

Rural Collaborative to Improve Instruction and Expand Student
STEM Opportunities and 21st Century Skills through Literacy
Design Collaborative (LDC)



EVALUATION PLAN

Submitted to:
Northwestern Local Schools

Submitted by:
THE PAST FOUNDATION



Knowledge Capture Team

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Rural Collaborative to Improve Instruction and Expand Student STEM Opportunities and 21st through Literacy Design Collaborative (LDC)

EVALUATION PLAN

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Rural Collaborative to Improve Instruction and Expand Student STEM Opportunities and 21st Century Skills through Literacy Design Collaborative (LDC)

EVALUATION PLAN

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The Rural Collaborative to Improve Instruction and Expand Student STEM Opportunities and 21st Century Skills through Literacy Design Collaborative (Rural LDC Project) is a project funded by the Ohio Department of Education Straight A Fund. The project is designed for implementation in five rural districts that comprise the *Rural Collaborative consortia schools*, including Northwestern Local Schools, Mapleton Local Schools, Hillsdale Local Schools, Loudonville-Perrysville Exempted Village School District, and Black River Local Schools. Beginning in the grant year (2016-17) and continuing through five successive years (2017-18 through 2021-22) this project is being implemented by the Northwestern Local Schools in partnership with Battelle Education (BEd) and High Schools that Work (HSTW). The PAST Foundation Knowledge Capture Program (KC) will conduct the evaluation of project implementation and project outcomes.

Evaluation Overview

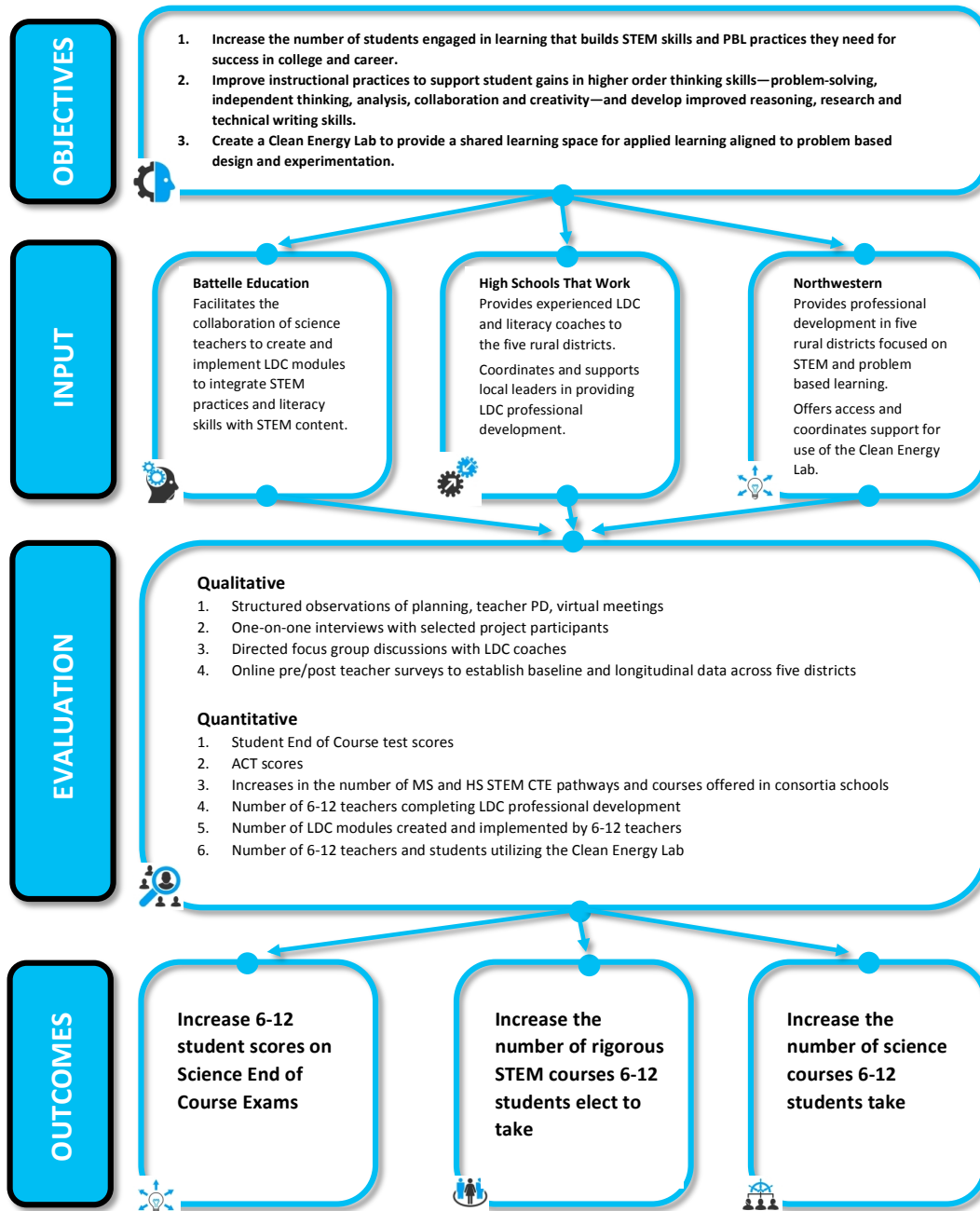
This Evaluation Plan provides an overview of the work to be conducted including research questions, identified metrics, methodologies employed, and reporting. Formative evaluation will be embedded within the project to assure the project is focused and responsive to stated objectives and outcomes. Summative evaluation will track quantitative metrics relative to project outcomes, and establish baseline data and comparative assessment of progress across the five Rural Collaborative District consortia schools.

The **Rural LDC Project Logic Model** (see following page) presents the proposed *Project Objectives, Inputs, Evaluation, and Outcomes*. The Logic Model will also function as a tool to communicate project objectives, implementation strategies and evaluation findings to stakeholders including the Project Implementation Team, District Administrators, Teachers and other stakeholders (USDOE 2014). Use of the Logic Model to reflect progress over time with implementation provides a powerful tool to track the process undertaken by the Rural Collaborative consortia schools in collaboration with the Project partners, Battelle Education and High Schools that Work. The initial Logic Model will function as a guide for all stakeholders to understand the planned strategies and activities to support implementation. The Logic Model will be updated annually to communicate evaluation findings and progress toward program goals for all stakeholders.





Rural Collaborative to Improve Instruction and Expand Student STEM Opportunities and 21st Century Skills through Literacy Design Collaborative





Evaluation Research Design

The Rural LDC Project has identified three key outcomes. These outcomes are focused on student success and factors associated with improving instructional practices in science and literacy learning. *Table 1: Three Key Benchmarks of Student Success*, lists the outcomes of the project that will be demonstrated in tracking student test scores, assessing impacts of increased science courses offered to middle school and high school students, as well as impacts of increases in STEM CTE pathways courses offered and numbers of students that elect to enroll in those courses. Inherent in these outcomes are assumptions that increased exposure to science content through LDC modules provides a hands-on problem based learning approach that will improve student understanding of science concepts and increase literacy skills. Students enrolled in the Rural Collaborative middle and high schools will also be increasingly exposed to science instruction during the grant period designed to build STEM skills and practices including gains in higher order thinking skills – problem-solving, independent thinking, analysis, collaboration and creativity – and developing improved reasoning, research and technical writing skills, all of which are essential to preparation for success in college and career.

Rural LDC Project Table 1: Three Key Benchmarks of Student Success	
Benchmark 1	Increase in student scores on science end of course exams
Benchmark 2	Increase the number of science courses available for students to take
Benchmark 3	Increase the number of rigorous STEM courses students elect to take

The Rural LDC Project professional development is designed to increase teacher skills in utilizing the LDC Core Tools to support improved quality and practices in science instruction. The project intends to track teacher skill development in designing robust LDC modules, implementing modules with students in their classrooms, as well as building collaborative teacher relations within each of the five Rural Collaborative Districts, and potentially across the five districts in sharing best practices. This may occur either across grade bands, and/or within content areas. Additionally, the LDC Core Tools system involves use of student rubrics to support differentiation in instructional strategies. Use of LDC student rubrics have the potential to inform instruction in ways that will enhance teachers' abilities to identify student learning needs, and modify instruction to better address specific identified learning gaps.

Table 2: The Rural LDC Evaluation Research Plan presents a summary overview of research questions, types of data collected to inform the evaluation of project desired outcomes, and methodology. The following table is based on the approach to benchmarking teacher instructional design and implementation (Danielson, Domains 1 & 2), and benchmarking instructional success using student data (Danielson, Domains 3 & 4).





TABLE 2: Rural LDC Evaluation Research Plan

Research Question	Data Collection	Methodology/Instruments
<i>Does LDC PD support improvements in teachers' ability to assess student work (LDC rubric) to provide feedback and differentiate instruction to improve student learning?</i>	Teacher rubric to assess quality of instructional design; reflection of instruction, modification and evidence of changes in instruction; use of LDC student rubric	Observation of PD workshops; LDC coach rubric assessment of LDC modules; HSTW onsite coaching reports to capture reflection and modification
<i>Does LDC PD support increased collaboration among Rural Collaborative teachers (within districts and between districts) to share best practices in implementing LDC modules and use of student rubrics?</i>	Reflection on instruction, modification and evidence of changes in instruction; numbers of teachers reporting use of the same module and/or sharing of resources; one-on-one interviews with LDC coaches; numbers of modules submitted for national review	Observation, and quantitative evidence of numbers of modules produced and repurposing or reuse of those LDC modules
<i>What are barriers or challenges that could impede LDC implementation?</i>	Survey Data; focus group data; one-on-one interview data with LDC coaches	Online Pre/Post Survey; onsite focus group structured dialogue; virtual recorded interviews
<i>What strategies are teachers employing to overcome these challenges in attaining best practices?</i>	Survey Data; focus group data; one-on-one interview data with LDC coaches	Online Pre/Post Survey; onsite focus group structured dialogue; virtual recorded interviews
<i>What evidence in student performance shows improvement from increased exposure to science concepts through hands-on problem based learning?</i>	Student test data showing changes over time to track progress in basic to proficient, and proficient to advanced competency	Quantitative student assessments over time
<i>What evidence in student performance shows improvement in STEM skills from increased exposure to STEM practices through hands-on problem based learning?</i>	Student rubric data and presentations of learning that reflect embedded STEM skills in everyday thinking	Student LDC Argumentation Task Design Rubric (grades 6-8; grades 9-12)
<i>What evidence in student presentation of learning shows increased science literacy?</i>	Student rubric data and presentations of learning that reflect embedded content understanding and ability to articulate and argue science concepts	Student LDC Argumentation Task Design Rubric (grades 6-8; grades 9-12)

A timeline of evaluation tasks and activities is presented in *Table A: Rural LDC Project Evaluation Schedule 2016-17 and 2017-18* and shows planned implementation tasks and coordinated evaluation activities (see Appendix A). These will occur onsite, or will be conducted virtually via Zoom®, an interactive web-based platform that supports virtual meetings of up to 10 individuals. Surveys will be administered using SurveyMethods®, a web-based platform certified for conducting anonymous surveys observing protocols for confidentiality of data collection and anonymity, including protection of a respondent's email ID and IP address.





Data collection strategies will include data gathered directly by the evaluation team (structured observation, surveys, focus groups, and one-on-one interviews), as well as implementation data using formats for assessment of work-in-progress designed by Battelle Education and by High Schools that Work. These materials are presented in the Appendix of this document.

The *Battelle Education LDC Professional Development Calendar for 2016-17* is presented in Appendix B. The calendar plan provides details for PD sessions including instruction to teachers in design and use of the LDC student rubric. Additionally, LDC Coaches will employ use of a teacher rubric to evaluate quality of the LDC modules produced.

Below is a brief description of the three types of rubrics that will be employed during training and classroom implementation of LDC modules.

1. LDC Argumentation Task Design Rubric - Grades 6-8

Battelle Education has requested teachers to bring samples of final student work, grades 6-8, to the design sessions, "Evaluate and Improve" scheduled for December and March. At these sessions middle school teachers will collaborate with colleagues and a LDC coach to score student work against the *Argumentation Task Design Rubric - Grades 6-8*. The samples of student work with scored rubrics will be collected and uploaded to the *LDC Core Tools* web platform for future reference. (See Appendix C.)

2. LDC Argumentation Task Design Rubric - Grades 9-12

Battelle Education has requested teachers to bring samples of final student work, grades 9-12, to the design sessions, "Evaluate and Improve" scheduled for December and March. At these sessions high school teachers will collaborate with colleagues and a LDC coach to score this student work against the *Argumentation Task Design Rubric - Grades 9-12*. The samples of student work with scored rubrics will be collected and uploaded to the *LDC Core Tools* web platform for future reference. (See Appendix D.)

3. LDC Jurying Rubric

Battelle Education will use the *LDC Jurying Rubric* to give formative feedback to each Cohort 1 teacher on their LDC modules at the "Evaluate and Improve" design sessions in December and March. Additionally, teachers may choose to submit their modules for national review. The national review uses this same LDC Jurying Rubric. (See Appendix E.)

High Schools that Work will conduct onsite coaching with Cohort 1 Rural Collaborative teachers (n=15) across the five districts. Site visits are documented using the *Rural LDC HSTW Coaching Report* (see sample document in Appendix F).

HSTW Coaching Reports are drafted by HSTW Coaching Team members after every visit to a teacher/school. Initial on-site Coaching Reports include: teacher progress in developing their





LDC modules, collaboration efforts with other teachers, feedback on Battelle training sessions, questions, comments/concerns, and support requested by the Battelle and HSTW Coaches. The reports also include information about next steps such as specific items to be sent by the LDC Coach to the teachers by a specified date, and/or the specific items expected from the teacher by a specified date, and/or the date, time and location of the next on-site visit. Successive reports will include these same elements, as well as additional feedback on specific Coach requests or instructions.

