JOHNS HOPKINS
SCHOOL of EDUCATION

CENTER FOR RESEARCH
AND REFORM IN EDUCATION

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

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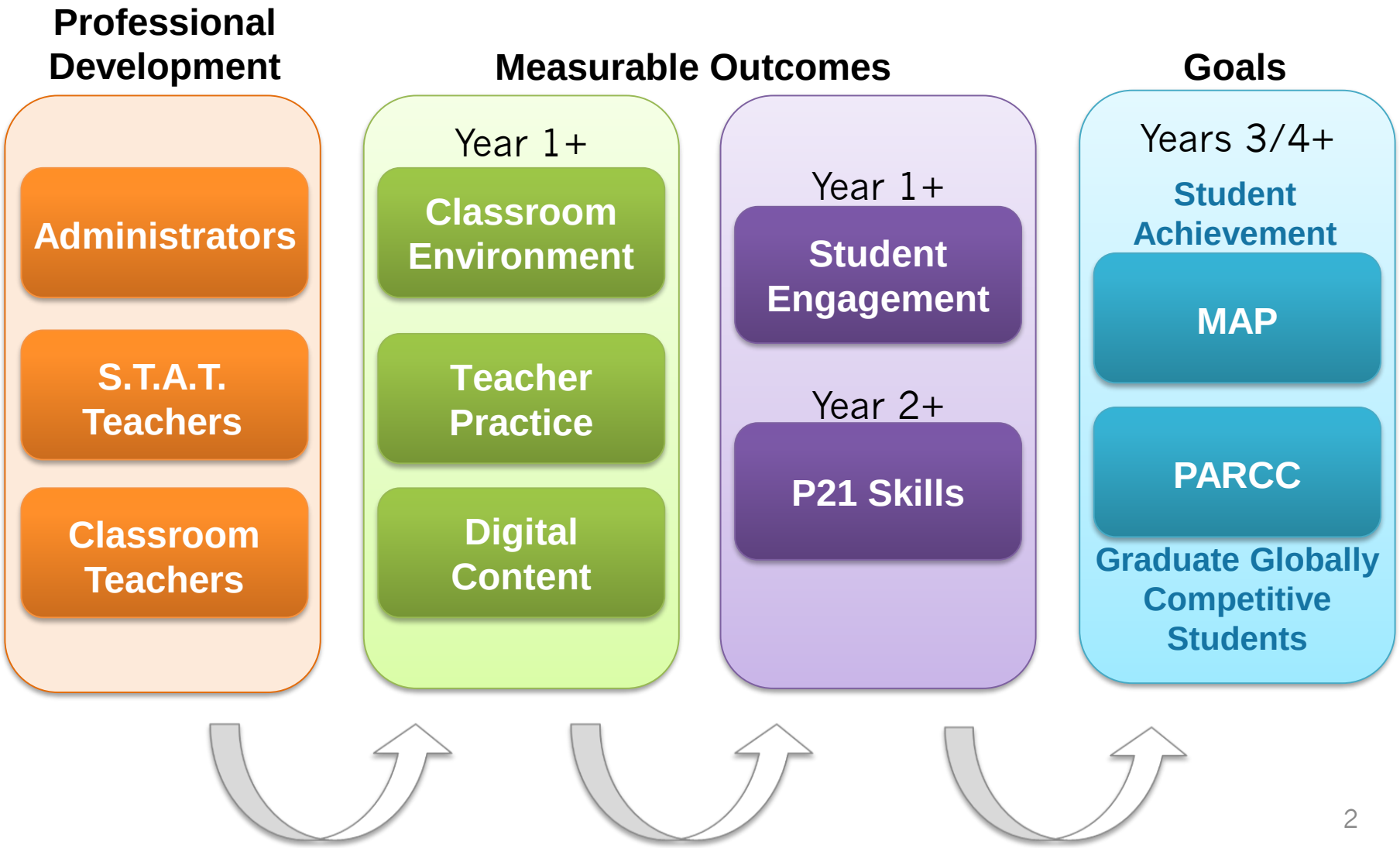
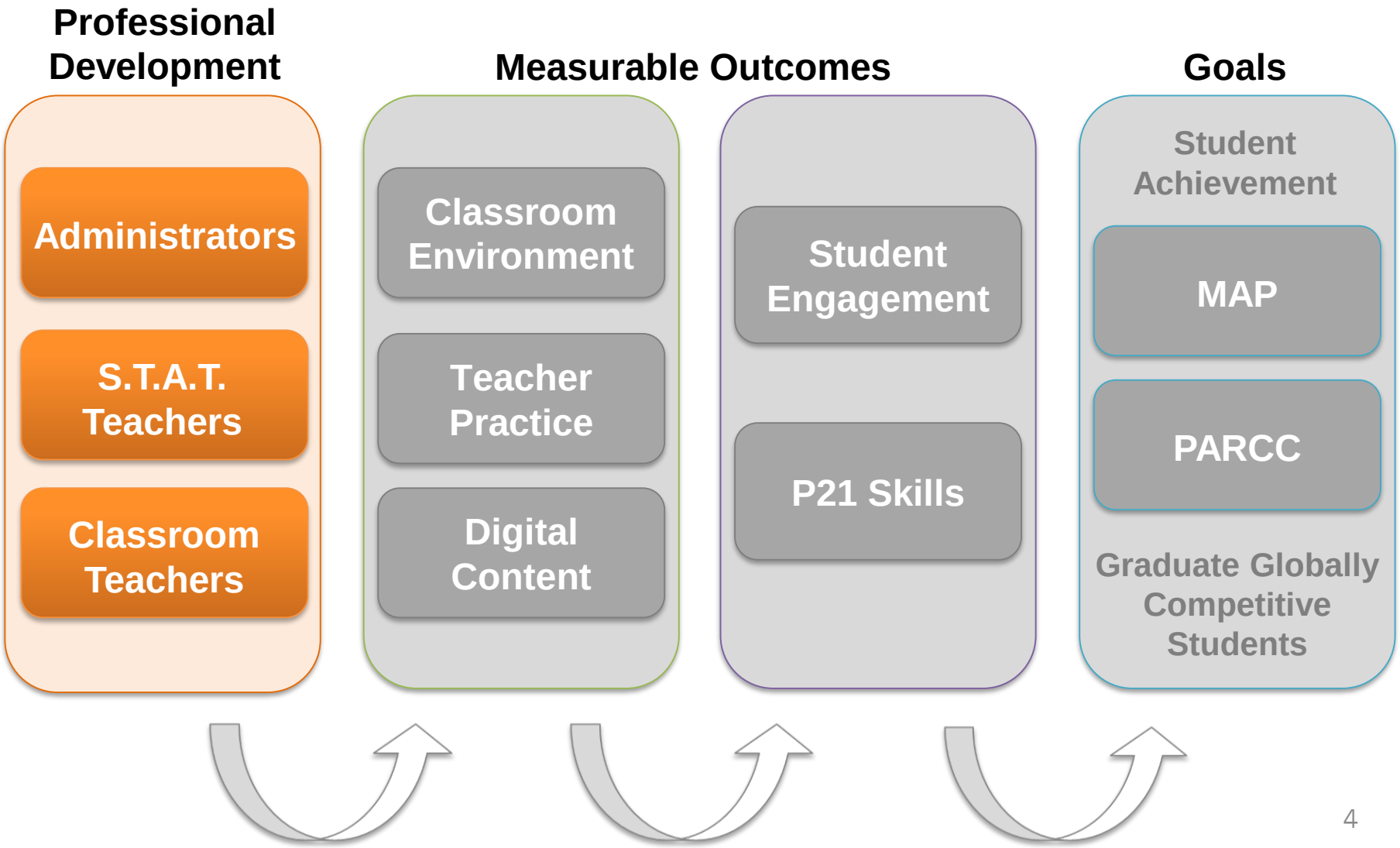
S.T.A.T. Evaluation Model



