

PBIS CyberPD Project

Formative Evaluation Strand 1: Scenario Guided Design Evaluation

Tamara Sumner and Heather Leary
University of Colorado Boulder

Holly Devaul
University Corporation for Atmospheric Research



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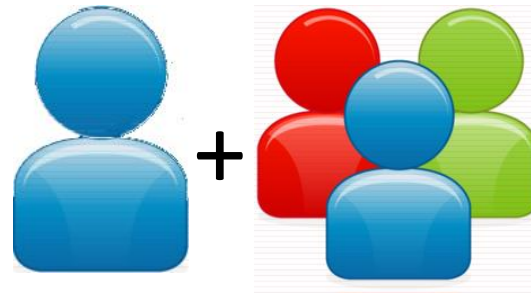
CU/UCAR Research

- Teacher Design Advisors recruited
- Developed process to evaluate CyberPD materials
 - Design process, as new features are developed we provide feedback quickly to inform the next iteration of development



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Why Scenario Guided Design Evaluation?



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Scenario Based Approach

- Real world task to address teacher needs
- Individual exploration with survey questions aligned to CBAM
- Analyze survey results
- Group webinar based discussion



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Example Scenario

Cheryl is a teacher leader for a team of 3 middle-school science teachers. She has recently observed classrooms in which the students build watershed models to represent different land uses (residential, commercial, industrial and agricultural). She has noted that many students are not sure what they should be looking for when they make their stream table observations, and that the teachers need some support and ideas for how to prompt them. She is meeting with her teachers in a couple of days so she wants to make some notes on what she finds for reference. Cheryl logs into the CyberPD environment to look for ideas; she uses the journal to take notes to refer to later.



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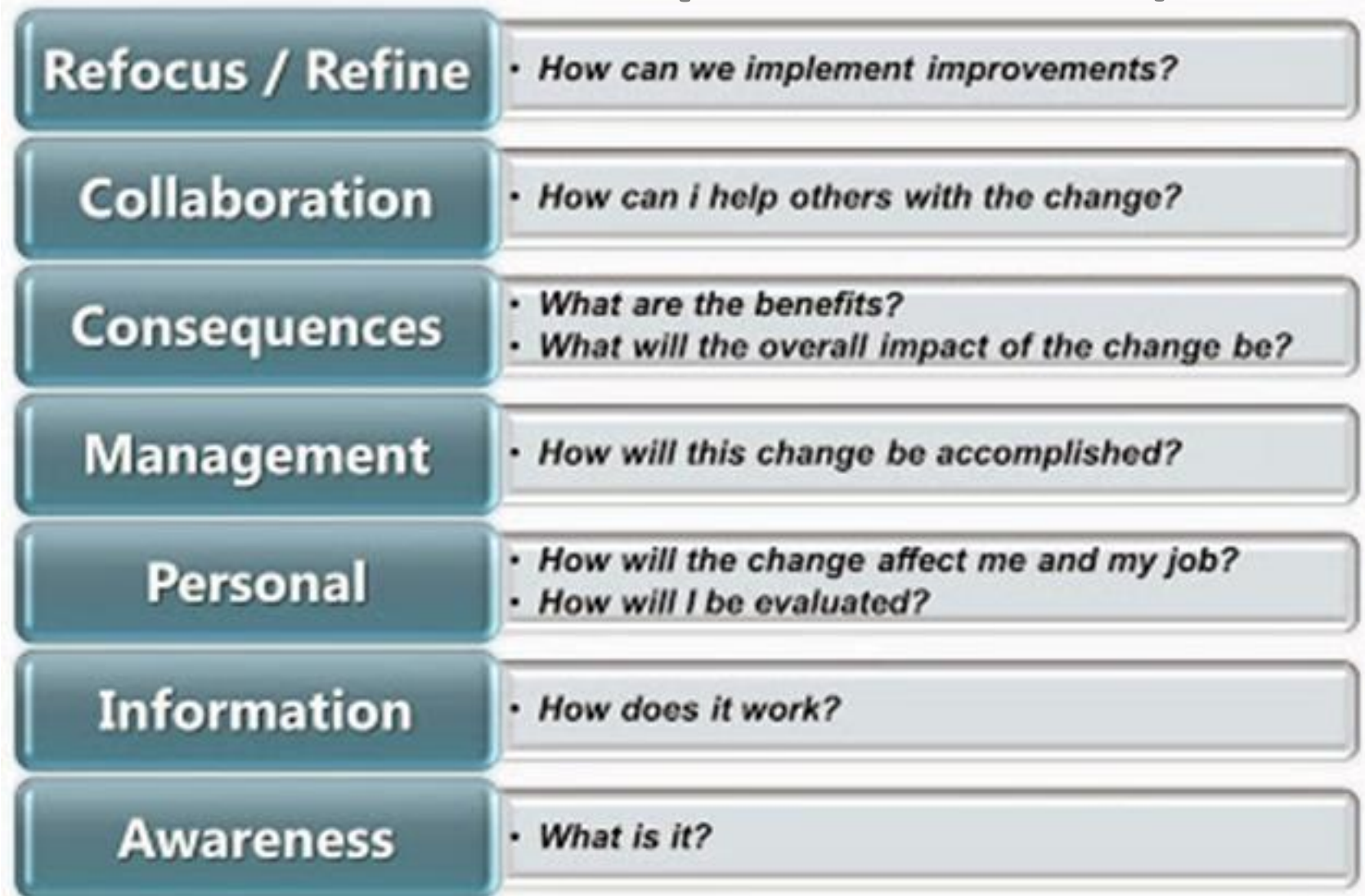
Example Scenario

