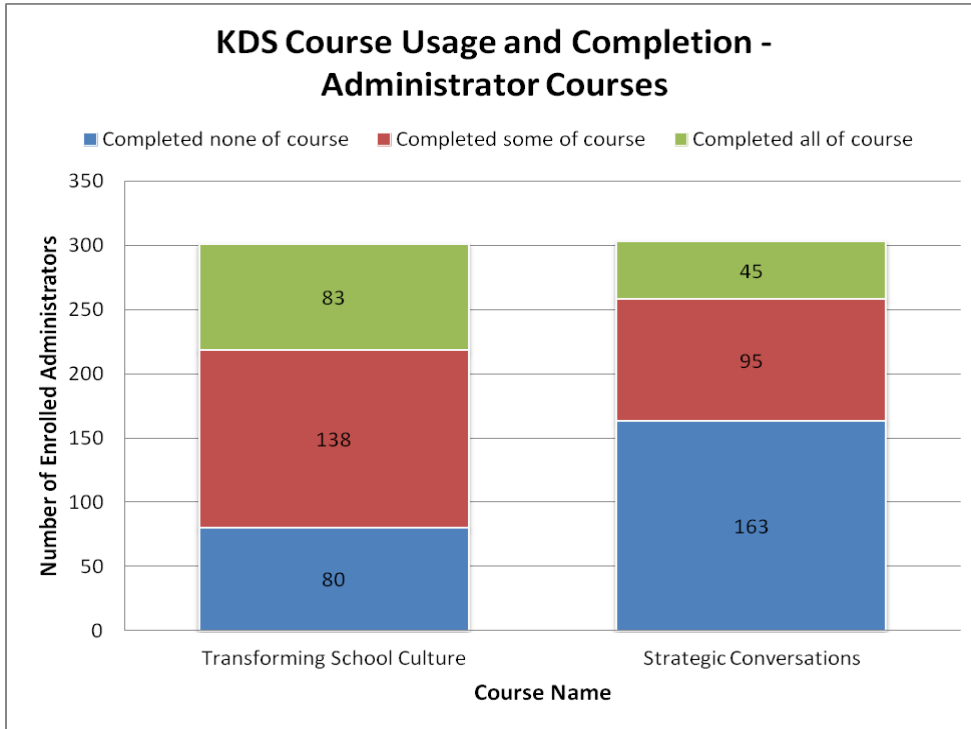
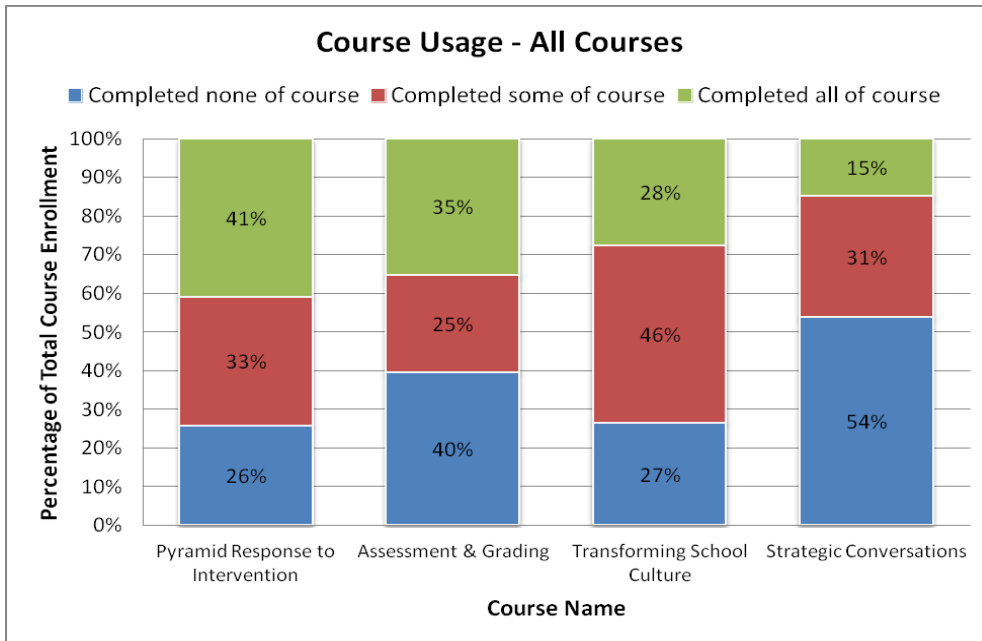
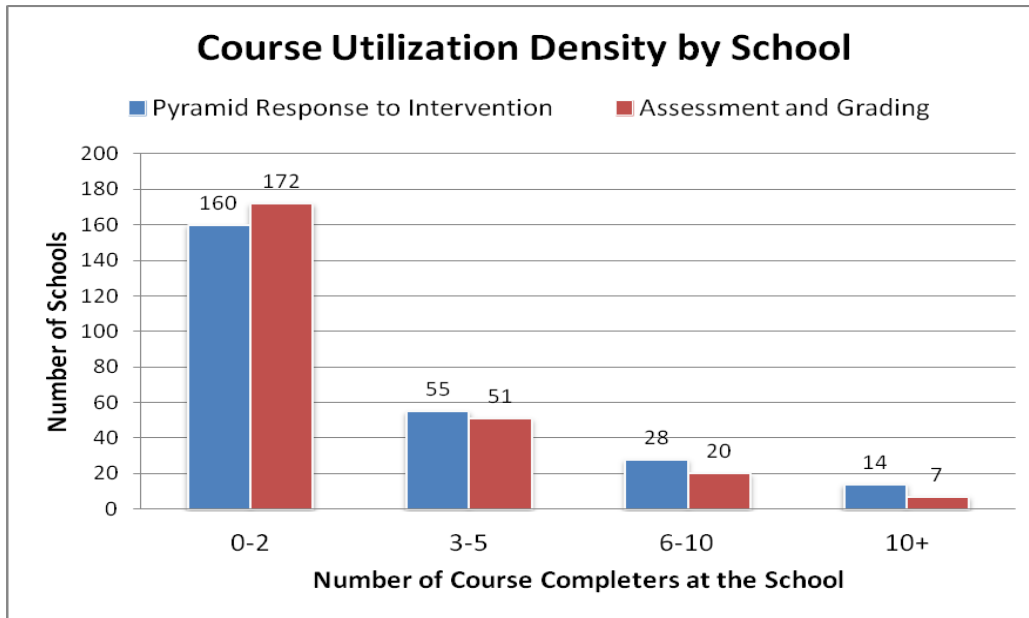


Figure 3. KDS Course Usage as a Percentage of Total Enrollments – All Courses



The initial strategic rollout anticipated a school’s average teacher population as 44 teachers, who would all enroll in and complete each course. Actual numbers of course completers per school were far lower than projected, with most schools having between 0-2 teachers who completed a course. No school had more than twenty teachers complete either of the courses, and the number of schools where ten or more teachers completed the course was minimal.