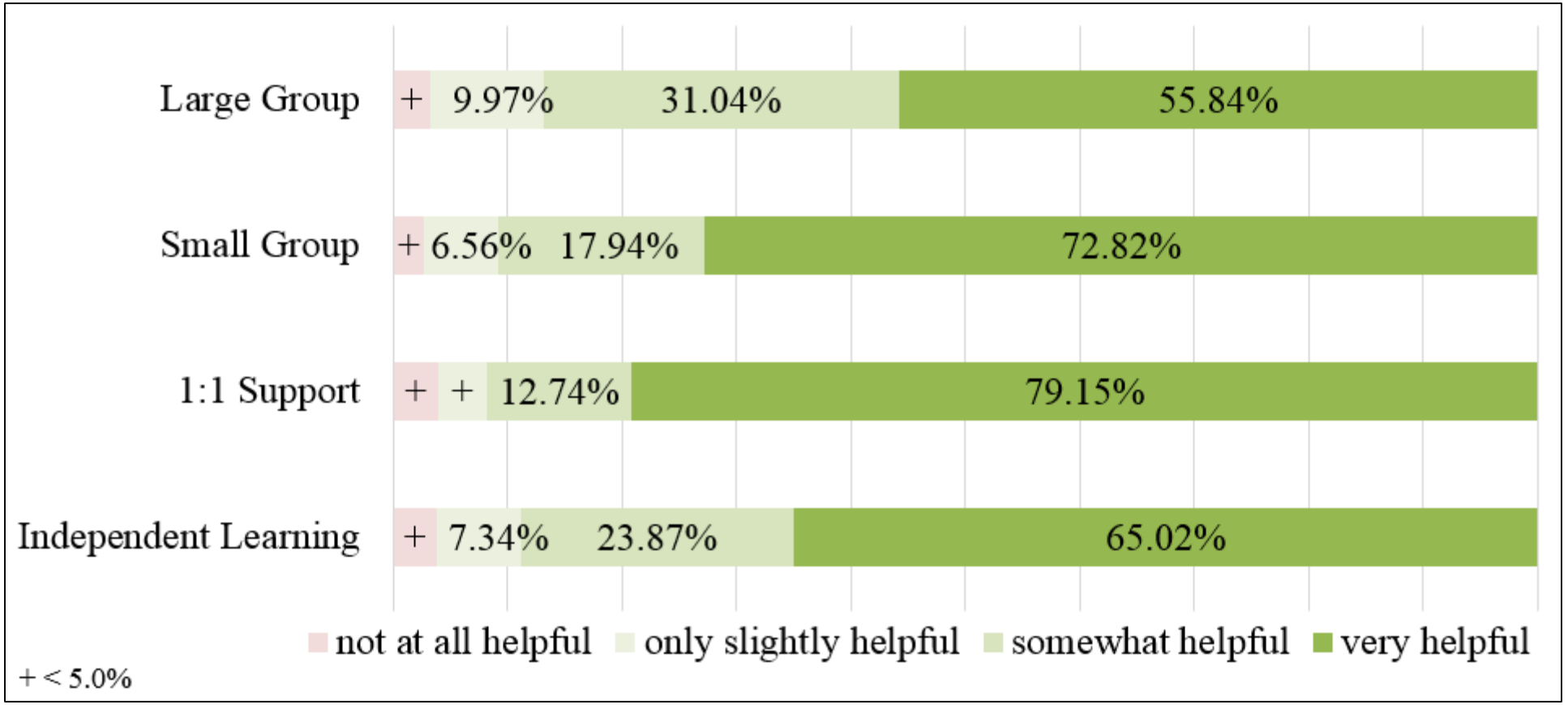
Data Sources

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

S.T.A.T. Evaluation Model



Survey: PD Helpfulness



Survey: Learning Opportunities

Present Participation

Training Workshop (82%)

Teacher development plan (57%)

Learning Walk (41%)

Analysis of data (43%)

Observation of peer classroom (40%)

Study group, lesson study (40%)

