

# PBIS CyberPD Project

## Formative Evaluation Strand 2: Classroom-Based Pilot Testing

Cathy Ringstaff

Danielle Brown

WestEd



# PBIS CyberPD Project

## Pilot Test Sites

- Teachers who participated varied in terms of their teaching experience and science content background.
- Some participants were new to PBIS, while others had used the curriculum before.
- Sites included:
  - Beaverton, Oregon (6 teachers)
  - Franklin, Wisconsin (5 teachers)
  - Milwaukee, Wisconsin (4 teachers)
  - New York City (4 teachers)

# PBIS CyberPD Project

## Pilot Test Study Requirements

- Complete the 10-hour “Getting Started” asynchronous online course
- Implement one or two units of PBIS during the school year using the CyberPD site and assets
- Complete research feedback activities, including:
  - Brief telephone interviews
  - Periodic online activity logs, describing use of the CyberPD site
  - Online teacher surveys

# PBIS CyberPD Project

## Incentives for Participating

- Teachers were provided with a class set of modules and all necessary equipment
- Teachers received up to \$850 as a stipend, depending on what they actually completed in terms of data collection

# PBIS CyberPD Project

## Teacher Survey

- Adapted from the Survey of Instructional Practices for Science
- Included questions on:
  - teacher demographics
  - teacher beliefs about their own skills and knowledge
  - teachers' instructional practices related to science, and the types of activities assigned to students for homework

# PBIS CyberPD Project

## Teacher Logs

- Topics included:
  - The extent to which the asset had a positive impact on teachers':
    - ability to implement the curriculum
    - confidence as a science teacher
    - ability to implement a specific instructional strategy
    - curiosity about the content
    - interest in learning more about a specific instructional strategy

# PBIS CyberPD Project

## Teacher Logs (continued)

- Teachers were also asked to comment on the extent to which the assets met their needs, given their:
  - existing content knowledge
  - existing experience using PBIS curricula
  - personal teaching and learning goals
  - level of expertise using technology

# PBIS CyberPD Project

## Log Completion

- Teachers were asked to do logs weekly, but were not always successful.
- Teachers were asked to comment on up to 3 different assets per week.
- Teachers completed a total of about 200 ratings of assets over the course of the 2013-2014 academic year.

# PBIS CyberPD Project

## Teacher Interviews

- Participating teachers participated in a total of 26 thirty-minute interviews over the course of the 2013-2014 year (1-2 per teacher).
- The interviews were intended to be conducted after teachers completed various PBIS Learning Sets.
- Teachers were asked to elaborate on their use of the CyberPD site, and discuss their general comfort with the curriculum.

# PBIS CyberPD Project

## Administrator Interviews

- Individuals at the district level who were involved in recruiting or offering support to participants (e.g., science resource specialists) were interviewed. Topics included:
  - Their views of the “Getting Started” course in terms of usefulness for their teachers
  - Their views of the CyberPD site in terms of usefulness for their teachers
  - Challenges their teachers faced in using these resources

# PBIS CyberPD Project

## Findings

- Teachers evaluated a wide variety of assets.
- The most commonly evaluated were video assets.
- About 70% of the logs indicated that teachers felt that the asset they evaluated were “totally appropriate” given their content knowledge.
- About 65% of the logs indicated that teachers felt the asset was “totally appropriate” given their experience with PBIS.

# PBIS CyberPD Project

## Findings

- About 60% of the logs indicated that teachers felt that the asset they evaluated were “totally appropriate” given their personal teaching and learning goals.
- Teachers rated most assets as having at least “moderate” to “significant” positive impact on their confidence as a science teacher, on their content knowledge, and on their ability to implement the curriculum.

# PBIS CyberPD Project

## Findings

- Teachers preferred the online, self-paced format because of the flexibility, but missed the face-to-face collaboration offered by traditional PD.
- Teachers believed the videos in the CyberPD were especially useful.
- The “Getting Started” online course led to a deeper appreciation for and understanding of the structure of PBIS activities.

# PBIS CyberPD Project

## Findings

- Teachers preferred the online, self-paced format because of the flexibility, but missed the face-to-face collaboration offered by traditional PD.
- Teachers believed the videos in the CyberPD were especially useful.
- The “Getting Started” online course led to a deeper appreciation for and understanding of the structure of PBIS activities.

# PBIS CyberPD Project

## Improvements Made to *PBIS CyberPD* site

Examples of improvements made to the CyberPD site as a direct result of teacher feedback during WestEd's pilot process.

Issue	Solution
Some teachers were not using the PD assets on the site, including the interactive teachers' resources, to their advantage.	IAT developed an asynchronous "Getting Started" course to guide teachers through the PD assets and features of the site in a logical sequence.
Teachers wanted to access specific assets without scrolling through a list. They also wanted to access all the information on the site about a specific topic.	A search feature was implemented in addition to the many other ways to access the site content.