Figure 4. KDS Course Utilization Density – Teacher Courses



Of the total number of seats that have been paid for by SDP for courses that have concluded to date (9,200), only 16% have been filled by a participant who completed the course. These data are shown in Table 4 below.

Table 4. Seat Audit for Courses Concluded to Date

Course Name	Seats Purchased	Seats Enrolled	Seats Completed	% Enrolled of Purchased	% Completed of Purchased
Pyramid Response to Intervention	4400	1834	749	42%	17%
Assessment and Grading for Student Achievement	4400	1618	570	37%	13%
Transforming School Culture	200	301	83	151%	42%
Improving Instruction through Strategic Conversations with Teachers	200	303	45	152%	23%
POWERful Coaching <sup>3</sup>	0	45	1	-	-
<b>Total</b>	<b>9200</b>	<b>4101</b>	<b>1448</b>	<b>45%</b>	<b>16%</b>

<sup>3</sup> On December 21, 2012 the Office of Leadership and Talent Development (OLTD) launched the POWERFUL Coaching course as an offering for teachers who provide direct coaching to new teachers.

As the program was intended, the cost to the District per course seat, based on total dollars spent and total seats purchased, was expected to be \$388.61 per course. (This does not include the additional \$150 upgrade that some teachers and administrators chose to pay in order to receive graduate credit, which has totaled \$177,000 for courses completed to date, paid by individual teachers, not SDP). At the time of this report, 9,200 course seats have concluded, roughly \$3,575,212 worth of the overall purchased seats. When taking into account the low enrollment of only 4,101 of these seats, the actual average cost per course enrollment more than doubled, to \$871.79 per seat. When considering the small percentage of purchased seats in which the participant completed the course, the cost per course completion increases again to \$2,469.08, more than six times the intended value. These figures are displayed in Table 5 below.

**Table 5. Cost Analysis, at Mid-year**

	<b>Program Cost, as Intended in Contract</b>	<b>Program Cost (per seat), at Mid-year</b>	<b>Program Cost (per course-completed seat), at Mid-year</b>
<b>Dollars Spent/Allocated</b>	\$6,995,000.00	\$3,575,222.22*	\$3,575,222.22*
<b>Course Seats Purchased</b>	18000	9200	9200
<b>Course Seats Enrolled</b>		4101	4101
<b>Course Seats Completed</b>			1448
<b>Cost Per Seat</b>	<b>\$388.61</b>	<b>\$871.79</b>	<b>\$2,469.08</b>

\*These figures represent the cost of only the course seats that had been allocated at mid-year, in order to display the estimated cost per seat, even though the full contract amount has been paid.

## Program Satisfaction

Overall, teachers and administrators reported high degrees of satisfaction with the critical elements of the professional development courses. A total of 475 teachers from the *Pyramid Response to Intervention* course and 331 teachers from the *Assessment and Grading* course completed the survey. A total of 60 administrators who took the *Transforming School Culture* course and 27 administrators who took the *Strategic Conversations* course completed the survey. Their results are shown in Table 6 below.

**Table 6. Course Satisfaction Survey Response Summary – All Courses**

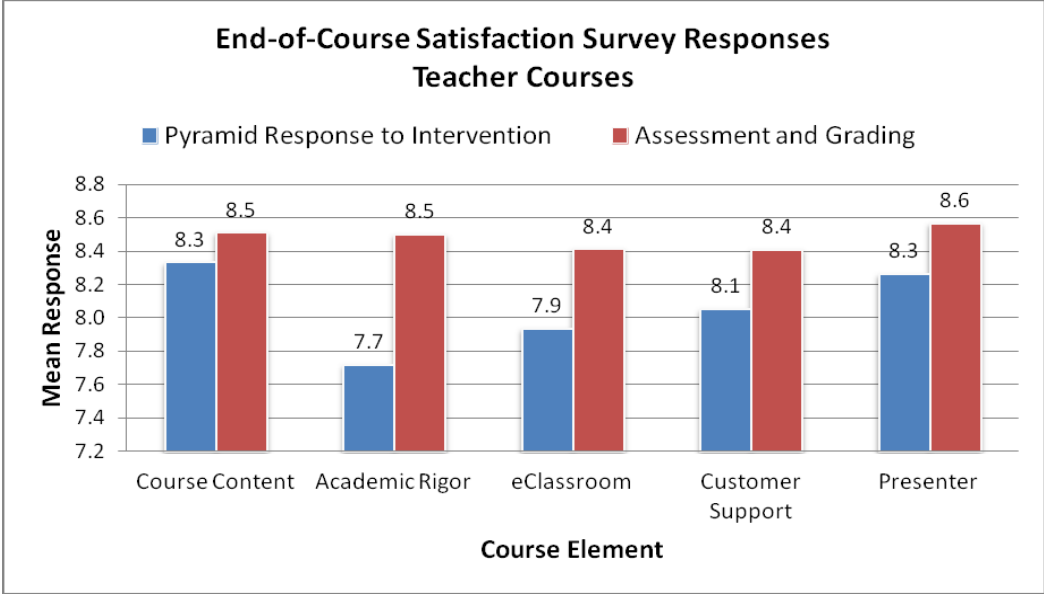
		Very dissatisfied		Very satisfied	
		0-6	7-8	9-10	Mean
Pyramid Response to Intervention	Course Content	16%	30%	54%	8.31
	Academic Rigor	25%	30%	45%	7.72
	KDS eClassroom Platform	21%	33%	46%	7.92
	KDS Support	23%	22%	55%	8.05
	Presenter(s)	17%	30%	53%	8.23
Assessment and Grading	Course Content	11%	31%	58%	8.51
	Academic Rigor	13%	28%	60%	8.50
	KDS eClassroom Platform	12%	34%	54%	8.41
	KDS Support	15%	26%	59%	8.41
	Presenter(s)	12%	27%	61%	8.56
Transforming School Culture	Course Content	3%	17%	80%	9.30
	Academic Rigor	13%	25%	62%	8.65
	KDS eClassroom Platform	13%	23%	63%	8.63
	KDS Support	18%	18%	63%	8.45
	Presenter(s)	8%	20%	72%	8.93
Strategic Conversations	Course Content	4%	22%	74%	9.15
	Academic Rigor	4%	37%	59%	8.85
	KDS eClassroom Platform	4%	33%	63%	8.89
	KDS Support	11%	15%	74%	9.07
	Presenter(s)	7%	26%	67%	8.89

These results suggest that teachers and administrators who completed the courses, for the most part, were satisfied with the critical elements of the professional development. Overall, those who completed the *Pyramid Response to Intervention* course and responded to the survey were most satisfied with the course content, and least satisfied with the level of academic rigor (suggesting the course was too hard). The level of academic rigor was also the most commonly reported aspect of the course that participants would change, specifically that there was too much work and not enough time to complete it.

Survey data show that the second teacher course, *Assessment and Grading*, had a higher rate of satisfied participants in each of the five critical program components compared with the first course, including whether or not the participants would recommend the course to a colleague. A comparison of mean responses to course satisfaction questions is shown in Figure 5. These data suggest, and in-person feedback from teachers

corroborate, that the KDS implementation team did an excellent job at quickly digesting participant feedback and making adjustments to the subsequent course. During interviews and focus groups, teachers universally acknowledged and expressed appreciation for the extent to which KDS implemented their feedback, particularly in scaling back some of the rigor and repetition that caused frustration during the first course.