Observation of model teaching, demonstration lesson (29%)

Developed SLO (22%)

Future Participation

Observation of model teaching, demonstration lesson (42%)

Observation of peer classroom (38%)

Training Workshop (35%)

Learning Walk (33%)

Study group, lesson study (24%)

Analysis of data (23%)

Teacher development plan (9%)

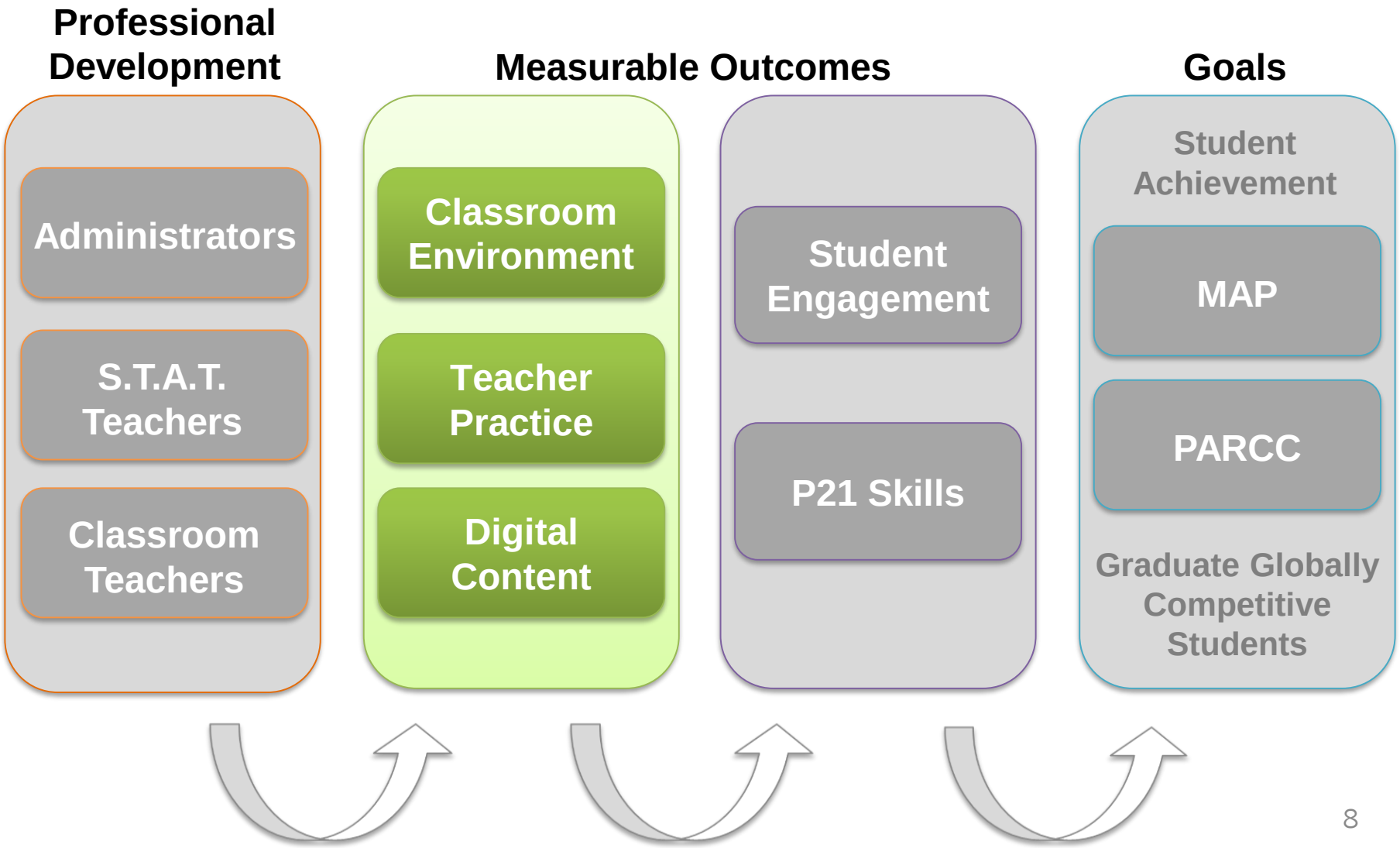
Developed SLO (9%)