HSTW Coaching Reports will be submitted within three days of teacher/school visits. Reports are emailed to the teachers for edits and comments. If corrections are received, the reports are updated. The final reports are emailed to the teacher, District Liaison and the Evaluation Team. Each HSTW Coaching Team member participates in a debrief session to share the information in the report to determine individual teacher needs and to establish the types of reporting elements and feedback to collect on subsequent visits.

Evaluation Methodology

The plan for evaluation of the Project involves both formative and summative evaluation. Use of both formative and summative evaluation is intended to aid the project to:

- 1) Establish baseline data
- 2) Determine effective modifications during the course of the grant
- 3) Regularly assess fidelity to project goals and outcomes
- 4) Identify constraints encountered that may pose threats to validity within the implementation process
- 5) Review evidence of change and impact

Formative Evaluation

Formative evaluation will use a mixed-methods approach, involving qualitative and quantitative data collection and analysis, producing quarterly reporting, and providing real-time data to the project Evaluation Team. Formative evaluation will combine key informant interviews, focus groups, structured observation, and online surveys, capturing the voice of teachers, administrators, coaches, and scientists to identify enabling strategies that emerge in early stages of the project, and constraints encountered. Structured focus groups with Cohort 1 Teachers will be conducted in Fall 2017 to establish in-depth, thematic understanding of presence/absence of progress in attaining project outcomes that can be quantitatively translated to prioritize effective LDC training strategies for broader deployment across school sites in succeeding years of the project.

The PAST Foundation has secured approval for research (IRB for Human Subjects Research) that provides strict protocols for data collection (confidentiality and anonymity) and data archiving during the project and following completion of evaluation activities. Only the PAST Foundation research team will have access to primary data collected in surveys, focus groups, and interviews. Aggregate data will be presented for review to the Evaluation Team. Information





about human subjects research and consent documents was circulated to the five Rural Collaborative Districts. These documents are presented in Appendix G.

Table 3: Rural LDC Project Knowledge Capture Formative Evaluation Methods presents an overview of research methods including a brief description of the research instruments involved, type of analysis, and report product. Samples of data collection instruments are presented in the Appendix and include the *Cohort 1 Teacher Pre Survey* (9/30/16) (Appendix H) and *Follow-up Survey* (10/14/16) (Appendix I), and LDC Coach interview questions (Appendix J). Proposed focus group questions for Cohort 1 Teachers (to be conducted in Fall 2017) will be developed and presented in the Annual Report.

**Table 3: Rural LDC Project
Knowledge Capture Formative Evaluation Methods**

Research Activity	Process Conducted by Evaluation Team	Evaluation Product
Observation of Rural LDC Project Implementation Activities	Structured observation of LDC training sessions, and monthly Implementation Team Meetings to reflect the process of the stakeholders, including communication and interaction related to priorities during phases of project activities.	Bullet point reports providing summary of emerging themes; submitted in quarterly grant reports.
One-on-One Interviews	Conduct Key Informant interviews with the HSTW and BE LDC Coaching Team members to develop the context for formative evaluation based on program design and goals for start-up training goals and implementation; data collected to inform pre/post teacher survey design.	Narrative analysis of training goals and expectations of LDC Coaches; narrative analysis to identify diverse perspectives and experiences that contribute to building solid coaching support for Cohort 1.
Teacher Surveys	Grant Year: Design pre/post online surveys for (15) teachers in 5 Consortia districts. Survey data to include classroom activities and teacher perceptions of program impacts related to science and literacy instructional strategies, and views of student engagement levels. Year 1: Conduct pre/post surveys with (49) teachers across five districts. Years 2-5: Conduct pre/post surveys with teachers engaged in training and implementation of LDC modules across 5 districts in Consortia schools.	Qualitative and quantitative analysis submitted with quarterly and annual grant reports.
Rural LDC Project Teacher/Coach Focus Group	Year 1: Conduct group discussion with teacher/coaches in Consortia schools regarding LDC Module design and implementation strategies in classrooms within their districts; identify challenges, benefits, and gains experienced during grant year of project implementation; explore year one implementation strategies for a "Train the Trainer" model for Consortia schools.	Qualitative analysis to identify challenges and barriers to attaining project goals; narrative analysis and bullet point reports submitted to the Implementation Team in Fall 2017.
Formative Evaluation Meetings	Quarterly meetings and others as needed to review implementation schedules; review logistics of evaluation team involvement in project implementation activities; review interim stages of analysis of qualitative and quantitative data to inform implementation strategies; quarterly review of formative data collection and activities.	1 - 2 hr. meetings conducted virtually, coordinated and conducted by the Knowledge Capture Team.





Summative Evaluation

Summative evaluation will track metrics during the grant period associated with student achievement factors and other related program goals to increase student engagement in learning experiences that can build STEM skills and practices essential to preparation for college and career. These include increases in STEM CTE Career Pathway course available to students; increased number of science/STEM courses taken by students; increased number of students electing more rigorous STEM courses; EOC exam scores; and ACT Exams. Metrics on numbers of teachers receiving PD and coaching instruction during the project, as well as numbers of LDC modules produced, numbers of LDC modules submitted for national review, number of teachers implementing the LDC science and literacy modules, and use of the LDC student rubric will also be tracked. A metric tracking instrument will be designed in the grant year and will be used to measure project results throughout the completion of the grant period (June 2022) by all five Rural Collaborative Districts. The instrument developed to track summative metrics will be presented in the July 2017 Annual Report, and will be provided to participating schools for updating and reporting annually through 2022.

Communications Plan

The overall strategy for communication is presented in *The Rural LDC Communications Plan* (see Appendix K). This plan reflects the strategy to be conducted as designed by the Grant Manager for all project participants and includes:

- Communication Objectives
- Communication Audience and Communication Purpose
- Communication Message and Mode of Delivery
- Communication Message Contents
- Target Audience List of Participants

Additionally, three other documents are presented in the Appendix. *Table B: Rural LDC Quarterly Evaluation Meetings and Report Schedule* (Appendix L) presents information about the schedule for Evaluation Team meetings and evaluation reporting. A chronology of PAST Evaluation Team activities (Appendix M) is presented reflecting interaction between the PAST research team and the Project Evaluation Team during the first quarter of the grant year. A sample chronology for HSTW activities to document onsite school/district visits with Cohort 1 teachers (Appendix N) also reflects the onsite interaction/communication by HSTW Coaching Team with Cohort 1 Teachers, as well as debriefing and other strategy sessions conducted internally by the HSTW Team.





Budget and Expense Reporting Protocols

The Rural LDC budget was established in the original grant application. Districts should adhere to this budget unless a formal budget revision has been filed in the CCIP by the Northwestern Local School District and approved by ODE.

Districts should submit invoices for reimbursement to the Northwestern Local School District. Invoices should identify the budget code, summary or brief description of the item or service purchased, subtotal for each line item and the total for the invoice. Along with the submitted invoice, district should include all applicable supporting documentation (i.e. copy of district's purchase order requisition, district purchase order, time sheets, packing slips, and any other relevant documentation). Invoices will not be paid to the districts without all proper documents.

The Northwestern Local School District will maintain accurate financial records for the entire project that will document the expenses and assure budget adherence. Northwestern will review the project budget and submitted invoices monthly and will communicate a budget summary during monthly Implementation Team meetings. Cost savings will be monitored and reviewed bimonthly to determine if revisions to the original budget are needed. Proper protocols as outlined by ODE will be followed to formally revise the project and/or budget if deemed necessary.





APPENDIX

Rural Collaborative to Improve Instruction and Expand Student STEM Opportunities and 21st Century Skills through Literacy Design Collaborative LDC Evaluation Plan

Appendix A:

Table A: Rural LDC Project Evaluation Schedule 2016-17 and 2017-18

Appendix B:

Battelle Education LDC Professional Development Calendar for 2016-17

Appendix C:

Battelle Education Student Rubric

Battelle Education LDC Argumentation Task Design Rubric – Grades 6-8

Appendix D:

Battelle Education Student Rubric

Battelle Education LDC Argumentation Task Design Rubric – Grades 9-12

Appendix E:

Battelle Education Teacher Rubric

Battelle Education LDC Jurying Rubric

Appendix F:

Rural LDC High Schools That Work Coaching Report Template





Knowledge Capture

Appendix G:

Evaluation Information to Rural LDC Districts
and Human Subjects Consent Documents
Knowledge Capture Evaluation Infographic
PAST Foundation Consent to Participate in Research:
Adult Audio Recording, Observation and Written Documentation
PAST Foundation Consent to Participate in Research:
Adult Observation and Written Documentation
PAST Foundation Consent to Participate in Research:
Adult Online Survey
PAST Foundation Consent to Participate in Research:
Focus Group Verbal Consent for Audio Recording

Appendix H:

2016 Teacher Survey Questions
Cohort 1 Teacher Pre Survey Questions
September 30, 2016

Appendix I:

2016 Teacher Survey Questions
Teacher Follow-up Survey Questions
October 14, 2016

Appendix J:

2016 Interview Questions
LDC Coach Interview Questions

Appendix K:

The Rural LDC Communications Plan
Implementation Team Meeting Agenda and Notes Template

Appendix L:

Table B: Rural LDC Quarterly Evaluation Meetings and Report Schedule
Rural LDC Quarterly Evaluation Team Meeting Agenda Template

Appendix M:

Table C: Rural LDC Project Chronology of PAST Evaluation Team Activities

Appendix N:

Sample Chronology for High Schools That Work School/District Site Visits





Appendix A:

Table A: Rural LDC Project Evaluation Schedule 2016-17 and 2017-18





Knowledge Capture

Projected Date(s)	Task	Description	Location	Knowledge Capture Team	Implementation Team
TABLE A: Rural LDC Project YEAR 1 Evaluation Schedule 2016-2017 [10.31.16] (BLACK TEXT: Schedule based on Rural LDC Implementation Work Plan; DATES, TIME, AND LOCATION are subject to revision; BLUE TEXT: PAST Evaluation)					
August 29, 2016	Implementation Team Planning Meeting	OBSERVATION: Preliminary project planning session	Northwestern	Maria Cohen, Kayla Galloway ONSITE	Project Implementation Team
August 29, 2016	Evaluation Team Meeting	Review evaluation timeline; survey work plan	VIRTUAL	Monica Hunter	Scott Smith, Kelly Evans
August 31-September 13, 2016	Key Informant Interviews: LDC coaches (8)	Explore preliminary goals for year 1 teacher cohort (pre/post implementation survey)	VIRTUAL	Monica Hunter, Maria Cohen, Kayla Galloway	Battelle Ed and HSTW LDC coaches (8)
September 7, 2016	Project Launch	All participants – 5 districts orientation	Northwestern	Maria Cohen ONSITE	All participants including teachers
September 16, 2016	Evaluation Planning Meeting	Review Pre-Year 1 Implementation Survey Design	VIRTUAL	Monica Hunter, Maria Cohen	Scott Smith, Diana Rogers
September 20, 2016	Implementation Team Planning Meeting	OBSERVATION: Preliminary project planning session; Review Pre-Year 1 Implementation Survey Design and logistics	Mapleton	Maria Cohen, Kayla Galloway ONSITE	Project Implementation Team
September 21, 2016	Evaluation Planning Meeting	Review Pre-Year 1 Implementation Survey Design	VIRTUAL	Monica Hunter, Maria Cohen	Scott Smith, Kelly Evans, Diana Rogers
September 29-30, 2016	Professional Development	OBSERVATION: teacher PD session: "Brainstorm and Build"	Northwestern	Monica Hunter, Maria Cohen ONSITE	Project Implementation Team and Project Cohort 1 teachers (n=15)
	Teacher Pre-Year 1 Implementation Survey	Conduct survey with teachers on final day of 2-day training session (n=15)			
October 5, 2016	Evaluation Planning Meeting	Preliminary review survey; Review DRAFT project evaluation plan with lead Straight A Team prior to submittal (DUE 10/31/16)	VIRTUAL	Monica Hunter, Maria Cohen, Kayla Galloway	Scott Smith, Kelly Evans, Diana Rogers
October 14, 2016	PD Debrief Session	Participate in review of the PD session	VIRTUAL	Maria Cohen, Monica Hunter	Project Implementation Team
October 20, 2016	Evaluation Planning Mtg.	Review ODE Evaluation Plan components	VIRTUAL	Monica Hunter, Maria Cohen	Scott Smith, Kelly Evans, Diana Rogers
October 26, 2016	Evaluation Planning Mtg.	Review Final Logic Model, Communication Plan, Baseline Student Data	VIRTUAL	Monica Hunter, Maria Cohen	Scott Smith