Figure 5. End-of-Course Satisfaction Survey Responses – Teacher Courses



Administrators, for the most part, were satisfied with the critical elements of the professional development. Overall, those who completed the *Transforming School Culture* course and responded to the survey were most satisfied with the course content, and least satisfied with the customer support. Those who completed the *Strategic Conversations* course were highly satisfied in all five areas. Areas where participants expressed the most dissatisfaction during the first course – academic rigor, eClassroom, and customer support – showed across-the-board improvement in satisfaction rates from participants in the *Strategic Conversations* course. A comparison of mean responses to course satisfaction questions is shown in Figure 6.

Participants were asked to rate the extent to which they would recommend the course they had just completed to a colleague on a scale of 1 (“Would never recommend”) to 10 (“Would strongly recommend”). This scale was used to arrive at a Net Promoter Score (NPS) by subtracting the percentage of “Detractors” (0-6) from the percentage of “Promoters” (9-10). An NPS that is positive (i.e., higher than zero) is considered good, and an NPS of +50 is excellent. All of the courses received a positive NPS. These results are shown in Figures 6 and 7 and Table 7 below.



Figure 6. End-of-Course Satisfaction Survey Responses – Administrator Courses

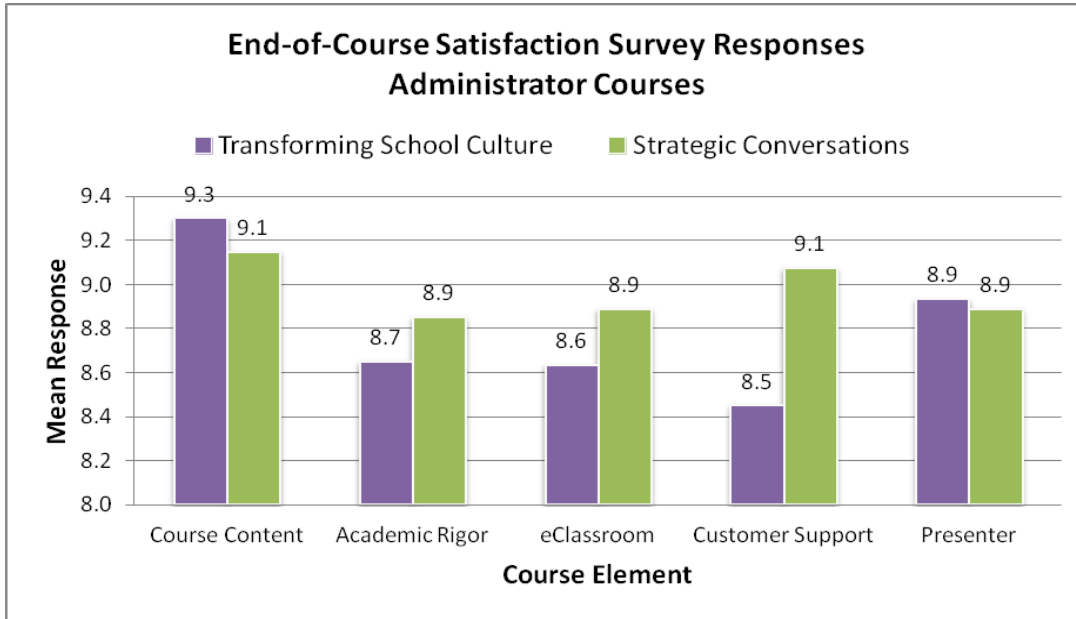
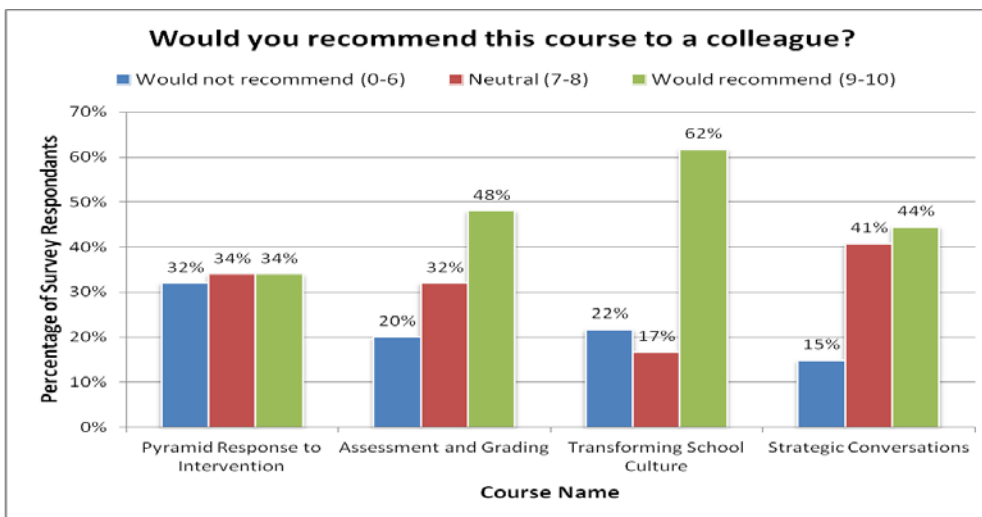


Table 7. Response Summary to “Would you recommend this course to a colleague?”

	Would never recommend		Would strongly recommend		Mean	NPS
	1-6	7-8	9-10			
<i>Pyramid Response to Intervention</i>	32%	34%	34%		7.22	2
<i>Assessment and Grading</i>	20%	32%	48%		8.03	28
<i>Transforming School Culture</i>	22%	17%	72%		8.22	50
<i>Strategic Conversations</i>	15%	41%	44%		8.26	29

Figure 7. Responses to: “Would you recommend this course to a colleague?”



## Program Experience

Focus groups and interviews were conducted with teachers to gain additional insight into their experience. Primarily, teachers reinforced the trends that emerged through the satisfaction surveys, namely that the first course was far too rigorous and redundant, but that KDS adapted the second course to reflect their feedback. A few additional trends were identified related to participants’ program experience and contextual factors that led to different outcomes, including the onsite coach support, and the ability to upgrade the course for graduate credit.

### Onsite Coaches

All teachers who were interviewed were from the 92 “supported” schools, which received support from the onsite coaches. In nearly every circumstance, teachers were either unaware that their school was receiving on-site support from a coach. In some cases, they were aware, but said that they had very little, if any, interaction with the coach. Four teachers from three supported schools each explained:

*I think she might have come once and introduced herself, and that was the end of it. She came once in January and that was it. She introduced herself to a few of us and left.*

*The one came and then I didn’t really get to talk to her. With the second course, the woman stopped by. I had sent her an email and she forwarded my email to someone else. I haven’t really had any face time.*

*Didn’t hear from anybody for the first class at all... by the time that the coach came in for the second course, she came in on a Friday when the midterm was due on Monday and I already had the midterm done and over with.*

*She came around the rooms – she was looking for people, and she gave out her card .I didn’t feel it was necessary in honesty. I never reached out.*

One principal expressed her dissatisfaction that her school “was supposed to have gotten extra support for having so many teachers enrolled, but never did.”