S.T.A.T. Teacher Program

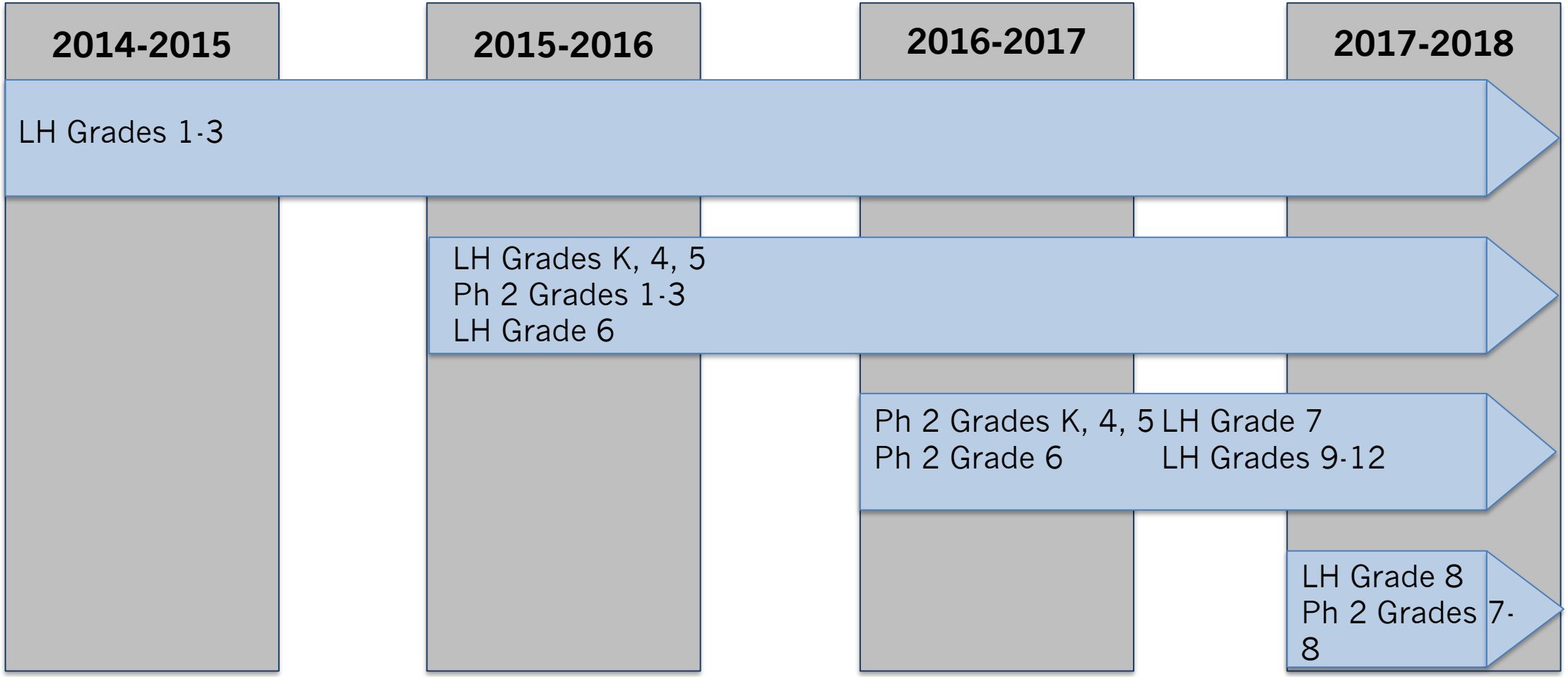
- Classroom teachers positive towards the S.T.A.T. teacher
  - Knowledgeable and supportive
  - Positive attitudes and qualities