Knowledge Capture

Projected Date(s)	Task	Description	Location	Knowledge Capture Team	Implementation Team
TABLE A: Rural LDC Project YEAR 1 Evaluation Timeline 2016-2017 (cont.) (BLACK TEXT: Schedule based on Rural LDC Implementation Work Plan; DATES, TIME, AND LOCATION are subject to revision; BLUE TEXT: PAST Evaluation)					
October 28, 2016	Quarterly Evaluation Meeting	Review analysis of the pre-implementation teacher survey (quarterly report)	VIRTUAL	Monica Hunter, Maria Cohen, Kayla Galloway	Scott Smith, Kelly Evans, Diana Rogers
October 31, 2016	Implementation Team Planning Meeting	OBSERVATION: Project planning session	Hillsdale	Maria Cohen, Kayla Galloway VIRTUAL	Project Implementation Team
	Project Quarterly Report and Final Evaluation Plan	Submit digital report	Digital Submittal	Monica Hunter	Submit to Scott Smith
November 21, 2016	Implementation Team Meeting	Project implementation review and planning	Loudonville-Perrysville	Monica Hunter, Maria Cohen ONSITE	Project Implementation Team
December 9, 2016	Professional Development	OBSERVATION: Teacher PD session: "Evaluate and Improve Design"	TBD	Maria Cohen, Kayla Galloway ONSITE	All project participants
December 19, 2016	Implementation Team Meeting	Project implementation review and planning	TBD	Monica Hunter, Maria Cohen VIRTUAL	Project Implementation Team
January 13, 2017	Quarterly Evaluation Meeting	Review evaluation and analysis of the fall implementation process	VIRTUAL	Monica Hunter, Maria Cohen, Kayla Galloway	Scott Smith, Kelly Evans, Diana Rogers
January 20, 2017	Project Quarterly Report	Digital Evaluation Report	Digital Submittal	Monica Hunter	Submit to Scott Smith
January 30, 2017	Implementation Team Meeting	Project implementation review and planning	Northwestern	Maria Cohen, Kayla Galloway ONSITE	Project Implementation Team
February 27, 2017	Implementation Team Meeting	Project implementation review and planning; Tour of PAST Innovation Lab and Metro HS	PAST Foundation (Columbus)	Monica Hunter, Maria Cohen, Kayla Galloway ONSITE	Project Implementation Team
March 3, 2017	Professional Development	OBSERVATION: teacher PD session: "Evaluate and Improve"	TBD	Monica Hunter, Maria Cohen onsite	All project participants





Knowledge Capture

Projected Date(s)	Task	Description	Location	Knowledge Capture Team	Implementation Team
TABLE A: RURAL LDC Project YEAR 1 Evaluation Timeline 2016-2017 (cont.) (BLACK TEXT-Schedule based on Rural LDC Implementation Work Plan; DATES, TIME, AND LOCATION are subject to revision; BLUE TEXT: PAST Evaluation)					
March 27, 2017	Implementation Team Meeting	Project implementation review and planning	Battelle Education (Columbus)	Maria Cohen, Kayla Galloway ONSITE	Project Implementation Team
March 15, 2017	Quarterly Evaluation Meeting/	Review evaluation and analysis including March PD (quarterly report)	VIRTUAL/Digital Submittal	Monica Hunter, Maria Cohen, Kayla Galloway	Scott Smith, Kelly Evans, Diana Rogers
March 17, 2017	Project Quarterly Report	Digital Evaluation Report	Digital Submittal	Monica Hunter	Submit to Scott Smith
April 27, 2017	Implementation Team Meeting	Project implementation review and planning	TBD	Maria Cohen, Kayla Galloway VIRTUAL	Project Implementation Team
May 22, 2017	Implementation Team Meeting	Project implementation review and planning	Northwestern	Monica Hunter ONSITE	Project Implementation Team
	Quarterly Evaluation Meeting	Review evaluation and analysis of the fall implementation process (quarterly report); review Post-Year 1 Implementation Survey Design			Scott Smith, Kelly Evans, Diana Rogers
May 31, 2017	Project Quarterly Report	Digital Report	Digital Submittal	Monica Hunter	Submit to Scott Smith
June 6-8, 2017	Professional Development	OBSERVATION: teacher PD session: "Scale UP/Share Solution"	TBD	Monica Hunter, Maria Cohen, Kayla Galloway ONSITE	All project participants
	Teacher Post-Year 1 Implementation Survey	Conduct post year 1 implementation survey with teachers during 3-day session (n=15)			
July 31, 2017	Year 1 Evaluation Report	Submit digital Year 1 report to the Implementation Team	Digital Submittal	Monica Hunter	Submit to Scott Smith





Knowledge Capture

Projected Date(s)	Task	Description	Location	Knowledge Capture Team	Implementation Team
<p>TABLE A: Rural LDC Project YEAR 2 Evaluation Schedule 2017-2018 [DRAFT 10/31/16] (Note: Professional Development Tasks TBD based on Implementation Plan for Cohort 2 Teachers)</p>					
Date TBD (August 2017)	Implementation Team Meeting	Fall 2017 project launch planning session	ONSITE, TBD	KC Team, TBD	Project Implementation Team
Date TBD (Fall 2017)	Coach Interviews	Explore preliminary goals for year 1 teacher cohort (pre/post implementation survey)	VIRTUAL	Monica Hunter, Maria Cohen	HSTW Coaches
Date TBD (Fall 2017)	Cohort 1 Teacher Focus Group	Conduct 1-1.5 hr. directed discussion with district trainers/coaches (n=5 to 12)	ONSITE, TBD	Monica Hunter, Maria Cohen	District coaches; others TBD
Date TBD (Fall 2018)	Cohort 2 Teacher Pre Survey	Conduct online survey with all teacher participants/all districts (n=49)	Online link for each district	Monica Hunter, Maria Cohen, Kayla Galloway	Online Survey - all district teachers
Date TBD (October 2017)	1 st Quarter Evaluation Meeting	Review Year 1 report; review teacher/coach focus group design; Review plan and schedule for Year 2 Teacher Survey (n=49)	VIRTUAL	Monica Hunter, Maria Cohen	Scott Smith, Others TBD
Date TBD (January 2018)	2 nd Quarter Evaluation Meeting	Review preliminary analysis/report on the coach focus group; begin planning for evaluation design 2018-2022	VIRTUAL	Monica Hunter, Maria Cohen	Scott Smith, Others TBD
Date TBD (March 2018)	3 rd Quarter Evaluation Meeting	Review Year 2 Teacher Survey Design; review draft 2018-2022 evaluation	VIRTUAL	Monica Hunter, Maria Cohen	Scott Smith, Others TBD
Date TBD (May 2018)	Cohort 2 Teacher Post Survey	Conduct online survey with all teacher participants/all districts (n=49)	Online link for each district	Monica Hunter, Maria Cohen, Kayla Galloway	Online Survey - all district teachers
Date TBD (May 2018)	4 th Quarter Evaluation Meeting	Review preliminary analysis Teacher Year 2 survey; review final draft evaluation plan and evaluation tools for Years 3-5, 2018-2022	VIRTUAL	Monica Hunter, Maria Cohen	Scott Smith, Others TBD
July 31, 2018	Final Report	Project Report submitted	Digital Submittal	Monica Hunter	Submit report to Scott Smith - TBD





Appendix B:

Battelle Education LDC Professional Development
Calendar for 2016-17



Battelle Education Project calendar for “Rural Collaborative to improve instruction and expand student STEM opportunities and 21st Century skills through LDC” Straight A grant

When	Title and Outcomes
September 7, 2016 4:00-6:00PM	OVERVIEW to Key Stakeholders Give key stakeholders an overview or the work <ul style="list-style-type: none"> • Understand why this work is important • General framework overview • Get teachers brainstorming and planning for two day deep dive
September 29-30, 2016 8AM – 3:00PM (Face-to-face) Sept 30-Oct 14, 2016 Asynchronous feedback on CoreTools October 14, 2016 8AM – 3:00PM (Face-to-face)	Brainstorm and Build. Through professional development and coaching, identified educators will participate in an induction and creation workshop – collaborating in grade band teams to meet the following benchmarks: <ul style="list-style-type: none"> • develop a shared set of expectations and student outcomes for infusing literacy in STEM by identifying big ticket science practices and college career readiness standards to focus on throughout pilot year • build common rubrics, selecting dimensions of the LDC rubric based on identified focus areas [note: the LDC rubrics have been reviewed and tested by the Stanford Center for Assessment, Learning, and Equity (SCALE)] • engineer an overarching science literacy task building from tasks in the LDC Battelle Science Collection infusing in specific content to teach within your STEM discipline • create a science and literacy module through strategic selection/modification of key mini-tasks to support student success on overarching science literacy task • receive and use feedback on tasks and instruction from coaches
October 14, 2016 – November 2016	Implement and fall virtual support <ul style="list-style-type: none"> • implement a science and literacy module with students • participate in a virtual check in with Battelle coach • analyze student work from various stages of implementation against criteria for success – sharing observations with their teams online and/or in after school sessions • access LDC online support courses as needed.
Friday, December 9, 2016 8AM-3PM (Face-to-face)	Evaluate and Improve Design. Full teams will come back together to: <ul style="list-style-type: none"> • analyze student work from final student product against rubric (this is done in grade level teams) • identify areas students met or exceeded expectations and areas for growth • design/modify modules to improve student performance based on student work analysis • Infuse new disciplinary STEM content into module for second

	implementation and test of module
December 9 – February 2016	Implement and spring virtual support <ul style="list-style-type: none"> • implement science and literacy modules with students • participate in a virtual check in with Battelle coach • analyze student work from various stages of implementation against criteria for success – sharing observations with their teams online and/or in after school sessions • Access LDC online support courses as needed.
1 day in person Spring 2017 Friday March 3, 2017 8AM – 3PM	Evaluate and improve design. Full teams will come back together to: <ul style="list-style-type: none"> • analyze student work from final student product against rubric (this is done in grade level teams) • identify areas students met or exceeded expectations and areas for growth • modify module based on student work analysis • submit for national review and feedback.
2-3 days in June 2017 June 6-8, 2017 8AM – 3PM	Share Solutions. After the rapid prototyping, participants from the first consortia design cycle will come together to imagine and design a plan for expansion. Teachers from round 1 will be selected to lead deployment to their colleagues. These selected educators will learn how to coach adult learners and will have time with Battelle coaches to plan orientation and ongoing support for new educators. Completion benchmarks include: <ul style="list-style-type: none"> • Training on the LDC Jurying Rubric • Design and modify the delivery model based on learning from pilot. • Identification of mechanisms to sustain ongoing collaboration within and among participating districts. • Create a plan to engage local industry professionals.
June 2017-June 2018	Ongoing planning and implementation support from Battelle Education to new district coaches (educators trained in year 1).



Appendix C: Battelle Education Student Rubric

Battelle Education LDC Argumentation Task
Design Rubric – Grades 6-8



Student Work Rubric - Argumentation Task - Grades 6-8

Scoring Elements	Emerging		Approaches Expectations		Meets Expectations		Advanced
	1	1.5	2	2.5	3	3.5	4
Controlling Idea	Makes an unclear or unfocused claim.		Makes a general claim that addresses the prompt , with an uneven focus .		Establishes and maintains a clear claim that addresses all aspects of the prompt.		Establishes and maintains a clear, specific, and credible claim that addresses all aspects of the prompt.
Selection & Citation of Evidence	Includes minimal details from sources. Sources are used without citation.		Includes details, examples, and/or quotations from sources that are relevant to the claim . Inconsistently cites sources.		Includes details, examples, and/or quotations from sources that are relevant to the claim and supporting ideas . Consistently cites sources with minor formatting errors .		Includes well-chosen details, examples, and/or quotations from sources that support the claim and supporting ideas. Consistently cites sources using appropriate format .
Development / Explanation of Sources	Explanation of ideas and source material is irrelevant, incomplete, or inaccurate.		Explanation of ideas and source material is minimal or contains minor errors .		Accurately explains ideas and source material and how they support the argument .		Thoroughly and accurately explains ideas and source material, using reasoning to support and develop the argument.
Organization	Lacks an evident structure. Makes unclear connections among claim, reasons, and evidence.		Groups ideas and uses some transitions to connect ideas, with some lapses in coherence or organization .		Groups and sequences ideas to develop the controlling idea . Uses transitions to clarify the relationships among claim(s), reasons, and evidence .		Groups and sequences ideas logically to develop the controlling idea and create cohesion . Uses varied transitions to clarify the relationships among claim(s), reasons, and evidence.
Conventions	Major errors in standard English conventions interfere with the clarity of the writing. Language or tone is inappropriate.		Errors in standard English conventions sometimes interfere with the clarity of the writing. Uses language and tone that are sometimes inappropriate for the audience and purpose.		Consistently applies standard English conventions; minor errors , while noticeable, do not interfere with the clarity of the writing. Uses language and tone appropriate to the audience and purpose .		Consistently applies standard English conventions, with few errors . Demonstrates varied syntax and precise word choice . Consistently uses language and tone appropriate to the audience and purpose.
Additional Task	Does not address additional		Addresses additional task		Addresses additional task demands		Addresses additional task

Demands (When applicable)	task demands.		demands superficially .		adequately to support the argument.		demands effectively to strengthen the clarity and development of the argument.
Disciplinary Content Understanding	<i>Add criteria here</i>		<i>Add criteria here</i>		<i>Add criteria here</i>		<i>Add criteria here</i>
DEFINE PROBLEMS	Defines a problem or design statement that is impractical or does not match the intent of the problem or constraints.		Defines a problem or design statement that generally matches the intent of the problem or constraints.		Defines a problem or design statement that completely matches the intent of the problem and constraints.		Defines a problem or design statement that completely matches the intent of the problem and constraints, and explains how the design solves the problem and addresses constraints.
PLAN THE DESIGN	Proposes a design plan and explains the criteria, constraints, OR intent of the problem with major errors or omissions.		Proposes a design plan and explains the criteria, constraints, OR intent of the problem with minor errors or omissions.		Proposes a design plan and explains how the plan addresses the criteria, constraints, and intent of the problem.		Proposes a design plan with detailed explanation that thoroughly explains how the plan addresses the criteria, constraints, and intent of the problem.
DESIGN SOLUTIONS	Uses no data to evaluate how well the design addresses the problem/constraints. The redesign of the original model or prototype is inappropriate or incomplete.		Uses relevant but limited amounts of data to evaluate how well the design addresses the problem/constraints and outlines an appropriate redesign of the original model or prototype.		Uses relevant and adequate amounts of data to evaluate how well the design addresses the problem/constraints and using the data explains an appropriate redesign of the original model or prototype.		Uses detailed and complete data to evaluate how well the design addresses the problem/constraints and provides a detailed rationale with supporting data for the appropriate redesign of the original model or prototype.