Teacher responses did suggest that coach support was more noticeable during the second course. Responses from teachers corroborate data on course completion based on whether or not the teacher was enrolled in a supported school with an on-site coach. Data showing the impact of an onsite coach on course completion is shown in Table 8 below.

**Table 8. Trends in course completion and presence of on-site coaches – Teacher Courses**

Pyramid Response to Intervention	Schools with an On-site Coach		Schools without an on-site Coach		Total
Began course	883		477		1360
Began course and did not complete course	370	41.90%	241	50.52%	611
Began course and completed course	513	58.10%	236	49.48%	749
<b>Assessment and Grading</b>					
Began course	638		340		978
Began course and did not complete course	248	38.87%	160	47.06%	408
Began course and completed course	390	61.13%	180	52.94%	570

For both the *Pyramid Response to Intervention* course and the *Assessment and Grading* course, there was in fact a statistically significant predictive relationship between a school having onsite coach support and the likelihood of a teacher at that school completing the course once s/he had begun it. It is very important to note, however, that this is a correlated, but not necessarily, causal relationship. Schools were promised onsite support if they enrolled the highest number of teachers. Therefore, it is very difficult to differentiate whether onsite supports helped drive course completion, or if the teachers who received onsite supports completed the course because they were the more motivated teachers to begin with (by nature of being enrolled in the course).

For the *Pyramid Response* course, a teacher at a supported school who began the course had a 58.1% likelihood of completing the course, compared with a teacher from a non-supported school, who had a 49.5% likelihood of completing the course. For the *Assessment and Grading* course, a teacher at a supported school who began the course had a 61.1% chance of completing the course, compared with 52.9% for a non-supported teacher. For both courses, the likelihood that a teacher who began the course would complete the course was 1.4% higher for a teacher at a supported school than for a teacher at a non-supported school.

### **Upgrade to Graduate Credit**

There was one indicator that almost perfectly predicted the likelihood of a participant completing the course once they had begun it, and that was whether or not they had paid for graduate credit for the course versus accepting only Act 48 credit.

The courses offered by KDS were Act 48 eligible, as well as eligible for graduate credit. Participants taking the course could opt to enroll for graduate credit at any time during the course for a \$150 fee for each 3-credit course (\$600 for all four courses, or 12 credits). These credits could be used towards a teacher's Masters' Equivalency, Masters +30, and Senior Career Teacher and could be applied towards the 24 credits needed to obtain a Level II certificate.

In the *Pyramid Response to Intervention* course, 35% of enrolled teachers paid the \$150 to receive 3 graduate credits for completing the course. Of these 642 teachers who paid for graduate credit, 100% completed the course. Of the 1,192 teachers who did not upgrade to graduate credit, only 9% completed the course. A similar pattern presented during the *Assessment and Grading* course, where 30% of enrolled teachers upgraded to graduate credit and 99% if they completed the course. Of the teachers who did not enroll for graduate credit, only 8% completed the course.

The same trend presented during the administrator courses, where the completion rate was 100% in both courses for administrators who had paid for graduate credit, compared with a 28% overall completion rate for *Transforming School Culture*, and a 15% overall completion rate for *Improving Instruction through Strategic Conversations with Teachers*. These data are shown in Table 9 below.

When speaking with teachers, they were excited about the ability to obtain graduate credit for such a reduced cost and use those credits towards salary advancement at SDP. However, several teachers expressed that this option would be far less valuable to them should the District choose to eliminate the practice of paying teachers more for earning advanced degrees, as has been proposed in current ongoing Collective Bargaining Agreement

negotiations between SDP and PFT, the Philadelphia teachers' union<sup>4</sup>. When one teacher was asked whether she would continue participating in the courses, she responded:

*I would like to, to work towards my [Masters] +30. But I also feel like by the time I finish my +30, with the budget, the School District might say 'there is no more + 30', so it might be for no reason.*

**Table 9. Impact of Graduate Credit Upgrade on Course Completion**

<b>Pyramid Response to Intervention</b>	<b>Upgraded to Grad Credit</b>		<b>Did not Upgrade to Grad Credit</b>		<b>Total Enrolled</b>
	642 (35%)		1192 (65%)		1834
Completed Course	642	100.0%	107	9.0%	749 (41%)
Did not Complete Course	0	0.0%	1085	91.0%	1085 (59%)
<b>Assessment and Grading</b>	<b>Upgraded to Grad Credit</b>		<b>Did not Upgrade to Grad Credit</b>		<b>Total Enrolled</b>
	481 (30%)		1137 (70%)		1618
Completed Course	477	99.2%	93	8.2%	570 (35%)
Did not Complete Course	4	0.8%	1044	91.8%	1048 (65%)
<b>Transforming School Culture</b>	<b>Upgraded to Grad Credit</b>		<b>Did not Upgrade to Grad Credit</b>		<b>Total Enrolled</b>
	32 (11%)		269 (89%)		301
Completed Course	32	100.0%	51	19.0%	83 (28%)
Did not Complete Course	0	0.0%	218	81.0%	218 (72%)
<b>Improving Instruction</b>	<b>Upgraded to Grad Credit</b>		<b>Did not Upgrade to Grad Credit</b>		<b>Total Enrolled</b>
	25 (8%)		278 (92%)		303
Completed Course	25	100.0%	20	7.2%	45 (15%)
Did not Complete Course	0	0.0%	258	92.8%	258 (85%)

<sup>4</sup> Graham, Kristen. "No Seniority? No Water Fountains? More on the Contract." Web log post. [www.philly.com](http://www.philly.com). N.p., 27 Feb. 2013.

## Program Impact

### Content Knowledge

In order to track and assess learning gains, KDS administered a pre-test at the introduction of each course and a post-test at the conclusion of each course. There was a statistically significant increase from pre-test to post-test for all teacher and administrator courses. A comparison of pre- and post-test scores is shown in Table 10 below.

**Table 10. Comparison of Pre- and Post- Test Scores**

Course	Average Pre- Test Score	Average Post- Test Score	Percentage of Participants who Increased Score
Pyramid Response to Intervention	65.4%	76.9%	67.0%
Assessment and Grading	47.3%	68.4%	79.0%
Transforming School Culture	62.3%	72.6%	57.0%
Improving Instruction through Strategic Conversations	66.7%	82.5%	69.0%

### Individual Teacher Practice

A guiding question for the summative portion of this evaluation was whether or not participation in the courses changed self-reported teacher practice as a result of any new learning derived from the experience. Findings from teacher interviews and focus groups suggest that program experiences changed individual aspects of their practice. The majority of teachers interviewed felt that their personal practice was positively impacted in some way by what they learned in one or more of the courses. Focus group participants were eager to share ways in which they have implemented new knowledge from the second course, *Assessment and Grading for Student Achievement*, and seemed most enthusiastic about implementing changes when speaking about this course, compared to the *Pyramid Response to Intervention* course.