- Needs:
  - Presence in the classroom
  - Roles and responsibilities

S.T.A.T. Evaluation Model



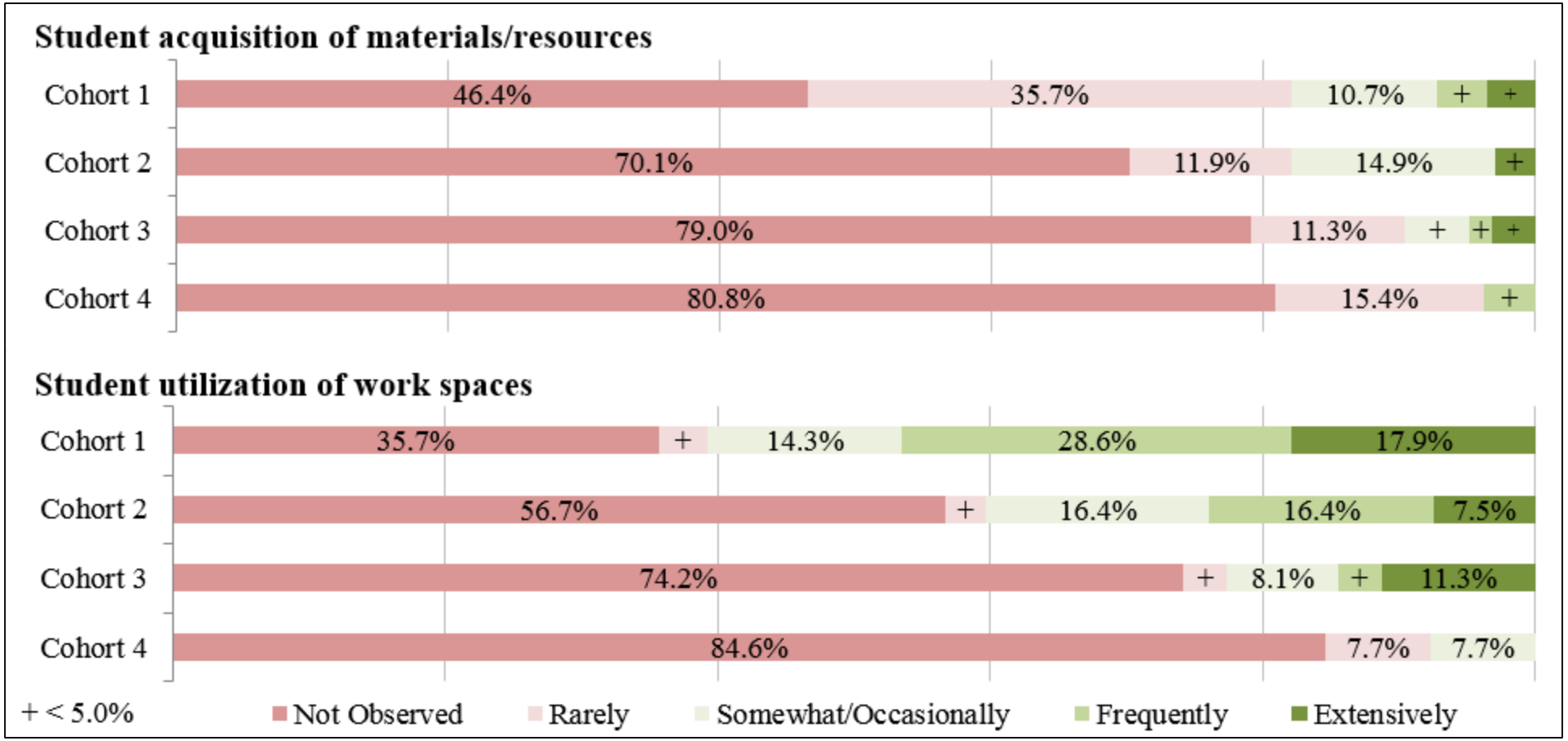
S.T.A.T. Experience



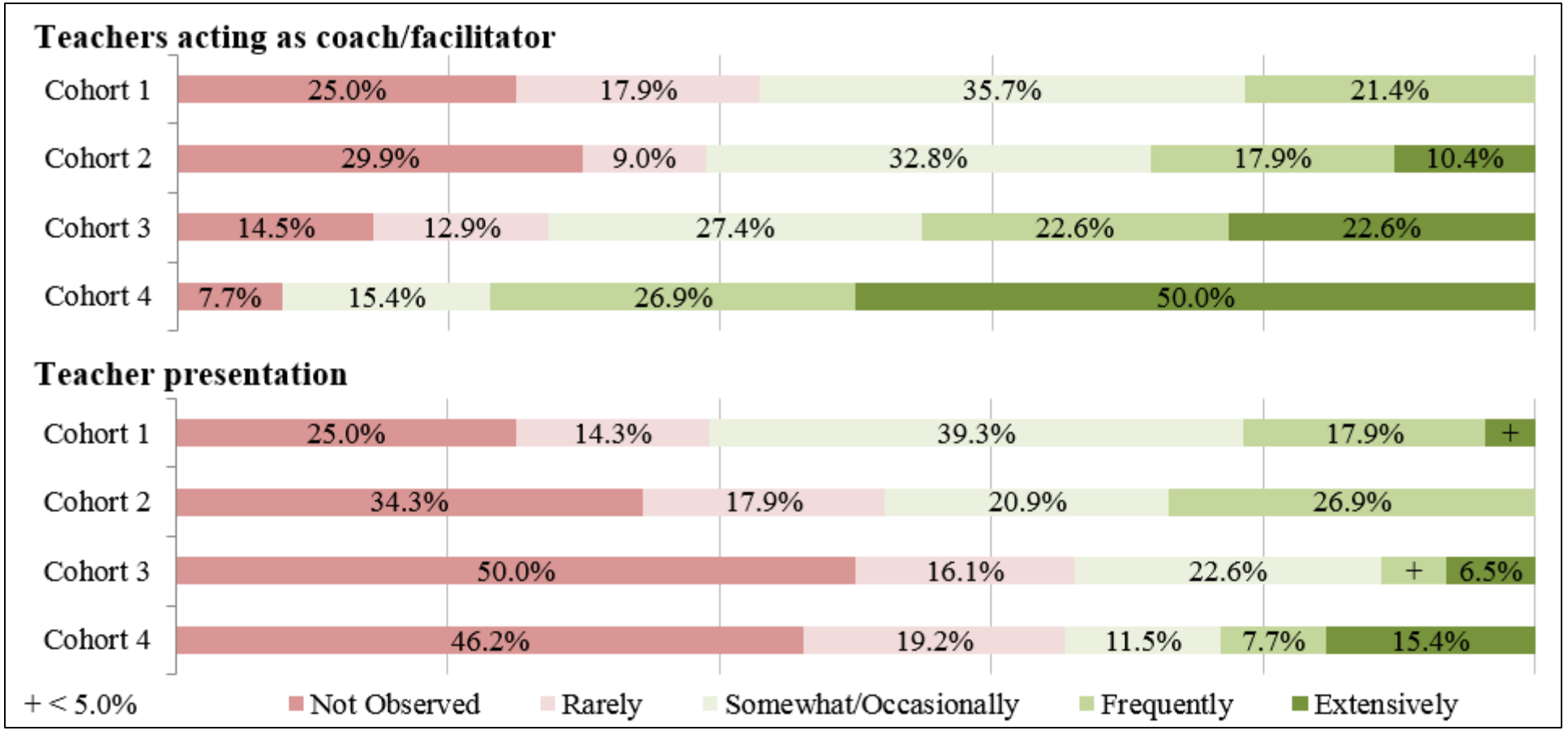
Observation Rating Scales

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

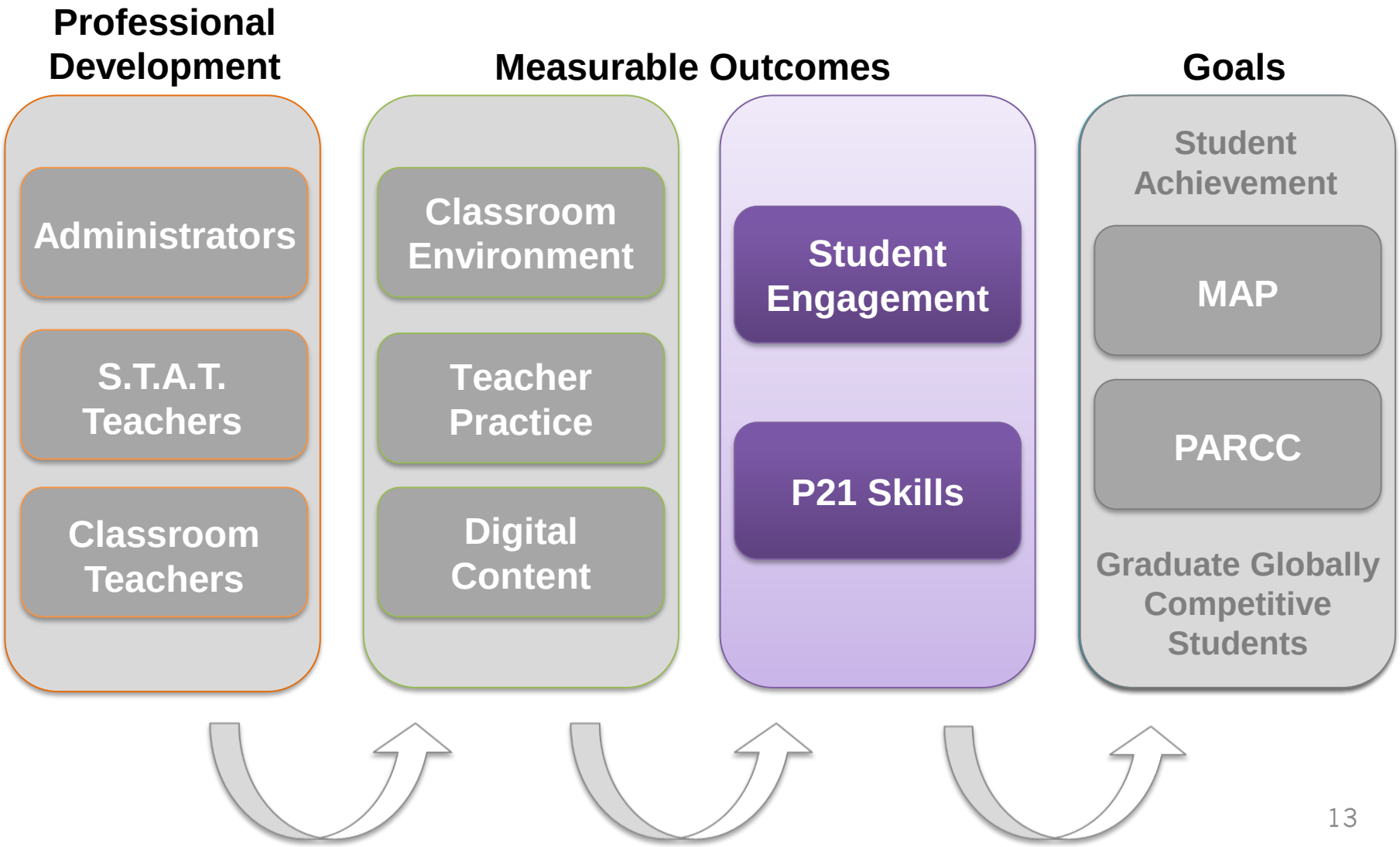