Appendix D: Battelle Education Student Rubric

Battelle Education LDC Argumentation Task
Design Rubric – Grades 9-12



Student Work Rubric - Argumentation Task - Grades 9-12

Scoring Elements	Emerging		Approaches Expectations		Meets Expectations		Advanced
	1	1.5	2	2.5	3	3.5	4
Controlling Idea	Makes a general claim with an unclear focus.		Establishes a clear claim that addresses the prompt , with an uneven focus .		Establishes and maintains a clear, specific, and credible claim that addresses all aspects of the prompt.		Establishes and maintains a precise, substantive claim that addresses all aspects of the prompt. Acknowledges limitations and/or the complexity of the issue or topic.
Selection & Citation of Evidence	Includes minimal details from sources. Sources are used without citation.		Includes details, examples, and/or quotations from sources that are relevant to the claim . Inconsistently cites sources.		Includes details, examples, and/or quotations from sources that support the claim and supporting ideas . Consistently cites sources with minor formatting errors .		Includes well-chosen details, examples, and/or quotations from sources that fully support the claim and supporting ideas. Consistently cites sources using appropriate format .
Development / Explanation of Sources	Explanation of ideas and source material is irrelevant, incomplete, or inaccurate.		Explains ideas and source material to support the argument , with some incomplete reasoning or explanations .		Accurately explains ideas and source material and how they support the argument.		Thoroughly and accurately explains ideas and source material, using logical reasoning to support and develop the argument.
Organization	Lacks an evident structure. Makes unclear connections among claims, reasons, and/or evidence.		Groups ideas and uses transitions to develop the argument, with some lapses in coherence or organization .		Groups and sequences ideas to develop a cohesive argument . Uses transitions to clarify the relationships among claim(s), reasons, and evidence .		Groups and sequences ideas in a logical progression in which ideas build to create a unified whole . Uses varied transitions to clarify the precise relationships among claim(s), reasons, and evidence.
Conventions	Major errors in standard English conventions interfere with the clarity of the writing. Language or tone is inappropriate.		Errors in standard English conventions sometimes interfere with the clarity of the writing. Uses language and tone that are sometimes inappropriate for the audience and purpose.		Consistently applies standard English conventions; minor errors , while noticeable, do not interfere with the clarity of the writing. Uses language and tone appropriate to the audience and purpose .		Consistently applies standard English conventions, with few errors . Demonstrates varied syntax and precise word choice . Consistently uses language and tone appropriate to the audience and purpose.

Additional Task Demands (When applicable)	Does not address additional task demands.		Addresses additional task demands superficially .		Addresses additional task demands adequately to support the argument .		Addresses additional task demands effectively to strengthen the clarity and development of the argument .
Disciplinary Content Understanding	<i>Add criteria here</i>		<i>Add criteria here</i>		<i>Add criteria here</i>		<i>Add criteria here</i>
DEFINE PROBLEMS	Defines a problem or design statement that partially matches the intent of the problem or the constraints.		Defines a problem or design statement that matches the intent of the problem and identifies the constraints.		Defines a problem and explains specific design elements necessary for a suitable design (e.g., fit to the problem, addresses the constraints, etc.).		Defines a problem precisely and thoroughly explains why specific design elements are necessary for a suitable design (e.g., fit to the problem, addresses the constraints, etc.).
PLAN THE DESIGN	Proposes a design plan and description that misses one or more important aspects of the criteria, constraints, OR intent of the problem.		Proposes a design plan and provides a general description that addresses the criteria, constraints, or intent of the problem.		Proposes a design plan with detailed explanation that completely addresses the criteria, constraints, and intent of the problem.		Proposes a design plan and evaluates the suitability of the design to address the criteria, constraints, AND intent of the problem.
DESIGN SOLUTIONS	Uses inaccurate or irrelevant evidence (data or scientific knowledge) to explain how the design addresses the problem/constraints OR identifies an impractical redesign without explanation or supporting evidence.		Uses minimal relevant evidence (data or scientific knowledge) to explain how the design addresses the problem/constraints OR identifies a potential redesign with limited explanation and supporting evidence.		Uses relevant and adequate amounts of evidence (data or scientific knowledge) to explain how the design addresses the problem/constraints AND uses the evidence to explain an appropriate redesign of the original model or prototype.		Uses detailed and multiple sources of evidence (data or scientific knowledge) to evaluate how well the design addresses the problem as well as constraints AND provides a detailed rationale with supporting data for the appropriate redesign of the original model or prototype.



Appendix E:

Battelle Education Teacher Rubric

Battelle Education LDC Jurying Rubric





Jurying Rubric for LDC Modules

Module Information				
Module Title				
Module ID				
Juror(s)				
Date Juried				
Teaching Task Score	CIRCLE ONE:	Work in Progress	Good to Go	Exemplary
Instructional Ladder Score	CIRCLE ONE:	Work in Progress	Good to Go	Exemplary
Juror Summative Comments				

LDC TEACHING TASK SCORING GUIDE

Category	Work in Progress	Good to Go	Exemplary
GQ1: Does the teaching task, along with texts, content and writing product, have a clear and coherent purpose and focus, allow for diverse responses, and require students to respond to texts?			
Task Clarity & Coherence Score:	<ul style="list-style-type: none"> • Template type uses a writing mode that does not match the intended purpose of the prompt. • Task purpose is overly broad or narrow. • Prompt wording is unclear. • Prompt wording, student background, or overview of the task biases students toward a particular response. • Task is answerable without using the texts or instructional scaffolding in module. • Background statement may not frame task for students. 	<ul style="list-style-type: none"> • Template task uses a writing mode that matches the intended purpose of the prompt. • Task purpose is focused. • Prompt wording is clear. • Prompt wording is unbiased, leaving room for diverse responses. • Prompt wording, content, texts, and writing product are aligned to task purpose (a "good fit"). • Task is text dependent, requiring students to go beyond prior knowledge to use evidence from the texts in their responses. • Background statement frames task for students. 	("Good to Go" characteristics and...) <ul style="list-style-type: none"> • Task is worded precisely to give students a clear and focused purpose for writing and unambiguous directions. • Prompt, texts, content, and writing product are tightly aligned (are close to a "perfect fit") to task purpose. • Task provides a pattern that can be used as a model to create other teaching tasks in the discipline.
GQ2: Does the teaching task build students' content knowledge, enduring understandings, and complex, higher order thinking skills central to the discipline?			
Content Score:	<ul style="list-style-type: none"> • Has a weak connection to content central to the discipline. • Oversimplifies a topic, OR does not require students to engage in analytic reading and thinking skills. • Includes content or skill standards that are not relevant the task 	<ul style="list-style-type: none"> • Addresses content central to the discipline and grade level CCSS reading standards, requiring students to build strong content knowledge. • Engages students in a range of analytic reading and thinking skills. 	("Good to Go" characteristics and...) <ul style="list-style-type: none"> • Addresses big ideas or enduring understandings central to the discipline. • Engages students in complex, higher-order thinking skills specific to the discipline.

LDC TEACHING TASK SCORING GUIDE

Category	Work in Progress	Good to Go	Exemplary
GQ3: Are the provided text(s) engaging, authentic, accessible, tightly relevant to the prompt, and appropriately complex, requiring students to apply CCSS reading skills?			
Text(s) Score:	<ul style="list-style-type: none"> Are loosely aligned or misaligned to the purpose of the task. Bias students toward a particular response. Are too difficult or too easy for the range of student ability. Include so many texts or allow so much student choice that it will be difficult to support reading closely and provide appropriate instruction. 	<ul style="list-style-type: none"> Are useful for providing content and evidence to be used in addressing the task. Do not bias students toward a particular response. Are accessible to most target students and appropriately complex, requiring them to apply grade level CCSS reading skills to comprehend and analyze content. 	("Good to Go" characteristics and...) <ul style="list-style-type: none"> Are engaging, tightly relevant (indispensable), and authentic. Are tightly aligned to the task purpose. Represent central modes of discourse in the discipline. Are carefully selected, excerpted, or modified to provide texts with varied complexity (using either quantitative or qualitative measures) appropriate to students' reading ability.
GQ4: Does the teaching task engage students in applying CCSS writing skills to produce writing in a genre that is appropriately challenging, central to the discipline, and appropriate for the task content?			
Writing Product Score:	<ul style="list-style-type: none"> Is inappropriate to the discipline, content, or challenge of the task. Is too difficult or too easy for the range of student ability. 	<ul style="list-style-type: none"> Is appropriate for the discipline and content, and coherent with the purpose of the task. Is accessible to all students and intellectually challenging, requiring them to apply CCSS writing skills to demonstrate their content understanding and CCSS reading skills. 	("Good to Go" characteristics and...) <ul style="list-style-type: none"> Authentically engages students in rhetorical modes and types of writing central to the discipline.

HOLISTIC SCORE FOR LDC TEACHING TASK

Rating (check one)		Description
	Exemplary	The teaching task creates academic contexts for applying grade level CCSS reading and writing standards, and engages students in reading texts closely, as well as writing that is text-based, appropriate, and authentic for the discipline, purpose, and/or audience. Teaching task is text-dependent and has a clear, focused, and coherent purpose and precise elements overall. Task prompt, texts, and writing product are tightly aligned to content and to the purpose of the teaching task. Teaching task addresses content and big ideas central to the discipline; engages students in applying higher order thinking skills specific to the discipline; and employs carefully selected or customized, relevant text(s) of varying complexity suited to the range of students in the target grade level. Focus of teaching task is central to the discipline or course and has broad applicability.
	Good to Go	The teaching task creates academic contexts for applying grade level CCSS reading and writing standards, and engages students in reading texts closely, as well as writing that is text-based and appropriate for the discipline, purpose, and/or audience. Teaching task is text-dependent and has a clear, focused, and coherent purpose overall. Task prompt, texts, and writing product are aligned to the content and purpose of the teaching task. Teaching task addresses content central to the discipline; engages students in applying a range of analytic reading and thinking skills; and employs useful text(s) that are appropriate for most students at the target grade level.
	Work In Progress	Needs revision for reasons listed below.
	Not scored	Does not fit the LDC Rules of the Road.

Juror Formative Feedback for Revision	
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LDC INSTRUCTIONAL LADDER SCORING GUIDE

Category	Work in Progress	Good to Go	Exemplary
GQ5: Does the Skills List address the specific demands of the teaching task, include CCSS reading and writing skills that are appropriate for the grade level, and support access to the texts and completion of the teaching task?			
What Skills? Score:	<ul style="list-style-type: none"> Skills list misses one or more significant demands of the task. Skills are not clustered and sequenced to support the teaching task. Skills list reflects the default skills list and includes skills that are not relevant to the teaching task. 	<ul style="list-style-type: none"> Skills list is relevant to teaching task, (including the task prompt, content, discipline, text(s), and writing product). Skills are clustered and sequenced to support the teaching task. Skills list includes grade-level appropriate reading, writing, and thinking skills. 	("Good to Go" characteristics and...) <ul style="list-style-type: none"> Skills list is precise and tightly aligned to the task and the demands of the texts. Skills are clustered and sequenced to support access to the texts and completion of the teaching task product.

LDC INSTRUCTIONAL LADDER SCORING GUIDE

Category	Work in Progress	Good to Go	Exemplary
GQ6: Do the mini-tasks, instructional strategies, and materials provide students with opportunity to develop grade level CCSS reading and writing skills and sufficient support to complete the teaching task successfully?			
What Instruction? Score:	<ul style="list-style-type: none"> Some mini-tasks (product, prompt, and scoring guide) do not relate to skills list. Mini-tasks rely on general strategies that provide weak support for the skills, texts, and teaching task OR provide too much support, removing any challenge for students. Instructional strategies are loosely connected to mini-tasks and completion of the teaching task. Pacing is not realistic. Materials, references, and supports used in instruction are not available to other teachers. Module does not present adequate opportunity to teach writing in response to reading. 	<ul style="list-style-type: none"> Mini-tasks (product, prompt, and scoring guide) relate to skills list. Mini-tasks support the teaching task (including the prompt, content, discipline, text(s), and writing product). Instructional strategies support the mini-tasks and completion of the teaching task, (and are aligned to prompt, content, discipline, text(s), and writing product). Mini-tasks and instructional strategies provide opportunities for students to learn specified grade level CCSS reading, writing, and thinking skills. Pacing is realistic. Materials, references, and instructional strategies are included, linked, or cited in enough detail to allow other teachers to obtain them. 	<p>("Good to Go" characteristics and...)</p> <ul style="list-style-type: none"> Mini-tasks and instructional strategies are coherent, tightly aligned to the skills, and well designed to support student success on the teaching task. Mini-tasks and instructional strategies explicitly build student capacity to apply discipline-specific literacy skills to complex texts. Mini-tasks and instructional strategies explicitly build student capacity to produce clear and coherent writing appropriate to discipline, task, purpose, and audience. Mini-tasks are well placed to provide formative feedback and give evidence about student progress. Materials, references, and instructional strategies are high quality, customized to the purpose of the teaching task, and described in enough detail for another teacher to use them. Scoring guides for mini-tasks include clear criteria aligned to the skill being taught. Texts, mini-tasks, or instructional strategies are differentiated for diverse learners.

GQ7: Has the module been taught, and does it include student work samples that have been scored and/or annotated?