#### Pyramid Response to Intervention

Responses to how individual practice has changed as a result of the *Pyramid Response to Intervention* course were much more varied across focus group participants. Several participants indicated a lack of alignment between what the District is implementing in terms of Response to Instruction and Intervention, and what they learned in the *Pyramid Response to Intervention* course.

In general, when asked about if and how this course changed their practice, participants tended to respond in one of three ways, saying that either a) they had already been trained on RTI<sup>5</sup>, and the material in the course felt redundant to them, or that they had already been doing the interventions discussed in the course, and did not really learn anything new or different; b) the suggested interventions or protocols discussed in the course were not realistic or aligned with their school's reality, largely due to a disconnect between the resources suggested and the resources available; or c) *Pyramid Response to Intervention* is presented as a school-wide

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<sup>5</sup> Teachers frequently used RTI (Response to Intervention) or RTII (Response to Instruction and Intervention) to refer to the District's implementation of Response to Intervention and Instruction.

initiative, and is not necessarily intended for a teacher to implement independently, but rather in tandem and collaboration with the rest of the school, under the leadership of the school administrator.

### **a) Redundancy**

Because the District is in its first year of implementing Response to Intervention and Instruction, several teachers who had recently been trained felt like the *Pyramid Response to Intervention* course was redundant to them, and did not introduce anything new that they could implement. One such teacher said that her school recently had a ‘huge training on RTI’ and when she took the course she felt she ‘already knew a lot of the information, and so it almost was a little redundant’. One teacher indicated that the course helped him realize that he was already doing many things well, even though he may not have been aware it. He says:

*I think with the Pyramid Response to Intervention, we all do RTI Level II interventions in our own rooms and we just didn’t classify it as that – it was just ‘extra help’. So it actually helps clarify. When someone comes in and asks ‘well what are you doing to supply supports?’ we actually know the terminology – that they’re part of our Level II intervention.*

### **b) Unrealistic Expectation of Resources and Lack of Alignment with District RTII**

Many teachers felt that the KDS course was teaching the ‘right way’ to implement RTI, as opposed to the version that may have been introduced in the District ‘because of money or whatever reasons’. One teacher described the lack of alignment as a result of a disconnect between the interventions instructed by KDS and the actual interventions available to the teacher, saying that at her school, the research-based interventions “just aren’t in place.” Several teachers shared a similar perspective:

*KDS was assuming we were way further. Many of the interventions KDS was assuming, we don’t have here. They were saying it has to be research-based. We don’t have anything here that’s research-based. There’s literally nothing here that’s researched based at this school.*

*Maybe we already were doing it and we weren’t able to do it the way they [the course] suggested it because of other time constraints. I have 32 kids in a classroom – we can’t go in and out and do all of the things that they suggested when there were 5 kids in a class or 12 kids in a class.*

Several teachers noted a lack of alignment between the District’s roll-out of RTII and the *Pyramid Response to Intervention* course offered by KDS. One teacher replied that the first course was only partially what she expected because she says “it was different than the RTI that we were introduced to at the beginning of the year at our schools, and presented differently.” She went on to describe that the expectations that were laid out at the beginning of course were different than the expectations of her building:

*I expected it to be something that I would be able to use in the school, and the way that they presented it and the way that we do it here are total opposites. That was something that I was upset about, thinking that this is in conjunction with the school district but it’s not in conjunction with how we do things in the school district. I don’t know if KDS is off, or the school district is off but somebody at the school district and somebody at KDS did not communicate together.*

### **c) Requires Leadership and School-wide Participation to Implement**

Whereas *Assessment and Grading* presented techniques and strategies that teachers found easy to implement independently in their classrooms, the ability to implement learning from the *Pyramid Response to Intervention* course was limited (or perceived as being limited) without a school-wide focus on the initiative, starting at the top. One teacher described this challenge:

*Leadership needs to make the change, honestly. I think we do have teachers who are on board with these things, these are great things, these are great ideas. But we can't change the schedule. We can't change the philosophy, and there's a lot of obstacles in the way that prevent that from happening.*

Even though teachers largely felt as though they were limited in their ability to adjust their individual practice to reflect what they learned from the PRTI course, teachers still, for the most part, felt positively about the course and that completing the course had been worthwhile. One teacher said that even though what she learned was more theoretical than immediately practical, “what was good about the course was that it opened our eyes and made us realize how [*Pyramid Response to Intervention*] should be working”. Another teacher said the following about his primary takeaways from the course:

*For me, I just find myself being more knowledgeable about what the whole intervention scheme is that the district's trying to implement from taking this class. Now I have a better understanding of where the district's trying to go.*

### **Assessment and Grading**

The opinion that the *Assessment and Grading* course had a positive impact on individual teacher practice was nearly universal across focus group participants. Teachers frequently responded that they found themselves being much more reflective about their practice as a result of the course. One focus group participant, said that she has had some “paradigm shifts” related to how she approaches student assessment and grading and that the course has helped to shift her thinking from “let me figure out what I need to do” to “how do I modify my teaching to better meet the needs of the students.” This participant, who teaches ESOL middle school students, shared the following to demonstrate how she implemented the new knowledge:

*I do a lot of writing with students, and I've started just highlighting where their mistakes were, and it's their job now to figure out what [the mistake] is. I do a lot more peer-conferences. I do a lot more giving formative assessments versus depending on summative assessments. I am always thinking 'why did this child not do well on his summative assessment and what things were along the way that I could have prevented'. Clearly, I am thinking much more about what is it about my practice that I need to change.*

Another participant also commented that the course helped her realize that she was focusing a lot of attention on more summative assessments and it made her “more thoughtful about including pre-assessments and more formative assessments” in her classes. She shares an example to demonstrate how she has become more reflective in her practice as a result of the class:

*Although I did KWL charts<sup>6</sup> [previously], it was more cursory and not as intentional. Now I am much more intentional about seeing what they know, making sure I am building more vocabulary at the beginning and anticipating the things that they are going to not know. Even doing more quick checks and little quizzes that don't count but help to make sure that when it comes to the assessment, I know what they are going to score, which is nice. It's good to be able to say 'these couple of students are going to need this intervention' but before the final assessment, so that they are able to do a good job.*

One participant, after describing how the course has changed his perspective on the purpose of grading and the ways in which he has modified his practice in support of that said, "any time I can take one thing from the class, I figure that the class is worthwhile."

During one teacher focus group, the teachers discussed successes and struggles related to implementing the first two courses. The interviewer asked the group if the *Assessment and Grading* course was easier to implement on their own compared with the *Pyramid Response to Intervention* course, and seven teachers responded in unison, "definitely."

### **School-wide Practice**

The original goal of the KDS strategic implementation plan prior to roll-out was to create a critical mass of transformed educators who would bring about school-wide change. Without the ability to recruit enough participants to complete the courses, it was very difficult for the program to meet this objective. Nevertheless, this portion of the evaluation still attempted to determine if and how teachers were sharing what they learned in the courses with other teachers (who may or may not have taken the course), to determine if the new learning and ways of practice were spread to a larger group. Teacher interviews shed light on this issue and also attempted to ascertain what teachers considered to be barriers to implementing school-wide change.