Dan has been teaching Diving In for several weeks but notices that his pacing in the first two Learning Sets has been slow compared to his colleagues at his school. He is looking for guidance as he begins Learning Set 3; in particular he is concerned about how he will use the Project Board with the Whirligig Activity. He accesses the IPG for the first time, and opens the section on the Whirligig Challenge and works through the materials. He creates a personal copy of the guide, inserting dates from his school calendar and checking them off as he proceeds through the Learning Set. He also prints a copy so he can discuss his pacing with a fellow teacher.



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Concerns Based Adoption Model (CBAM)



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Example Survey Questions

Mixture of Likert Questions and Open Ended Questions

- Using the journaling feature to record reflections is user friendly.
- I have an increased understanding of new instructional practices associated with the *PBIS* program.
- I have an increased understanding of how the *Project Board* helps students move towards answering the *Big Question* and/or *Challenge*.
- Please report any problems, issues, or suggestions .
- What are the strengths of the CyberPD site?
- What are the weaknesses of the CyberPD site?
- How can the CyberPD site be improved?

Scenario	Usability / Utility Questions	CBAM	CBAM-Level Questions
<p>Sarah - Experienced teacher new to <i>PBIS</i> program</p> <p>Scenario #2: <i>Project Board</i> and classroom management</p>	<p>Rate the usability and utility of the online CyberPD environment for completing this task:</p> <p>It is easy to find information about the <i>Project Board</i>.</p> <p>The assets with information about the <i>Project Board</i> are useful.</p> <p>The assets with information about the <i>Project Board</i> are engaging.</p>	<p>Informational</p> <p>Management</p> <p>Consequence</p>	<p>After using the CyberPD environment I have an:</p> <p>Increased understanding of what the <i>Project Board</i> is.</p> <p>Increased understanding of how to introduce the <i>Project Board</i> to my students.</p> <p>Increased understanding of how the <i>Project Board</i> helps students move towards answering the <i>Big Question</i> and/or <i>Challenge</i>.</p> <p>Increased understanding of the role of the <i>Project Board</i> in helping students think and act like scientists and engage in scientific argumentation.</p> <p><i>List the assets you used to complete this task.</i></p>



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Results From Using This Process

- Iterative, timely and useful feedback to developers
- Scenarios provide structure to engage advisors in a productive exploration of the materials and launching point for group discussions
- Group discussion is beneficial PD opportunity for advisors to share ideas and practice
- Improved materials for each round of implementation studies



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Any Questions?

- Contact us online
 - Tamara Sumner: sumner@colorado.edu
 - Heather Leary: heather.leary@colorado.edu
 - Holly Devaul: devaul@ucar.edu



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Evaluation Activity

Scenario exploration: <http://goo.gl/66tuPV>

CyberPD site: <http://www.pbiscyberpd.org/>

Username:
drk12a@gmail.com

Password:
pi8514

Username:
drk12b@gmail.com

Password:
pi8614

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Activity Scenario

Fiona is an experienced middle school science teacher, but has just moved to a new district and has been assigned to teach PBIS, a curriculum with which she is not familiar. School starts in a couple of weeks and she needs to learn about the curriculum quickly and begin planning for the first learning set. She has heard the PBIS curriculum uses a Project Board but is not quite sure what that means. She is provided an account in the CyberPD site and advised to consult the Interactive Planning Guide for the Living Together unit and videos about the Project Board. Fiona logs into the site to explore and begin planning and preparing for her new teaching assignment.



PBIS CyberPD Online Exploration

* Required

Scenario

Please read the following scenario about an experienced teacher new to the PBIS program, explore the site as if you were this teacher and answer the questions.

Fiona is an experienced middle school science teacher, but has just moved to a new district and has been assigned to teach PBIS, a curriculum with which she is not familiar. School starts in a couple of weeks and she needs to learn about the curriculum quickly and begin planning for the first learning set. She has heard the PBIS curriculum uses a Project Board but is not quite sure what that means. She is provided an account in the CyberPD site and advised to consult the Interactive Planning Guide for the Living Together unit and videos about the Project Board. Fiona logs into the site to explore and begin planning and preparing for her new teaching assignment.

Rate the usability and utility of the online CyberPD site for completing this task: *

	Strongly Disagree	Disagree	Agree	Strongly Agree
The CyberPD site is easy to navigate.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The assets in the CyberPD site are useful for this task.	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
It is easy to find information about the Project Board.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The Project Board videos are useful.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

After using the CyberPD site I have an: *

	Strongly Disagree	Disagree	Agree	Strongly Agree
Increased understanding of the PBIS program.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Increased understanding of the Living Together unit.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Increased understanding of new instructional practices associated with the PBIS program.



Increase understanding of what the Project Board is.



Increased understanding of how the Project Board helps students move towards answering the Big Question.



Please report any problems/issues/suggestions.