What Results? Score:	<ul style="list-style-type: none">• No student work samples are included	<ul style="list-style-type: none">• Student work samples are included	<ul style="list-style-type: none">• Students work samples representing different score levels are included, with scored rubrics
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HOLISTIC SCORE FOR INSTRUCTIONAL LADDER

Rating (Check One)		Description
Exemplary		Instructional ladder closely aligns to grade level CCSS standards and creates an opportunity to build discipline-specific literacy and thinking skills, and to teach writing in response to reading text(s) closely. Instructional ladder is highly coherent, tightly aligned and customized to an “Exemplary” or “Good to Go” teaching task, and appropriate in rigor to the course. Instructional ladder supports the teaching task with a well-planned and strategic instructional sequence in which mini-tasks lead to the final product’s completion. Instructional ladder is detailed and polished with attention to the needs of a wide educator audience. Texts, mini-tasks, and/or instructional strategies may be differentiated for diverse learners. Scored and/or annotated student work samples representing different score levels are included.
Good to Go		Instructional ladder generally aligns to grade level CCSS standards and creates an opportunity to teach writing in response to reading. Instructional ladder is coherent and aligned to the teaching task. Instructional ladder supports the teaching task with a well-planned instructional sequence in which mini-tasks lead to the final product’s completion. Instructional ladder provides sufficient detail so that others might use it. Student work samples may be included (but are not required to receive a holistic Good to Go score).
Work In Progress		Needs revision for reasons listed below.
Not scored		Does not fit the LDC Rules of the Road.

Juror Formative Feedback for Revision	
----------------------------------------------	--



Appendix F:

Rural LDC High Schools That Work Coaching Report Template





HSTW NE Ohio Region

115 Mountainview Ct.
Mount Sterling, OH 43143
Office/Fax: 740.869.2650
hstwne@efcts.us

Regional Support

Diana Rogers

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Cindy Rolfe

Fiscal/Program Manager
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On-Site Coaches

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Angela Smith

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On-Site Coaches

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Diana Rogers

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Virtual Coaches

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Susan Rhoades

susanrhoadesldc@aol.com
330.807.7148

Rural Literacy Design Collaborative (LDC)

Coaching Report: School

Date, Time, Location

Purpose of the On-Site Visit: XX

Those Present:

Name of School: names and titles

HSTW NE Region: names and titles

Rural LDC On-Site Visit Notes:

- XX

Next Steps:

- What needs to be accomplished by whom and when

Recommended Resources:

- What needs to be accomplished by whom and when

Submitted by:

Name *HSTW/MMGW* Coach (es) with email and phone

Date Submitted:

Submitted to:

Rural LDC District Liaison: name, email and phone

Teacher (s): name, email and phone

Date Submitted:



Appendix G:

Evaluation Information to Rural LDC Districts and Human Subjects Consent Documents

Knowledge Capture Infographic

PAST Foundation Consent to Participate in Research:

Adult Audio Recording, Observation and Written Documentation

PAST Foundation Consent to Participate in Research:

Adult Observation and Written Documentation

PAST Foundation Consent to Participate in Research:

Adult Online Survey

PAST Foundation Consent to Participate in Research:

Focus Group Verbal Consent for Audio Recording





PAST FOUNDATION – KNOWLEDGE CAPTURE (KC) PROGRAM

The PAST FOUNDATION works with schools and districts to support school transformation in a range of ways. The Knowledge Capture team conducts a key component of the work by documenting the unique challenges and successes of program implementation. KC provides insight about implementation processes from the experience of program participants. The KC team works with educators within schools from district-level administration to the classroom. KC data supports effective models of change for use within the educational system.

THE KNOWLEDGE CAPTURE PROGRAM

Tasked with evaluation of project implementation

Northwestern Rural Collaborative
STRAIGHT A GRANT

Rural Collaborative to Improve Instruction and Expand Student STEM Opportunities and 21st Century Skills through LDC

Knowledge Capture (KC) Field Observations

The field team will conduct observation of implementation meetings, workshops and training sessions held during the 2016-2017 academic year. Through observation of the implementation process, the KC team will provide important feedback to the implementation team as work is underway. This feedback identifies effective processes to advance implementation that meets all aspects of program goals. Feedback empowers modification to better meet the needs of individual schools or districts in achieving strategic outcomes that fully maximize the success of the STRAIGHT A Grant Program.

Knowledge Capture (KC) Interviews, Focus Groups and Surveys

Assessing effectiveness of the grant's implementation design, the KC team will conduct focus groups and surveys with project teams at strategic points during the 2016-17 and 2017-18 academic years. Additionally, one-on-one interviews may be conducted with administrators and others to gain insight on first-hand experiences with the implementation process. This type of 'formative evaluation' helps shape essential modification of implementation strategies in ways that better meet the needs of individual districts and schools involved in the Northwestern Rural Collaborative.

Knowledge Capture Protocols

Your district has received a packet of information regarding confidentiality protocols for conducting interviews, focus groups, and surveys. The packet includes essential information about the KC Program, 'informed consent' documents, a description of the purpose of the implementation evaluation, constraints on use of data, as well as important details about voluntary participation.



PAST Foundation, 1003 Kinnear Road, Columbus, Ohio 43212

Audio and Written Consent

IRB NO: 2016-08-0013ETH

IRB APPROVAL DATE: 8.16.16

PAST Foundation Consent to Participate in Research (Adult Audio Recording, Observation and Written Documentation)

Study Title: *Rural Collaborative to Improve Instruction and Expand Student STEM Opportunities and 21st Century Skills through LDC (RCII)*

Researchers: Monica S. Hunter, Ph.D. and Maria Cohen, M.A.

Research Organization: PAST Foundation, Columbus, Ohio

Sponsor: Northwestern Local Schools, West Salem, Ohio

This is a consent form for research participation. It contains important information about this study and what to expect if you decide to participate.

Your participation is voluntary.

Please consider the information carefully. Feel free to ask questions before making your decision whether or not to participate. If you decide to participate, you will be asked to sign this form and will receive a copy of the form.

Purpose:

The study is intended to provide an understanding of the collaborative implementation of STEM education in the five school districts participating in the *Rural Collaborative to Improve Instruction and Expand Student STEM Opportunities and 21st Century Skills through LDC (RCII) project*. The school districts, which will begin implementation of RCII in fall 2016, provide an excellent opportunity to conduct research that will document and analyze key factors associated with goals for STEM education for rural students. The study may also explore aspects of the school and/or community development and partnerships that support networks working collaboratively to develop STEM education. This project will combine the expertise of a team of anthropological ethnographers and educators to insure that variable components of the study are included. The information generated by this study will inform future STEM education studies and will help identify key factors associated with academic excellence, as well as critical information for policy makers and educators engaged in creating new STEM based educational opportunities.

Procedures/Tasks:

The study will involve several methods to gain information about Northwestern STEM Rural Collaborative schools, including one-on-one interviews, group discussions, and observations of programmatic activities. Study participants will include teachers, students and others engaged in the RCII project to systematically document the experience of program participants and organizational partners. Ethnographic Research Team members conducting interviews, group discussions, or observations will record these activities by **audio recording**





PAST Foundation, 1003 Kinnear Road, Columbus, Ohio 43212

Audio and Written Consent

IRB NO: 2016-08-0013ETH

IRB APPROVAL DATE: 8.16.16

and/or hand-written or word-processed notes. You may be asked to complete a written questionnaire or survey as part of the study. The information gathered for this study will not be utilized for any purpose other than to contribute to the completion of this research project.

Duration:

The study will be conducted **during the 2016-2018** school years and will **conclude in December 2018**. If you agree to participate in the study, you may elect to leave the study at any time. If you decide to stop participating in the study, there will be no penalty to you, and you will not lose any benefits to which you are otherwise entitled. Your decision will not affect your future relationship with the PAST Foundation, the **Northwestern STEM Rural Collaborative schools**, or any other organization involved with the study.

Risks and Benefits:

You will not benefit directly from participating in the study.

There are no risks associated with participation in this study.

Confidentiality:

All study records will be maintained by the Ethnographic Research Team in a secure location, and access to research files will be strictly limited to the Ethnographic Research Team. All data provided to the Project will be coded utilizing a system that will assure anonymity of study participants and will not carry identifying information including the names of individuals participating in the study. While the results of the research may be presented at conferences and/or in published papers, all individual responses will remain confidential. Following completion of the study, all original hard copies of study records will be destroyed after three years. A single copy of all study materials will be maintained in electronic format by the PAST Foundation. If at any time there is a request to utilize this data as part of a following study, such as use as part of a larger research project to compare STEM education implementation activities with other schools, you will be contacted and asked to give specific permission for use associated with the data request at that time.

The PAST Foundation will observe strict protocols to keep your study-related information confidential. However, there may be circumstances where this information must be released. For example, personal information regarding your participation in this study may be disclosed if required by *state law or federal law*.

Incentives:

You will not be compensated in any way to participate in the study.

Participant Rights:

You may refuse to participate in this study without penalty or loss of benefits to which you are otherwise entitled. If you are an employee at the PAST Foundation or **Northwestern STEM Rural Collaborative schools** your decision will not affect your employment status.





PAST Foundation, 1003 Kinnear Road, Columbus, Ohio 43212

Audio and Written Consent

IRB NO: 2016-08-0013ETH

IRB APPROVAL DATE: 8.16.16

77 If you choose to participate in the study, you may discontinue participation at any time
78 without penalty or loss of benefits. By signing this form, you do not give up any personal
79 legal rights you may have as a participant in this study.

80

81 An Institutional Review Board responsible for human subjects research at The PAST
82 Foundation reviewed this research project and found it to be acceptable, according to
83 applicable state and federal regulations and PAST's policies designed to protect the rights
84 and welfare of participants in research.

85

86 **Contacts and Questions:**

87 For questions, concerns, or complaints about the study you may contact the Human Subjects
88 Institutional Review Board at the PAST Foundation at 614-340-1208 and the appropriate
89 person will respond to your questions and/or concerns.

90

91 **Signing the consent form**

92 I have read (or someone has read to me) this form and I am aware that I am being asked to
93 participate in a research study. I have had the opportunity to ask questions and have had
94 them answered to my satisfaction. I voluntarily agree to participate in this study.

95

96 I am not giving up any legal rights by signing this form. I will be given a copy of this form.

97

Printed name of subject

Signature of subject

AM/PM

Date and time

Printed name of person authorized to consent for subject
(when applicable)

Signature of person authorized to consent for subject
(when applicable)

AM/PM

Date and time

Relationship to the subject

98

99

100 **Investigator/Researcher**

101 I have explained the research to the participant or his/her representative before requesting
102 the signature(s) above. There are no blanks in this document. A copy of this form has been
103 given to the participant or his/her representative.

Printed name of person obtaining consent

Signature of person obtaining consent

AM/PM

Date and time

104





PAST Foundation, 1003 Kinnear Road, Columbus, Ohio 43212

Written Consent

IRB NO: 2016-08-0013ETH IRB APPROVAL DATE: 8.16.16

PAST Foundation Consent to Participate in Research (Adult Observation and Written Documentation)

Study Title: *Rural Collaborative to Improve Instruction and Expand Student STEM Opportunities and 21st Century Skills through LDC (RCII)*

Researchers: Monica S. Hunter, Ph.D. and Maria Cohen, M.A.

Research Organization: PAST Foundation, Columbus, Ohio

Sponsor: Northwestern Local Schools, West Salem, Ohio

This is a consent form for research participation. It contains important information about this study and what to expect if you decide to participate.

Your participation is voluntary.

Please consider the information carefully. Feel free to ask questions before making your decision whether or not to participate. If you decide to participate, you will be asked to sign this form and will receive a copy of the form.

Purpose:

The study is intended to provide an understanding of the collaborative implementation of STEM education in the five school districts participating in the *Rural Collaborative to Improve Instruction and Expand Student STEM Opportunities and 21st Century Skills through LDC (RCII) project*. The school districts, which will begin implementation of RCII in fall 2016, provide an excellent opportunity to conduct research that will document and analyze key factors associated with goals for STEM education for rural students. The study may also explore aspects of the school and/or community development and partnerships that support networks working collaboratively to develop STEM education. This project will combine the expertise of a team of anthropological ethnographers and educators to insure that variable components of the study are included. The information generated by this study will inform future STEM education studies and will help identify key factors associated with academic excellence, as well as critical information for policy makers and educators engaged in creating new STEM based educational opportunities.

Procedures/Tasks:

The study will involve several methods to gain information about Northwestern STEM Rural Collaborative schools, including one-on-one interviews, group discussions, and observations of programmatic activities. Study participants will include teachers, students and others engaged in the RCII project to systematically document the experience of program participants and organizational partners. Ethnographic Research Team members conducting interviews, group discussions, or observations will record these activities by





PAST Foundation, 1003 Kinnear Road, Columbus, Ohio 43212

Written Consent

IRB NO: 2016-08-0013ETH IRB APPROVAL DATE: 8.16.16

hand-written or word-processed notes only. You may be asked to complete a written questionnaire or survey as part of the study. The information gathered for this study will not be utilized for any purpose other than to contribute to the completion of this research project.

Duration:

The study will be conducted **during the 2016-2018** school years and will **conclude in December 2018**. If you agree to participate in the study, you may elect to leave the study at any time. If you decide to stop participating in the study, there will be no penalty to you, and you will not lose any benefits to which you are otherwise entitled. Your decision will not affect your future relationship with the PAST Foundation, the **Northwestern STEM Rural Collaborative schools**, or any other organization involved with the study.

Risks and Benefits:

You will not benefit directly from participating in the study.

There are no known risks associated with participation in this study.

Confidentiality:

All study records will be maintained by the Ethnographic Research Team in a secure location, and access to research files will be strictly limited to the Ethnographic Research Team. All data provided to the Project will be coded utilizing a system that will assure anonymity of study participants and will not carry identifying information including the names of individuals participating in the study. While the results of the research may be presented at conferences and/or in published papers, all individual responses will remain confidential. Following completion of the study, all original hard copies of study records will be destroyed after three years. A single copy of all study materials will be maintained in electronic format by the PAST Foundation. If at any time there is a request to utilize this data as part of a following study, such as use as part of a larger research project to compare STEM education implementation activities with other schools, you will be contacted and asked to give specific permission for use associated with the data request at that time.

The PAST Foundation will observe strict protocols to keep your study-related information confidential. However, there may be circumstances where this information must be released. For example, personal information regarding your participation in this study may be disclosed if required by *state law or federal law*.