Overall, participation in the course was reported to increase teacher collaboration to a certain degree. Teachers expressed examples of how they would collaborate and engage in discussions about the course with other teachers at their school who were also enrolled in the course. This took place primarily during grade group meetings, and sometimes during casual conversations. One teacher indicated that collaboration occurred at grade group meetings and said that "we would sometimes bring up something that we had learned about or new ideas that we had implemented." Another teacher said that she would "give suggestions [to colleagues] based on what I saw." A teacher at another school, where she was the only teacher in her grade group to have completed a course, indicated that she found opportunities to collaborate about the course outside of her school:

*Not so much with teachers at my school, but with teachers that I'm friends with outside of the school. We would work on the units together. We would have house meetings and I would bring up things that I learned during my classes.*

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<sup>6</sup> K-W-L, which stands for Know-Want to Know-Learned, is an introductory strategy that provides a structure for recalling what students know about a topic, noting what students want to know, and finally listing what has been learned and is yet to be learned.



At times, teachers found themselves engaged in discussions about the course content with teachers at their school who were not enrolled in a course. One teacher described scenarios during which this might occur:

*At the rare chances that we all see each other at staff meetings, sometimes lunches with other teachers who weren't taking it, or randomly when another teacher would be struggling with some part of the new RTI that we're using in our building, we would mention something that we had learned in the course that might help.*

Across the board, teachers expressed a desire for more scheduled time in the school day for collaboration scheduled into the school day, in order to share ideas such as those they had learned in the courses and be more coordinated and strategic about instruction across the school. Lack of time to collaborate was often seen as a major barrier to being able to implement strategies from the *Pyramid Response to Intervention* course. Two teachers said:

*I think there's a little bit more collaboration. Even among grade groups, I've seen that people are trying to share ideas and share their work, and that was one of the goals of the RTI, that its part of a collective community. But one of my complaints is that that's one of the area where our school as a whole needs to develop. Outside of grade group, there is not a lot of cohesion among the grades for discussion.*

*I've tried to adjust some of my practices but I wish honestly that there was more time during the day to be able to sit down with colleagues and be able to say 'hey, I tried this, it's not working, what do you think, should we try this?' You can talk about interventions and we can talk about all these suggestions that they have, but we don't have time during the day to do half of the implementation that we would like to do or even try out. I see how it could be beneficial – if it's set up right. There are so many good things that could happen. I can see how having teachers meet to go over a common assessments – our school started doing common assessments across grades, and I think that's so good – and I think we need to do those things but it's got to be more than that –there's no time permitted – a real chunk of time besides the 30 minutes we get with interruptions announcements and everything else going on in the background.*

The majority of teachers interviewed expressed that even if every teacher in the school had taken the course, most examples of school-wide change would need to come from the administration and leadership at the school. In interviews with teachers at schools whose principal had completed one or more of the administrator courses, teachers shared examples of how they were able to implement changes on a more systemic level. Without support from the school leadership, teachers expressed much less confidence that broader change was possible. At a school where the principal had completed both administrator courses, and eleven teachers had completed the *Pyramid Response to Intervention* course, a teacher gave an example of how the course helped inform school-level change:

*I know next year we're supposed to re-work the schedule so that there's an intervention block for our school, which will be a great thing.*

## Conclusions and Discussion

During the first half of Year 1 implementation, the contract with KDS provided high-quality professional development to SDP teachers and administrators. Unfortunately, the strategic implementation plan was not appropriate to District circumstances, leading to unclear initial communication with participants, confusion about the course offerings, and extremely high numbers of unused seats due to drop-outs and non-completers. Survey and focus group data indicated that the teachers and administrators who did complete the courses were satisfied and would continue taking the courses should they be offered going forward.

The majority of teachers interviewed during focus groups indicated that they had changed elements of their practice as a result of the courses they completed. Teachers were far more likely to say that the course had changed their practice when the course content was focused on individual classroom practice (such as *Assessment and Grading*), rather than broader school-wide interventions (such as *Pyramid Response to Intervention*). Teachers often felt limited in their capacity to implement school-wide interventions without the directive from their school leadership. Most teachers expressed that the content in the courses had encouraged them to be “more reflective” in their practice.

Teachers expressed some increased collaboration as a result of having taken the courses, both with other teachers who had taken the courses as well as teachers who had not taken the courses. Teachers universally expressed the necessity for more common planning and collaboration time in order to enhance teaching and learning on a school-wide level.

The ability to pay \$150 to upgrade to graduate credit proved to be a somewhat popular option, with 30-35% of enrolled teachers and 8-11% of enrolled administrators choosing to upgrade. Teachers and administrators who did choose to upgrade for graduate credit were nearly certain to complete the course in its entirety, with completion rates of 99-100%, compared to completion rates of 8-9% for teachers and 7-20% for administrators who did not choose to upgrade. When speaking with teachers, they were excited about the ability to obtain graduate credit for such a reduced cost and use those credits towards salary advancement at SDP. However, several teachers expressed that this option would be far less valuable to them should the District choose to eliminate the practice of paying teachers more for earning advanced degrees, as has been proposed in current ongoing Collective Bargaining Agreement negotiations between SDP and PFT, the Philadelphia teachers’ union.

It is still unclear as to what extent the onsite coaching support provides a value-add to course participants. Data to this point suggest that coaching support is a helpful, though not crucial element of course success.

Based upon findings from the Year 1 preliminary evaluation, the following suggestions are offered for consideration:

### **Alignment and Integration:**

- Seek greater integration and coordination with the overall District professional development program to improve participation and ensure alignment between the District’s strategic goals and the development opportunities offered for staff.
- For courses that are offered in conjunction with District initiatives, SDP’s appropriate program office should work closely with KDS in order to ensure alignment between District initiatives and the KDS

courses. Staff members from collaborating program offices should complete the courses in their entirety.

- Work with school leadership to incorporate more time for teacher and staff collaboration into the school day and to ensure that teachers have the necessary supports and resources to incorporate the program content and pedagogical skills in their instruction.

#### **Program Components:**

- Reconsider the role of the onsite coaches in the program. Create a true comparison group of teachers with access to an onsite coach and those without access to the onsite coach to determine the impact and necessity of in-person coaching support, compared with online coaching support.

#### **Implementation and Strategic Marketing:**

- The option of enrolling in individual courses, rather than in a series of four courses, should be built into the program to reduce drop-outs and wasted seats.
- Because of the strong positive correlation between participants investing their own \$150 and their likelihood of finishing the course, focus on the low-cost graduate credit upgrade when marketing courses to teachers – target teachers in pursuit of graduate credit, and encourage and promote the upgrade to graduate credit option. For teachers who do not choose to pay \$150 to upgrade to graduate credit, consider implementing a ‘pay-back’ stipulation, wherein participants would be required to pay-back a certain percentage of the course costs to the District should they not complete the course.
- Engage school leadership and increase principal autonomy in course selection and sequencing to maximize building-level reform possibilities.
- Consider targeting unused seats to receiving schools<sup>7</sup> to support building-wide reform and ability to support influx of relocated students.