Impact on Classroom Environment



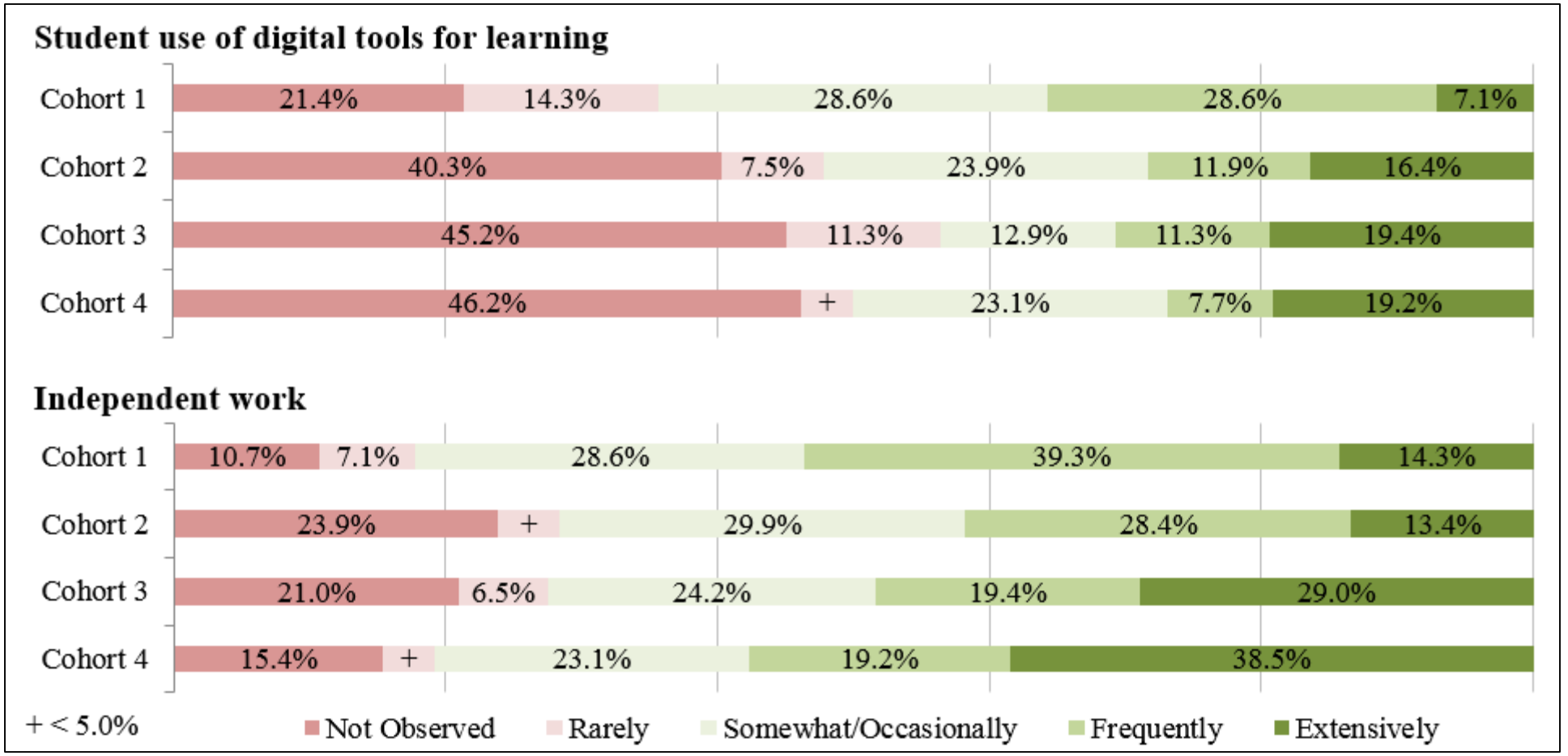
Impact on Teacher Practices



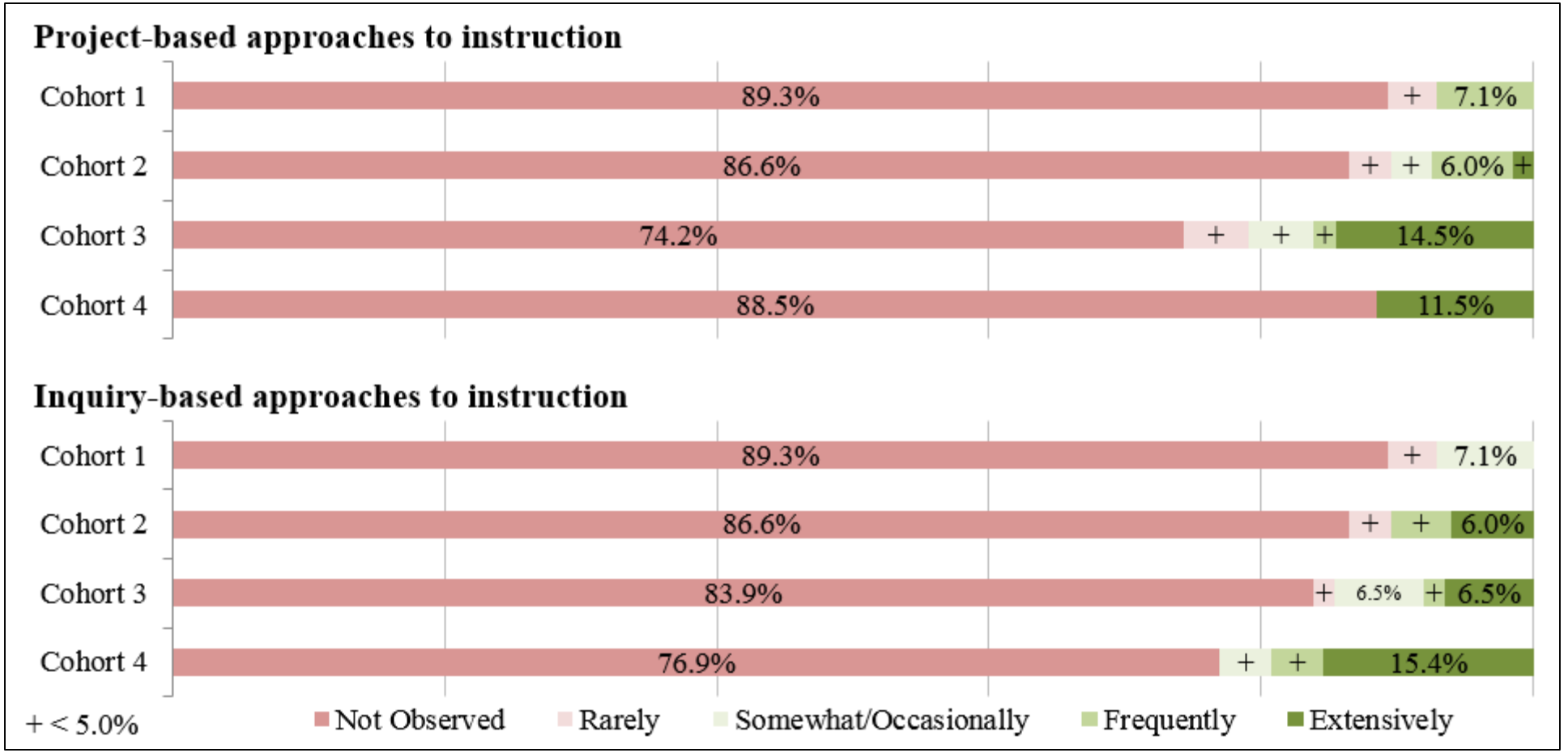
S.T.A.T. Evaluation Model



Impact on Student Engagement



Impact on P21 Skills



Student Perceptions of S.T.A.T.

- Appreciate technology
  - Media-based projects and educational games
  - Enabling independence, autonomous learners

- Some technical problems
- Increased teacher competencies related to technology integration

Recommendations

- Focus PD on modeling desirable practices and approaches to learning
- Adapt PD to varying levels of teacher experience
- Increase opportunities for device use in pairs or small groups
- Monitor and proactively address technology glitches

Conclusion

- Positive teacher and student perceptions
  - Students appreciate technology affordances

- Some, though fewer than before, concerns over S.T.A.T. teacher role
- Overall, reduction in problems and concerns expressed previously

- Impact appears consistent with logic model