Incentives:

You will not be compensated in any way to participate in the study.

Participant Rights:

You may refuse to participate in this study without penalty or loss of benefits to which you are otherwise entitled. If you are an employee at the PAST Foundation or **Northwestern STEM Rural Collaborative schools** your decision will not affect your employment status.





PAST Foundation, 1003 Kinnear Road, Columbus, Ohio 43212

Written Consent

IRB NO: 2016-08-0013ETH IRB APPROVAL DATE: 8.16.16

79 If you choose to participate in the study, you may discontinue participation at any time
80 without penalty or loss of benefits. By signing this form, you do not give up any personal
81 legal rights you may have as a participant in this study.

82

83 An Institutional Review Board responsible for human subjects research at The PAST
84 Foundation reviewed this research project and found it to be acceptable, according to
85 applicable state and federal regulations and PAST's policies designed to protect the rights
86 and welfare of participants in research.

87

88 **Contacts and Questions:**

89 For questions, concerns, or complaints about the study you may contact the Human Subjects
90 Institutional Review Board at the PAST Foundation at 614-340-1208 and the appropriate
91 person will respond to your questions and/or concerns.

92

93 **Signing the consent form**

94 I have read (or someone has read to me) this form and I am aware that I am being asked to
95 participate in a research study. I have had the opportunity to ask questions and have had
96 them answered to my satisfaction. I voluntarily agree to participate in this study.

97

98 I am not giving up any legal rights by signing this form. I will be given a copy of this form.

99

Printed name of subject

Signature of subject

Date and time AM/PM

Printed name of person authorized to consent for subject
(when applicable)

Signature of person authorized to consent for subject
(when applicable)

Relationship to the subject

Date and time

AM/PM

100

101 **Investigator/Researcher**

102 I have explained the research to the participant or his/her representative before requesting
103 the signature(s) above. There are no blanks in this document. A copy of this form has been
104 given to the participant or his/her representative.

Printed name of person obtaining consent

Signature of person obtaining consent

Date and time AM/PM

105





PAST Foundation, 1003 Kinnear Road, Columbus, Ohio 43212

IRB NO: 2016-08-0013ETH

www.pastfoundation.org/xxx

IRB APPROVAL DATE: 8.16.16

PAST Foundation Informed Consent to Participate in Research (Adult Online Survey)

Study Title: *Rural Collaborative to Improve Instruction and Expand Student STEM Opportunities and 21st Century Skills through LDC (RCII)*

Researchers: Monica S. Hunter, Ph.D. and Maria Cohen, M.A.

Research Organization: PAST Foundation, Columbus, Ohio

Sponsor: Northwestern Local Schools, West Salem, Ohio

This is a consent form for research participation. It contains important information about this study and what to expect if you decide to participate. **Your participation is voluntary.**

Purpose:

The survey is intended to provide an understanding of the collaborative implementation of STEM education in the five school districts participating in the *Rural Collaborative to Improve Instruction and Expand Student STEM Opportunities and 21st Century Skills through LDC (RCII) project*. The school districts, which will begin implementation of RCII in fall 2016, provide an excellent opportunity to conduct research that will document and analyze key factors associated with goals for STEM education for rural students. The information generated by this study will inform future STEM education studies and will help identify key factors associated with academic excellence, as well as critical information for policy makers and educators engaged in creating new STEM based educational opportunities.

Procedures/Tasks:

You will be asked to complete a survey, which should take approximately 10-15 minutes to complete; however, you will have the opportunity to respond to open-ended questions and you will have the option to take more time to respond to these questions if you so desire. You will be answering questions about your experience as an educator. You may be asked questions about challenges you have faced during the implementation of the *Rural Collaborative to Improve Instruction and Expand Student STEM Opportunities and 21st Century Skills through LDC (RCII) project*, challenges you believe your students may be experiencing, and your opinions on areas of additional training that you feel would enhance the implementation process for you or for your school as whole.

Duration:

Surveys will be conducted **during the 2016-2018** school years. The study will **conclude in December 2018**. If you agree to participate in the study, you may elect to leave the study at any time. If you decide to stop participating in the study, there will be no penalty to you,





PAST Foundation, 1003 Kinnear Road, Columbus, Ohio 43212

IRB NO: 2016-08-0013ETH

IRB APPROVAL DATE: 8.16.16

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and you will not lose any benefits to which you are otherwise entitled. Your decision will not affect your future relationship with the PAST Foundation, the **Northwestern STEM Rural Collaborative schools**, or any other organization involved with the study.

Risks and Benefits:

You will not benefit directly from participating in the study.

There are no risks associated with participation in this study.

Confidentiality:

Your responses will be completely anonymous and confidential. The survey will be administered online through a SurveyMethods® link as a **SurveyMethods.com Certified Anonymous Survey**. This means that your email ID and IP address associated with your survey response are not visible to PAST Foundation researchers. All survey records will be maintained by the Ethnographic Research Team in a secure location, and access to research files will be strictly limited to the Ethnographic Research Team. While the results of the research analysis may be presented at conferences and/or in published papers, all individual responses will remain confidential.

Incentives:

You will not be compensated in any way to participate in the study.

Participant Rights:

You may refuse to participate in this survey without penalty or loss of benefits to which you are otherwise entitled. If you are an employee at the PAST Foundation or **Northwestern STEM Rural Collaborative schools** your decision will not affect your employment status.

Once you initiate the online survey, you will be asked to confirm that you have read this information and agree to participate in this research, with the knowledge that you are free to withdraw your participation at any time without penalty.

An Institutional Review Board responsible for human subjects research at the PAST Foundation reviewed this research project and found it to meet strict requirements to protect confidentiality of the data collected for this study, and are consistent with applicable state and federal regulations and PAST's policies designed to protect the rights and welfare of participants in research.

Contacts and Questions:

You may review information about these protocols on the PAST Foundation Basecamp® website. You may also direct your questions, concerns, or complaints about the study to the Human Subjects Institutional Review Board at the PAST Foundation at 614-340-1208 and the appropriate person will respond to your questions and/or concerns.





PAST Foundation, 1003 Kinnear Road, Columbus, Ohio 43212

IRB NO: 2016-08-0013ETH

IRB APPROVAL DATE: 8.16.16

PAST FOUNDATION
Knowledge Capture Program
Focus Group Verbal Consent for Audio Recording

Project Title: *Rural Collaborative to Improve Instruction and Expand Student STEM Opportunities and 21st Century Skills through LDC*

We appreciate your interest in supporting the PAST Foundation's effort to provide an understanding of project implementation in the five school districts participating in the *Rural Collaborative to Improve Instruction and Expand Student STEM Opportunities and 21st Century Skills through LDC* project. The focus group will be conducted in a one-hour session that is designed to allow us to explore your views on the project including current goals and objectives of the program, as well as observations about important goals for future years. The information we gain through this group discussion process will be primarily used as background to prepare for developing survey research with year 2 project participants.

The audio recording made today of this focus group discussion will allow us to produce an accurate transcription of ideas and views about the project. The transcription will not identify focus group participants by name or affiliation with any specific program, school or department within the five school districts participating in the *Rural Collaborative to Improve Instruction and Expand Student STEM Opportunities and 21st Century Skills through LDC* project, and will only reflect a code number assigned to each participant at the start of the focus group to preserve confidentiality and anonymity. All data, including transcriptions and audio digital files are maintained in a secure file accessed only by the primary PAST Foundation research team. If you have any questions, or if you wish to withdraw from the evaluation process at any time, you may contact the IRB Officer at the PAST Foundation, 614-340-1208.

August 2016

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Appendix H: 2016 Teacher Survey Questions

Cohort 1 Teacher Pre Survey Questions
September 30, 2016





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Rural LDC Collaborative Teacher Pre-Implementation Survey

- * 1. **This is an anonymous survey. The PAST Foundation will use this survey data to assess your views on the LDC instructional model and will also help inform professional development and ongoing support provided by LDC Coaches. Completing this survey will give you the opportunity to share your views anonymously.**

Your participation in this research is voluntary. By checking the response below that states you agree to participate in this survey, you confirm that you have read and understand the consent forms provided to you.

☐ I agree to participate in this anonymous survey

2. **I currently teach (please check all that apply):**

☐ Grades 5-8

☐ Grades 9-12

3. **In your teaching career, which content areas have you taught? (Please choose all that apply.)**

☐ Science

☐ Math

☐ English

☐ Social Studies

☐ Arts

☐ Physical Education

☐ Career Tech

☐ Special Education/Intervention

☐ Gifted and Talented

☐ If other, please describe briefly

4. **In your experience, how important is collaboration and sharing best practices with other teachers?**

☐ Very important

☐ Somewhat important

☐ Not important

☐ I haven't had the opportunity to work collaboratively with other teachers

☐ If other, please describe briefly

5. **In your teaching career, have you had experience in coaching other teachers or leading professional development sessions?**

☐ Yes ☐ No





6. **How did you become involved as a participant in the Rural Collaborative LDC Project?**

- ☐ I was selected by my principal
- ☐ I was selected by a district level administrator
- ☐ I volunteered
- ☐ If other, please describe briefly





7. **I have required my students to write in-depth explanations about a class project or activity.**

- ☐ Not at all
- ☐ Once a year
- ☐ Once or twice a semester
- ☐ Monthly
- ☐ Weekly

8. **I have required my students to use computers or technology to complete an assignment or project.**

- ☐ Not at all
- ☐ Once a year
- ☐ Once or twice a semester
- ☐ Monthly
- ☐ Weekly

9. **I have assigned reading to my students in addition to the class textbook.**

- ☐ Not at all
- ☐ Once a year
- ☐ Once or twice a semester
- ☐ Monthly
- ☐ Weekly

10. **I have required my students to compare and contrast information from one text to another.**

- ☐ Not at all
- ☐ Once a year
- ☐ Once or twice a semester
- ☐ Monthly
- ☐ Weekly

11. **I have required my students to produce writing assignments that make them defend their thinking with support and evidence from what they are reading.**

- ☐ Not at all
- ☐ Once a year
- ☐ Once or twice a semester
- ☐ Monthly
- ☐ Weekly

12. **I have required my students to orally defend their conclusions from an investigation or project before their peers.**

- ☐ Not at all
- ☐ Once a year
- ☐ Once or twice a semester
- ☐ Monthly
- ☐ Weekly

13. **I have required my students to use data collected during investigations or projects to justify and defend their conclusions.**





- ☐ Not at all
- ☐ Once a year
- ☐ Once or twice a semester
- ☐ Monthly
- ☐ Weekly

14. **I have required my students to complete assignments using the vocabulary associated with the subject area being taught.**

- ☐ Not at all
- ☐ Once a year
- ☐ Once or twice a semester
- ☐ Monthly
- ☐ Weekly

15. **I have required my students to develop and analyze tables, charts and graphs in schoolwork.**

- ☐ Not at all
- ☐ Once a year
- ☐ Once or twice a semester
- ☐ Monthly
- ☐ Weekly

16. **I have required my students to work on open-ended problems for which there is no immediately obvious method of solution.**

- ☐ Not at all
- ☐ Once a year
- ☐ Once or twice a semester
- ☐ Monthly
- ☐ Weekly

17. **I have required my students to work on an extended, major project that lasts one week or more.**

- ☐ Not at all
- ☐ Once a year
- ☐ Once or twice a semester
- ☐ Once or twice a month

18. **I have required my students to work in cooperative groups to deepen understanding of content.**

- ☐ Not at all
- ☐ Once a year
- ☐ Once or twice a semester
- ☐ Monthly
- ☐ Weekly

19. **I have required my students to work in groups to complete a written product as a component of a project.**

- ☐ Not at all
- ☐ Once a year
- ☐ Once or twice a semester
- ☐ Monthly
- ☐ Weekly





-
20. **I have required my students to take a test that is predominantly essay questions.**
- ☐ Not at all
 - ☐ Once a year
 - ☐ Once or twice a semester
 - ☐ Monthly
 - ☐ Weekly
21. **I have required my students to read science related materials (besides textbooks) and show their understanding through writing.**
- ☐ Not at all
 - ☐ Once a year
 - ☐ Once or twice a semester
 - ☐ Monthly
 - ☐ Weekly
-
22. **I have required my students to complete a writing assignment that addresses an authentic (real-life) problem in the community or work setting.**
- ☐ Not at all
 - ☐ Once a year
 - ☐ Once or twice a semester
 - ☐ Monthly
 - ☐ Weekly
-
23. **I have required my students to use science equipment to perform lab activities and use the information (data) collected to complete written assignments in science class.**
- ☐ Not at all
 - ☐ Once a year
 - ☐ Once or twice a semester
 - ☐ Monthly
 - ☐ Weekly
-





24. **How important is it that your administrators understand the LDC instructional strategies that you will be implementing in your classroom this year?**

- ☐ Very important
- ☐ Somewhat important
- ☐ Not important
- ☐ I don't know yet
- ☐ If other, please describe briefly

25. **How important is it for parents to know about/understand the LDC model for science literacy and learning?**

- ☐ Very important
- ☐ Somewhat important
- ☐ Not important
- ☐ I don't know yet
- ☐ If other, please describe briefly

26. **What do you anticipate to be your biggest challenge(s) with implementing your LDC module with your students?**

27. **How important is it to have access to LDC coaches during implementation of LDC modules in your classroom?**

- ☐ Very important
- ☐ Somewhat important
- ☐ Not important
- ☐ I don't know yet
- ☐ If other, please describe briefly

28. **How well prepared are you to implement your LDC module in your classroom? (Please choose all that apply.)**