#### **Cost-Effectiveness and Maximizing Return on Investment:**

- Monitor cost-effectiveness of program and per seat rate of courses completed.
- Work with KDS to recover some or all of the seats in cases where a participant was enrolled in but did not begin the course, and allow those seats to be considered ‘unused’ and offered to new participants in the 2013-2014 school year.
- Work to develop a reorganized implementation plan for the 2013-2014 school year that better meets the District’s needs and utilizes unused course seats while minimizing additional dollars spent. Based on the current (Year 1) contract, the only service that carries into Year 2 is unused seats.

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<sup>7</sup> A ‘receiving school’ refers to a school that is absorbing an influx of new students in the upcoming school year who have been relocated to the receiving school as a result of another school’s closure by the Facilities Master Plan.

## **Appendix A: Statement of Work**

## Exhibit A: Statement of Work

### OVERVIEW

KDS will deliver blended model professional development to teachers and leaders in approximately 100 struggling schools (designated by SDP) in the School District of Philadelphia during the term on July 1, 2012 through June 30, 2013. During this time, teachers will take four (4) courses and two (2) leaders in each school will take two (2) courses. KDS blended model professional development includes high-impact, rigorous online courses supplemented by onsite coaching. KDS, as a PDE-Approved Act Provider, can issue Act 48 Hours for completed courses or provide graduate credit options. The objective of the project is to significantly improve teaching and leadership skills in the district's most challenged schools.

### COURSE SEATS

- SDP will purchase 18,000 course seats (**COMPREHENSIVE COURSE** or **PREMIUM COURSE** as listed in the KDS Course Catalog) and plans to allocate them in the following way:
  - o 4,400 teachers will receive access to 4 courses (17,600 seats total)
  - o 200 leaders will receive access to 2 courses (400 seats total)
- Each course seat includes:
  - o Grading
  - o Facilitation with extended mentoring
  - o Act 48 reporting services
  - o **CUSTOMER SUPPORT**
- SDP must allocate course seats within 1 year
  - o KDS is granting SDP the option to utilize unallocated seats through June 30, 2014, if circumstances warrant
- Course seats include option to convert coursework to graduate credit (for an additional fee to the participant)

### ENTERPRISE SUBSCRIPTION

- The district is purchasing an annual **ENTERPRISE SUBSCRIPTION** through June 30, 2013, including:
  - o Course authoring tools
  - o Unlimited access to district-authored courses during subscription period

### SERVICES

- **SERVICES** may include any of the following services, to be customized according to the district's requirements:
  - o **CONSULTING** for discovery / project planning
  - o **INTEGRATION WITH DISTRICT'S PD MANAGEMENT SYSTEM**
  - o **DISTRICT IMPLEMENTATION** and setup of **DISTRICT TOOLS**
  - o Engagements with keynote speakers
  - o Onsite / face-to-face professional development
  - o Coaching/Mentoring
  - o Production of customized **FACILITATOR'S GUIDE** and/or **FACILITATOR'S SCRIPT**

(NOTE: **Bold-faced** products/services are described on the following pages.)

EXHIBIT A: Statement of Work

## DETAILED DESCRIPTION OF PRODUCTS AND SERVICES

### COMPREHENSIVE COURSE

In-depth online course on best teaching practices from renowned educators with the goal of improving student achievement.

- Self-paced, online course
- 1-year license (can start course anytime within 1 year of purchase date)
- 4-months' access (1 semester) from access start date (seat start date set by KDS)
- Up to 50 hours of rigorous coursework
  - 8-15 hours of video presentations with synchronized slideshows
    - Presentations from nationally recognized experts
    - Workshop discussions with practicing teachers
    - Interviews with school leaders and teachers
    - In-classroom demonstrations of practice
  - Up to 35 hours of coursework depending on district's choice of requirements, including:
    - Completing reading activities
    - Completing quizzes
    - Completing reflection questions
    - Completing midterm exam (include or not)
    - Completing final exam (include or not)
    - Passing minimum requirements/grades on activities above as set by district
    - Posting comments in discussion forum (choose number of posts required per unit and minimum/maximum response length)
    - Participating in peer review (choose number of required comments on uploaded peer projects)
- Access to printable course resources including
  - Slideshow presentations
  - Course transcriptions
  - Syllabus
  - Additional reading (varies by course), such as handouts, worksheets, printable tools, supplemental information, articles, handbooks
  - Portfolio of all submitted work
- Scoring of participant work
  - Either system-graded or graded by district's course facilitator
  - KDS grading available at additional fee
- Certificate of completion
- Potential for Act 48 or "wrap-around" graduate credit (additional fees apply)
- Course titles listed in the most current *KDS Course Catalog*
- May require additional purchase of *Supplemental Materials*  
Includes *Customer Support*

### PREMIUM COURSE

All *Comprehensive Course* features plus:

- Presentation / content by Solution Tree experts
- eBook integrated with course; written by course expert(s)/presenter(s)—eminent education practitioners—based on years of research and practice
- Special "reflection question" units based on accompanying eBook, typically one unit per corresponding eBook chapter  
Permanent ownership of eBook, accessible outside eClassroom

KDS will grant access to KDS Enterprise License Subscription, including a course delivery platform to meet all online professional development needs across the entire district. This includes:

EXHIBIT A: Statement of Work

- Extended course access during subscription term (1 year, renewable)
  - Personal library of courses taken by each teacher
  - Allows teacher to review video, PowerPoint presentations, coursework completed, and all course resources
- Course authoring tool
  - District-authored courses available to all teachers at no per-course fee
  - User management and course assignment tool
- Self-registration
  - Teacher can enroll him/herself from a district-determined menu of courses
  - District can set maximum number of courses per teacher

#### **DISTRICT IMPLEMENTATION**

Technical consulting and work needed for the district to deliver courses to teachers, including:

- Set up custom "Launch Page"
- Handle users (1x per implementation)
  - Acquire user lists
  - Group users
  - Assign users to courses
  - Enable administrative access for designated users
- Configure each course
  - Select exams: midterm, final
  - Choose grading options (passing grade)
    - Completion=Pass
    - Passing based on minimum multiple choice score (automated)
    - Passing based on district facilitator's/grader's assessment
  - Set discussion forum participation requirement (set number of required posts per unit and minimum/maximum response length)
  - Seed discussion forums
  - Customize certificate of completion
    - District-branded with appropriate signatures
    - Credit earned (type and amount)
  - Create syllabus reflecting these choices
  - Offer graduate credit conversion options
- Help *getting started*
  - Deliver webinar training for administrators on using eClassroom, reporting, grading, and discussion facilitation (1 hour)
  - Send welcome email with login instructions to all users

#### **DISTRICT TOOLS**

Web portal and reporting tools for district-level customers

- Designated URL and branded district launch page
- Branded login page
- Customized email alias for support issues
- Designated support representative for district administrators
- District-wide communication tools for teachers taking courses (discussion forum)
- Reporting tool for administrators, showing:
  - User progress
  - User progress by course
  - Course progress
- Usage report (time online, browsers, login times)
- Tools for administrators