- ☐ I think I am very well prepared and will begin implementing LDC in my classroom immediately
- ☐ I think I will benefit from one more face-to-face session with an LDC coach (Follow up in two weeks)
- ☐ I would like to have one-on-one onsite classroom support from an LDC coach
- ☐ I would like to have virtual access to an LDC coach to participate in a brainstorm session and explore strategies for implementing my LDC module
- ☐ I would like to be able to communicate with an LDC coach as needed

29. **How would you rate your first LDC module?**

- ☐ I think the science and literacy assignment (teaching task) is well designed and I have a quality instructional plan which I can immediately implement with my students





- ☐ I think the science and literacy assignment (teaching task) is well designed and my instructional plan is pretty close. It will allow me to begin implementation immediately with my students, but I expect to modify the module as I go
- ☐ I think I need to work on both my science and literacy assignment (teaching task) and my instructional plan before I can begin implementation with my students
- ☐ I will need to rethink my entire module and develop new ideas for both my science and literacy assignment (teaching task) and my instructional plan

30. **How confident are you about the following aspects of implementing your LDC module?**

	Very confident	Confident	Somewhat confident	Not confident	I don't know
Find time to revise/complete my LDC module	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Find time during classroom instruction with students to implement the LDC module	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Find time to work with LDC coaches	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

31. **How confident are you in your understanding and ability to implement the following components of the LDC instructional model?**

	Very confident	Confident	Somewhat confident	Not confident	I don't know
Construct an authentic science and literacy assignment [teaching task]	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Identify a focus set of science standards to drive the assignment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Identify a focus set of common core literacy standards to drive the assignment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Select complex and content rich text(s) that align to a specific set of student learning goals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Select a student work product that is relevant to the student learning goals of the assignment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Develop a quality instructional plan	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Backward-design a sequence of skills from the assignment aligned to student learning goals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Develop instruction that allows students to demonstrate the skills needed to meet the expectations of the assignment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>





Develop instruction that allows for ongoing checks (scoring guide) for understanding student skill development	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Navigate LDC Coretools	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Collaborate with other LDC project teachers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

32. Briefly describe "Design Thinking" and particular benefits for student learning.

33. Briefly describe PBL and potential impacts on student learning.

34. Briefly describe any anticipated impacts on student performance using LDC components in your classroom.

35. What are the *top THREE skills* you would like your students to develop in your class to prepare them for the future? Please remember to choose *ONLY THREE* of the following options.

- ☐ Problem solving
- ☐ Critical thinking
- ☐ Collaboration
- ☐ Understanding the scientific process
- ☐ Perseverance
- ☐ Following directions/listening
- ☐ Conducting research
- ☐ Finding resources/valid data to support project design
- ☐ Communication
- ☐ Presenting research/project to their peers or other audience
- ☐ Organization/project management
- ☐ Preparing students for college and career
- ☐ If other, please describe briefly





Appendix I: 2016 Teacher Survey Questions

Teacher Follow-up Survey Questions
October 14, 2016





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Rural LDC Collaborative Teacher Pre-Implementation Follow-up Survey

- * 1. **This is an anonymous survey. The PAST Foundation will use this survey data to assess your views on the LDC instructional model and will also help inform professional development and ongoing support provided by LDC Coaches. Completing this survey will give you the opportunity to share your views anonymously.**

Your participation in this research is voluntary. By checking the response below that states you agree to participate in this survey, you confirm that you have read and understand the consent forms provided to you.

☐ I agree to participate in this anonymous survey

2. **I currently teach (please check all that apply):**

☐ Grades 5-8

☐ Grades 9-12





3. How well prepared are you to implement your LDC module in your classroom? (Please choose all that apply.)

- ☐ I think I am very well prepared and will begin implementing LDC in my classroom immediately
- ☐ I think I will benefit from one more face-to-face session with an LDC coach (Follow up in two weeks)
- ☐ I would like to have one-on-one onsite classroom support from an LDC coach
- ☐ I would like to have virtual access to an LDC coach to participate in a brainstorm session and explore strategies for implementing my LDC module
- ☐ I would like to be able to communicate with an LDC coach as needed

4. How would you rate your first LDC module?

- ☐ I think the science and literacy assignment (teaching task) is well designed and I have a quality instructional plan which I can immediately implement with my students
- ☐ I think the science and literacy assignment (teaching task) is well designed and my instructional plan is pretty close. It will allow me to begin implementation immediately with my students, but I expect to modify the module as I go
- ☐ I think I need to work on both my science and literacy assignment (teaching task) and my instructional plan before I can begin implementation with my students
- ☐ I will need to rethink my entire module and develop new ideas for both my science and literacy assignment (teaching task) and my instructional plan

5. How confident are you about the following aspects of implementing your LDC module?

	Very confident	Confident	Somewhat confident	Not confident	I don't know
Find time to revise/complete my LDC module	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Find time during classroom instruction with students to implement the LDC module	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Find time to work with LDC coaches	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

6. How confident are you in your understanding and ability to implement the following components of the LDC instructional model?

	Very confident	Confident	Somewhat confident	Not confident	I don't know
Construct an authentic science and literacy assignment [teaching task]	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Identify a focus set of science standards to drive the assignment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Identify a focus set of common core literacy standards to drive the assignment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Select complex and content rich text(s) that align to a specific set of student learning goals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Select a student work product that					





is relevant to the student learning goals of the assignment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Develop a quality instructional plan	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Backward-design a sequence of skills from the assignment aligned to student learning goals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Develop instruction that allows students to demonstrate the skills needed to meet the expectations of the assignment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Develop instruction that allows for ongoing checks (scoring guide) for understanding student skill development	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Navigate LDC Coretools	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Collaborate with other LDC project teachers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>





Appendix J: 2016 Interview Questions

LDC Coach Interview Questions





PAST Foundation Knowledge Capture Program Evaluation

Rural LDC Collaborative

LDC Coach Interview Questions (September 2016)

1. When did you begin your training and use of LDC modules?
 - a. When did you become a coach?
 - b. How long have you been teaching?
2. In your view, what is the LDC model?
 - a. What are the strengths?
 - b. What are the benefits to teachers?
 - c. What are the benefits to students?
3. What was your experience in gaining skills with LDC?
4. What are your specific goals for professional development for the first cohort of teachers this year?
 - a. What are your three main priorities in training teachers?
5. What do you envision may present challenges for teachers in completing their LDC mini-modules?
6. What types of evidence of growth in using LDC modules will you be looking for as teachers progress with LDC implementation in their classrooms:
 - a. Between October and the Dec 9 PD?
 - b. Between January and March 3 PD?





Appendix K:

The Rural LDC Communications Plan





Communications Plan

Rural Collaborative to Improve Instruction and Expand Student STEM Opportunities and 21st Century Skills through Literacy Design Collaborative

October 26, 2016

Introduction

The purpose of the communication plan is to ensure the Rural LDC Project provides relevant, accurate, and consistent project information to project stakeholders and other appropriate audiences. Effective and open communications is critical to the success of the project.

Communication Objectives

The key communication objectives for the project are:

1. Promote and support the Rural LDC Project
2. Give accurate and timely information about the project
3. Ensure a consistent message

Communication Audience and Communication Purpose

This section identifies the audiences targeted in this Communication Plan, and the purpose of communicating with each audience.

Rural LDC Audience	Communication Purpose
Northwestern —Rural LDC Lead District	Project plans, project progress, project issues, project, direction, project deliverables, clear direction and delegation of tasks, project budget
Implementation Team	Project plans, project progress, project issues, project, direction, project deliverables, clear direction and delegation of tasks, project budget
Evaluation Team	Project plans, project progress, project issues, project, direction, project deliverables, clear direction and delegation of tasks, project budget
District Administrators	Project progress, project issues, clear direction and delegation of tasks, project budget
District Liaisons	Project direction, project deliverables, project progress, project issues, project budget
Teachers	Project progress, project issues, project deliverables

Communication Message and Delivery

The following table outlines the targeted audiences, the key communication messages to be delivered, and the method for delivering the information, the communicator, and the frequency of the delivery.

Rural LDC Audience	Message	Delivery Method	Delivery Frequency	Communicator
Northwestern —Rural LDC Lead District	Project Plan Project Briefing Project Budget	Meeting Meeting Meeting	Biweekly Weekly Monthly	Project Manager Project Manager Treasurer
Implementation Team	Project Plan Project Briefing Project Budget	Meeting Meeting Meeting	Monthly Monthly Monthly	Project Manager Project Manager Project Manager
Evaluation Team	Project Briefing Project Evaluation	Meeting Meeting	Biweekly & as needed Quarterly	The PAST Foundation The PAST Foundation
District Administrators	Project Briefing Project Updates	One-on-One Meetings Email	Annually Monthly	Project Manager Project Manager
District Liaisons	Project Briefing Project Budget Project Issues	Meeting Meeting Email	Monthly Monthly Weekly	Project Manager Project Manager Project Manager
Cohort 1 Teachers 2016-2017	Project PD & Coaching Project Coaching Project Briefing Project Budget	Meeting Meeting Meeting/Email Meeting/Email	8 Times As Needed As Needed As Needed	Battelle Education High Schools That Work District Liaison District Liaison
Battelle Education	Project Plan Project Briefing Project Budget	Meeting Meeting Meeting	Monthly Monthly Monthly	Implementation Team Implementation Team Implementation Team
High Schools That Work	Project Plan Project Briefing Project Budget	Meeting Meeting Meeting	Monthly Monthly Monthly	Implementation Team Implementation Team Implementation Team
The PAST Foundation	Project Plan Project Briefing Project Budget	Meeting Meeting Meeting	Monthly Monthly Monthly	Implementation Team Implementation Team Implementation Team

Communication Message Contents

The section outlines the contents of the key communications.

Project Plan

- Current & Future Plans
- Project Issues & Problems
- Planned Project Deliverables for Next Period

Project Briefing

- Project Status Summary
- Status of Schedule
- Status of Budget
- Status of Project Deliverables
- Project Issues & Problems
- Accomplishments
- Next Steps

Project Updates

- Project Status Summary
- Project Issues & Problems
- Accomplishments

Project Budget

- Status of Budget
- Budget Issues & Problems

Project Evaluation

- Project Evaluation Status Summary
- Project Data Collection
- Project Data Analysis
- Project Reporting

Project LDC Professional Development

- Literacy Design Collaborative Model
- Literacy Design Collaborative Module Development
- Literacy Design Collaborative Module Implementation
- Literacy Design Collaborative Module Review and Reflection
- Literacy Design Collaborative Module Coaching

Project LDC Coaching

- Literacy Design Collaborative Module Development Support
- Literacy Design Collaborative Module Implementation Support
- Literacy Design Collaborative Module Review and Reflection

Target Audience Participants

Rural LDC Audience	Participants	Role	Organization
Northwestern	Jeff Layton Scott Smith Lesa Forbes	Project Oversight Project Manager Project Treasurer	Northwestern Northwestern Northwestern
Implementation Team	Jeff Layton Scott Smith Lesa Forbes Jill Beiser Jennifer Stump Catherine Puster Lisa Bowersock Jacki Zody Kelly Gaier Evans Diana Rogers Dr. Monica Hunter Monica Cohen Kayla Galloway	Project Oversight Project Manager Project Treasurer District Liaison District Liaison District Liaison District Liaison District Liaison STEM Rel. Manager Regional Director Project Evaluation Project Evaluation Project Evaluation	Northwestern Northwestern Northwestern Black River Hillsdale Loudonville-Perrysville Mapleton Northwestern Battelle Education High Schools That Work The PAST Foundation The PAST Foundation The PAST Foundation
Evaluation Team	Scott Smith Kelly Gaier Evans Diana Rogers Dr. Monica Hunter Monica Cohen Kayla Galloway	Project Manager STEM Rel. Manager Regional Director Project Evaluation Project Evaluation Project Evaluation	Northwestern Battelle Education High Schools That Work The PAST Foundation The PAST Foundation The PAST Foundation
District Administrators	Chris Clark Connie Hange Martin Yoder Tammy Starkey Steve Dickerson Rick Blahnik Kevin Reidy Tim Keib John Miller Marie Beddow John Lance Kelly Seboe Dan Eckenwiler Rodney Hopton Daniel Russomanno Corey Kline Ray Kowatch Jeff Layton Lesa Forebes Mike Burkholder Joey Brightbill	Superintendent Treasurer HS Principal MS Principal Superintendent Treasurer HS Principal MS Principal Superintendent Treasurer HS Principal MS Principal Assistant Principal Superintendent Treasurer HS/MS Principal Assistant Principal Superintendent Treasurer HS Principal MS Principal	Black River Black River Black River Black River Hillsdale Hillsdale Hillsdale Hillsdale Loudonville-Perrysville Loudonville-Perrysville Loudonville-Perrysville Loudonville-Perrysville Loudonville-Perrysville Mapleton Mapleton Mapleton Mapleton Northwestern Northwestern Northwestern Northwestern

District Liaisons	Jill Beiser Jennifer Stump Catherine Puster Leslie Kamenik Dan Eckenwiler Lisa Bowersock Craig Wentworth Jacki Zody	District Liaison District Liaison District Liaison DL Alternate DL Alternate District Liaison DL Alternate District Liaison	Black River Hillsdale Loudonville-Perrysville Loudonville-Perrysville Loudonville-Perrysville Mapleton Mapleton Northwestern
Cohort 1 Teachers 2016-2017	Michelle Yocum Sonya Infantino Clayton VanDoren Trevor Cline Lindsay Bowen Mike Williams Kori Aubel Jim Conley Kendra Carnegie Joe Ortiz Tony Blunt Leanna Colosimo Julie Hagans Amanda Michalak Kelly Woodruff	Teacher Teacher Teacher Teacher Teacher Teacher Teacher Teacher Teacher Teacher Teacher Teacher Teacher Teacher Teacher	Black River Black River Black River Hillsdale Hillsdale Hillsdale Loudonville-Perrysville Loudonville-Perrysville Loudonville-Perrysville Mapleton Mapleton Mapleton Northwestern Northwestern Northwestern