EXHIBIT A: Statement of Work



- Configure grading schema and minimum passing grades
- View and grade coursework
- Facilitate / seed discussion forum
- Administrator and end-user documentation

**ENTERPRISE SUBSCRIPTION LICENSE**

Course delivery platform meeting all online professional development needs across the entire district

- Extended course access during subscription term
  - Personal library of courses taken by each teacher
  - Allows teacher to review video, PowerPoint presentations, coursework completed, and all course resources
- Course authoring tool
  - District-authored courses available to all teachers at no per-course fee
  - User management and course assignment tool
- Self-registration
  - Teacher can enroll him/herself from a district-determined menu of courses
  - District can set maximum number of courses per teacher

**INTEGRATION WITH DISTRICT’S PD MANAGEMENT SYSTEM**

Single Sign-On (SSO): Allows teachers (when logged into the district’s existing PD Management System) to view and directly access assigned KDS courses without additional login. Completion alert: KDS automatically informs district’s PD Management System when teacher completes a course.

Districts must help coordinate with the Professional Development Management Partner. The integration process includes an initial discussion with both the district IT and PD Management System teams, configuring the API, and testing before going live.

**CUSTOMER SUPPORT**

Live, toll-free and email support 8:00am-8:00pm EST Monday-Friday.

- After hours (nights and weekends) phone support for basic questions and emergency escalations.

**CONSULTING**

KDS experts will conduct a comprehensive analysis of student achievement data, competency self-assessments, observations, evaluations, and professional surveys. They will examine district goals and initiatives as well as prior professional development.

The KDS Discovery process involves six phases:

1. Project Design
2. Data Collection
3. Analysis and Review
4. Strategic PD Plan Design
5. Operational Timeline and Plan
6. Implementation

Based on the above analysis of data regarding teachers’ competencies and skills, areas of underperformance and contributing factors, KDS experts will conduct project planning and management, including:

- Determining focused professional development curriculum
- Developing implementation plan
- Managing implementation plan
  - Selecting/training onsite professional developers

EXHIBIT A: Statement of Work



- Providing training materials
- Monitoring professional development quality
- Determining training schedule and identifying locations
- Providing data critical to demonstrating effectiveness of the professional development
- Creating communications strategy / plan
- Identifying areas for growth and improvement
- Delivering system-wide support for online/blended professional development
- Planning future strategic management of professional development supporting improved student achievement

#### **FACILITATOR'S GUIDE**

Guide for face-to-face sessions in the blended model. (Recommended for experienced facilitators)

A course guide for facilitator activities covering each unit in a course to help learners understand and apply content. Includes approximately 10-20 page outline per course with recommended segments to watch (moments to pause video), guiding questions to ask, activities to lead.

#### **FACILITATOR'S SCRIPT**

Script for face-to-face sessions in the blended model. (Recommended for new facilitators)

A customized scripted PowerPoint presentation with slides, handouts, and notes for each facilitator-led session. Contains very detailed descriptions of every face-to-face session and may include conceptual frameworks, rubrics, and other supporting documents.

## Appendix B: Interview Questions

1. What initially compelled you to enroll in the course?
2. Did you feel like the courses were what you expected?
3. Did you find yourself collaborating with other teachers who had taken the course?
  - a. Probe: Where/How? Barriers?
4. Did you find yourself engaging in discussions about the course with teachers who were not taking the course?
  - a. Probe: Where/How? Barriers?
5. Were you able to implement what you learned in the course? In what ways?
  - a. Probe: In what ways? Barriers?
6. Ultimately, did the course change the way you practice?
  - a. Probe: In what ways? Barriers?
7. Do you think the course changed practice globally at your school?
  - a. Probe: In what ways? Barriers?
8. What was your experience with your KDS onsite coach?
9. Would you take more courses if they continued to be offered?
10. Additional comments?

## Appendix C: Course Descriptions

### **Pyramid Response to Intervention: How to Respond When Kids Don't Learn**

Austin Buffum, Mike Mattos, and Chris Weber

The Pyramid Response to Intervention (PRTI) model has been notably successful and in this course, PRTI experts share their experience with implementation which consists of systematically identifying students' needs, providing targeted interventions, monitoring students' progress, and modifying interventions as necessary. Participants will go through the critical stages of establishing professional learning communities (PLCs) within schools and districts, using universal screening tools to ascertain students' learning needs, and devising interventions for students at three tiers: 1) the classroom teacher differentiates instruction to meet all of his or her students' needs, 2) teachers begin targeting their interventions to meet the needs of those students not met in Tier 1 and 3) teachers call on the expertise of others and practice one-on-one interventions with the remaining few. The presenters emphasize the role of collaborative teamwork and instruct participants how to make their meetings purposeful and effective. Interviews and classroom footage illustrate how constructive PLCs and PRTI has been for all parties invested in the mission of helping all students achieve at the highest levels possible.

### **Assessment and Grading for Student Achievement**

Damian Cooper and Ken O'Connor

Educational experts Damian Cooper and Ken O'Connor present a lively and topical course on the necessity of rethinking assessment practices to help students learn and become more efficient. Participants will analyze their current practice and begin to implement improvements based on newly considered distinctions between assessments FOR learning as opposed to assessments OF learning. Strategies included in the course include facilitating critical tasks for teachers, such as routinely sharing learning goals with students, providing examples of excellence (e.g., through rubrics), promoting collaborative work and self- and peer- assessment, and providing feedback that both informs students how to improve and allows them the time and space to do so. The course also examples the critical distinctions between formative assessment and summative grades and evaluates whether grades promote learning at all, what functions grades can serve in a standards-based system and, most importantly, when, what and how to grade students. Interviews with teachers and in-classroom workshops illustrate the key points throughout the course and provide examples in actual practice.

### **Transforming School Culture**

Anthony Muhammad

Presenter Anthony Muhammad sheds new light on understanding the complicated and dynamic relationships among school professionals in order to create a cohesive and positive culture. In this course, Muhammad identifies four general archetypes: The Believers, The Tweeners, The Survivors, and The Fundamentalists. If not working harmoniously these types taken as a group on your staff can be highly resistant to change and prone to interpersonal discord. This course will provide insight coupled with practical strategies for understanding and working with each type to dramatically improve school culture.

### **Improving Instruction through Strategic Conversations with Teachers**

Robyn R. Jackson

In this course instructional leaders, team leaders, teacher mentors, educational coaches, and administrators will learn a new model of strategic conversations designed to help quickly understand and assess the primary needs of the teaching staff, strategically apply their leadership skills to motivate and supports teachers, and help teachers make connections between their instructional techniques and student performance. Four conversational types are modeled by the presenter: reflective, facilitative, coaching, and directive. Modeling shows how to have conversations with teachers about recognizing the impact of behavior on students and assisting them in making the necessary connections, commitments, corrections, or changes to their teaching practices to keep students motivated, engaged and focused on learning.