Meeting Agenda and Notes

MEETING Implementation Team
 FACILITATOR Scott Smith
 LOCATION Northwestern Middle School Library
 DATE August 29, 2016
 TIME 10:00

ATTENDEES

Northwestern

Jeff Layton, Superintendent
 Lesa Forbes, Treasurer
 Scott Smith, Curriculum Director
 Jacki Zody, District Liaison

Black River

Jill Beiser, District Liaison

Hillsdale

Jennifer Stump

Loudonville-Perrysville

Catherine Puster

Mapleton

Lisa Bowersock

Battelle Education

Kelly Gaier Evans, STEM Relationship Manager

High Schools That Work

Diana Rogers, NE Ohio Regional Coordinator

The PAST Foundation

Dr. Monica Hunter, Director of Research
 Maria Green Cohen, Assistant Director of Research
 Kayla Galloway,

Time (Mins)	Agenda Topic	Notes
10:00-10:15 (15)	Welcome & Introductions <i>Jeff Layton</i>	
10:15-10:45 (30)	LDC Professional Development <i>Battelle Education</i>	
10:45-11:15 (30)	LDC Coaching <i>High Schools That Work</i>	
11:15-11:45 (30)	Project Evaluation <i>The PAST Foundation</i>	
11:45-12:00 (15)	Districts <i>Black River</i> <i>Hillsdale</i> <i>Loudonville-Perrysville</i> <i>Mapleton</i> <i>Northwestern</i>	
12:00-12:15 (15)	Project Communications <i>Scott Smith</i>	

NEXT MEETINGS

September 7, 2016	4:00-6:00	Jake's of Wooster	Rural LDC Meeting and Social
September 20, 2016*	10:00-12:00	Black River	Implementation Team Meeting



Appendix L:

Table B: Rural LDC Quarterly Evaluation Meetings
and Report Schedule
Rural LDC Quarterly Evaluation Team Meeting
Agenda Template





TABLE B: Rural LDC 2016-17 Quarterly Evaluation Meetings and Report Schedule (10/31/16)

QTR	DATE		TASK	DESCRIPTION
1	8/29/16	1:30p	<i>Evaluation Introductory Meeting</i>	1) Review Preliminary timeline and confirm 2016-17 proposed evaluation meeting schedule and quarterly report dates; 2) review survey design strategy including survey team participants, general categories of survey questions; 3) proposed key informant interviews with LDC coaches (8/31 - 9/13)
	9/16/16	noon-2p*	<i>Evaluation Planning Meeting</i>	Review Pre-Implementation Survey draft question set
	9/21/16	1p-3p*	<i>Evaluation Planning Meeting</i>	Review Final Survey Design and questions
	10/5/16	1p-3p TBD*	<i>Evaluation Planning Meeting</i>	Review Bullet Point Report for 9/29-30; preliminary review of Pre-Survey (quantitative data set)
	10/20/16	noon-2p*	<i>Evaluation Planning Meeting</i>	Review ODE Evaluation Plan components: Logic Model; data collection strategy; reporting schedule for 2016-17
	10/26/16	2p-3p*	<i>Evaluation Planning Meeting</i>	Review Communication Plan; review baseline student data existing data across 5 districts
	10/28/16	1p-3p TBD*	<i>QUARTERLY Evaluation Meeting</i>	Review analysis of the Pre Survey (quantitative and qualitative analysis); review PROJECT EVALUATION PLAN
	10/31/16		QTR REPORT DUE	
2	1/13/17	1p-3p TBD*	<i>QUARTERLY Evaluation Meeting</i>	Mid-Project Review: PD 9/29-30, PD 12/9/16; planning for post-implementation survey design
	1/20/17		QTR REPORT DUE	
3	3/15/17	1p-3p TBD*	<i>QUARTERLY Evaluation Meeting</i>	Review PD 3/3; IT Mtgs 2/27, 3/27; update on post-implementation survey design; preliminary plan for project evaluation tools for years 3-5
	3/17/17		QTR REPORT DUE	
4	5/22/17	1p-3p TBD*	<i>QUARTERLY Evaluation Meeting</i>	Review plan for 2016-17 Pre/Post Survey Design and comparative analysis; preliminary plan for teacher/coach focus group (fall 2017)
	5/31/17		QTR REPORT DUE	
Post Year 1	6/9/17	1p-3p TBD*	<i>Post Year 1 Eval Meeting</i>	Review year end 2016-17 report plan; review 2017-18 preliminary evaluation work plan
	7/31/17		SUBMIT Year 1 REPORT	

*Quarterly Evaluation Meetings may run 1hr to 2 hrs based on implementation activities during each quarter.





Rural Collaborative to Improve Instruction and Expand Student STEM Opportunities and 21st Century Skills through Literacy Design Collaborative (LDC)

AGENDA

Quarterly Evaluation Team Meeting [DATE]

Participants:

- PAST Foundation – Monica Hunter, Project Evaluator; Maria Cohen and Kayla Kalloway, Evaluation Research Team
 - Northwestern – Scott Smith, Project Director
 - Battelle Education (BEd) – Kelly Gaier, Project Partner/STEM Education Specialist
 - High Schools that Work (HSTW) – Diana Rogers, Project Partner/ HSTW Regional Coordinator
1. Review Project Implementation Activities of the quarter
 - a. Implementation Meetings (Northwestern)
 - b. Onsite LDC coach reports (HSTW)
 - c. Professional Development workshops, teacher-coach activities, virtual sessions (BEd)
 - d. Other
 2. Review Relevant Data (e.g., observations summary reports, interview summary data, site visits, surveys, PD onsite or virtual sessions, etc.)
 3. Review updates regarding the implementation timeline and scheduled activities projected for the coming quarter
 - a. Coordinate research and data collection/evaluation activities with planned implementation schedule
 4. Brainstorm ideas/strategies to address implementation goals with project participants based on evaluation team review of work-in-progress:
 - a. Implementation Team Meetings with District Liaisons (monthly)
 - b. On-site Coaches (HSTW)
 - c. Professional Development workshops, virtual and web-based coaching (BEd)
 - d. Updates to stakeholder communication plan, including reminders, confirmation of participants in project activities, logistics, and related issues to support implementation goals





Appendix M:

Table C: Rural LDC Project Chronology of PAST Evaluation Team Activities





**Table C: Rural LDC Project Chronology of PAST Evaluation Activities
July 22, 2016 to October 31, 2016**

KC Staff	Date	Event	Product	Participants
MH	7/22/16	Preliminary Project Review	Notes	Project Manager, Battelle Ed. STEM Relationship Manager
MH/MGC/KG	8/29/16	Implementation Team Planning Meeting	BP*	Project Director, Project Manager, Project Treasurer, Battelle Ed. STEM Relationship Manager, HSTW NE Ohio Regional Coordinator, (5) District Liaisons
MH	8/29/16	Implementation Team Planning Meeting Debrief	Notes	Project Manager, Battelle Ed. STEM Relationship Manager
MH/MGC	9/1/16	Key Informant Interview	Notes	Battelle Education LDC Coach
MH/MGC	9/1/16	Key Informant Interview	Notes	Battelle Education LDC Coach
MH/KG	9/6/16	Key Informant Interview	Notes	HSTW LDC Coach
MH/MGC	9/7/16	Key Informant Interview	Notes	HSTW LDC Coach
MGC	9/7/16	Straight A Fund Kickoff Event	BP*	Project participants and stakeholders
MH/KG	9/9/16	Key Informant Interview	Notes	Battelle Education LDC Coach
MH/KG	9/9/16	Key Informant Interview	Notes	HSTW LDC Coach
MH/KG	9/9/16	Key Informant Interview	Notes	HSTW LDC Coach
MH/KG	9/13/16	Key Informant Interview	Notes	HSTW LDC Coach
MH/MGC	9/16/16	Evaluation Team Planning Meeting	Notes	Project Manager, HSTW NE Ohio Regional Coordinator
MH/MGC/KG	9/20/16	Implementation Team Planning Meeting	BP*	Project Manager, Battelle Ed. STEM Relationship Manager, HSTW NE Ohio Regional Coordinator, (5) District Liaisons
MH/MGC	9/21/16	Pre-Implementation Survey Review	Notes	Project Manager, Battelle Ed. STEM Relationship Manager, HSTW NE Ohio Regional Coordinator

*Bullet Point Report





Table C: Rural LDC Project Chronology of PAST Evaluation Activities
July 22, 2016 to October 31, 2016

KC Staff	Date	Event	Product	Participants
MH/MGC/KG	9/29/16	Professional Development Observation	Notes	Project Manager, Battelle Ed. STEM Relationship Manager, Battelle Ed. Lead Facilitator and LDC Coach, Battelle Ed. Engineer, (4) HSTW LDC Coaches, (5) District Liaisons, (15) Teachers
MH/MGC/KG	9/29/16	Professional Development Debrief	BP*	Project Manager, Battelle Ed. STEM Relationship Manager, Battelle Ed. Lead Facilitator and LDC Coach, Battelle Ed. Engineer, (4) HSTW LDC Coaches
MGC/KG	9/30/16	Professional Development Observation	Notes	Project Manager, Battelle Ed. STEM Relationship Manager, Battelle Ed. Lead Facilitator and LDC Coach, (2) Battelle Ed. LDC Coaches, Battelle Ed. Engineer, (4) HSTW LDC Coaches, (5) District Liaisons, (15) Teachers
MGC/KG	9/30/16	Survey Administration	Survey Report	(15) Teachers
MGC/KG	9/30/16	Professional Development Debrief	BP*	Project Manager, Battelle Ed. STEM Relationship Manager, Battelle Ed. Lead Facilitator and LDC Coach, (2) Battelle Ed. LDC Coaches, HSTW NE Ohio Regional Coordinator
MH	9/30/16	Straight A Onboarding Meeting	Notes	Project Director, Project Manager
MH/MGC/KG	10/5/16	Evaluation Team Planning Meeting	Notes	Project Manager, Battelle Ed. STEM Relationship Manager, HSTW NE Ohio Regional Coordinator
MH/MGC	10/14/16	Professional Development Debrief	BP*	Project Manager, Battelle Ed. STEM Relationship Manager, Battelle Ed. Lead Facilitator and LDC Coach, (2) Battelle Ed. LDC Coaches, HSTW NE Ohio Regional Coordinator
MH/MGC	10/14/16	Survey Administration	Survey Report	(14) Teachers

*Bullet Point Report





Table C: Rural LDC Project Chronology of PAST Evaluation Activities
July 22, 2016 to October 31, 2016

KC Staff	Date	Event	Product	Participants
MH/MGC	10/14/16	Survey Debrief	Notes	Project Manager, Battelle Ed. STEM Relationship Manager, Battelle Ed. Lead Facilitator and LDC Coach, (2) Battelle Ed. LDC Coaches, HSTW NE Ohio Regional Coordinator
MH/MGC/KG	10/20/16	Evaluation Team Planning Meeting	Notes	Project Manager, Battelle Ed. STEM Relationship Manager, HSTW NE Ohio Regional Coordinator
MH/MGC	10/26/16	Communication Plan Review	Notes	Project Manager
MH/MGC/KG	10/28/16	Quarterly Evaluation Meeting	Evaluation Plan	Project Manager, Battelle Ed. STEM Relationship Manager, HSTW NE Ohio Regional Coordinator

*Bullet Point Report





Appendix N:

Sample Chronology for High Schools That Work School/District Site Visits





The PAST Foundation Report: October 26, 2016

Submitted to: Dr. Monica Hunter,

Submitted by: Diana Rogers, Regional Coordinator

HSTW NE Ohio Region

115 Mountainview Ct.
Mount Sterling, OH 43143
Office/Fax: 740.869.2650
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Regional Support

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Fiscal/Program Manager
hstwne@efcts.us
Office 740.869.2650
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Black River, Mapleton & Hillsdale

Gwen Bryant

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Barb Nichols

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Angela Smith

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On-Site Coaches

Northwestern & Loudonville

Barb Baltrinic

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Diana Rogers

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Virtual Coaches

Kara Mitchell

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330.701.5155

Susan Rhoades

susanrhoadesldc@aol.com
330.807.7148

Chronology of Rural LDC Activities by HSTW LDC Coaches

August 29, through September 30, 2016

Staff	Date	Event/Activity	Documentation Product	Participants
Diana Rogers (DR)	8/29/16	Monthly LDC Liaison Meeting at Northwestern	HSTW LDC Introductory PowerPoint	See Rural LDC Collaborative Participant Contact information list
DR, Barb Baltrinic (BB), Barb Nichols (BN), Angela Smith (AS)	9/7/16	Rural LDC Meeting and Social, Jake's of Wooster	HSTW LDC Introductory PowerPoint available for district representatives	See Rural LDC Collaborative Participant Contact information list, invited district guest, etc. (Scott Smith has the official sign-in list)
DR, BN	9/20/16	Monthly LDC Liaison Meeting at Mapleton	No product from HSTW	See Rural LDC Collaborative Participant Contact information list
DR, Gwen Bryant (GB), BB, BN, AS	9/28/16	HSTW LDC Coaches Briefing/Training Day at Wayne County Schools CTC	HSTW LDC Coaching Notebook and handouts	No additional participants. Closed training for HSTW LDC Coaches only
DR, Gwen Bryant (GB), BB, BN	9/29/16	Battelle Training Day 1 at Northwestern	Battelle Training Materials provided. Not HSTW products produced	See Rural LDC Collaborative Participant Contact information (Scott Smith has the official sign-in list)
DR, Gwen Bryant (GB), BB, BN	9/30/16	Battelle Training Day 2 at Northwestern	Battelle Training Materials provided. Not HSTW products produced	See Rural LDC Collaborative Participant Contact information (Scott Smith has the official sign-in list)