

## TEACHER LEARNING & LEADERSHIP PROGRAM (TLLP)

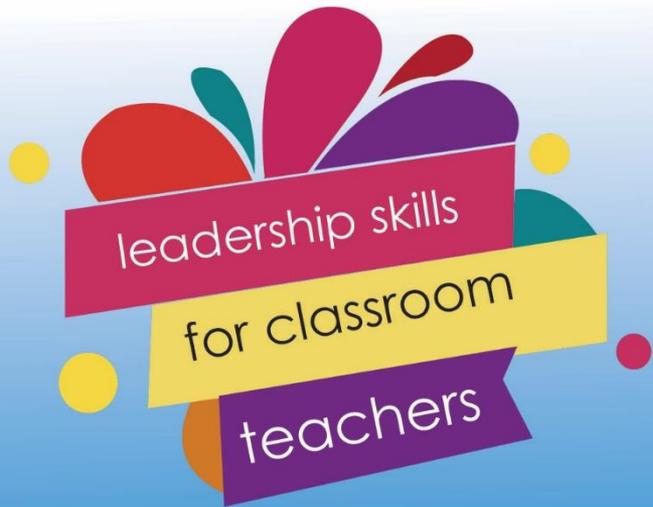
# Preparing for Your Final Report – June 2018

## *Gathering Information and Analyzing*

**Rosemary Clark**, *Facilitator/Researcher, OTF*  
**Rolland Chidiac**, *Experienced TLLP participant*



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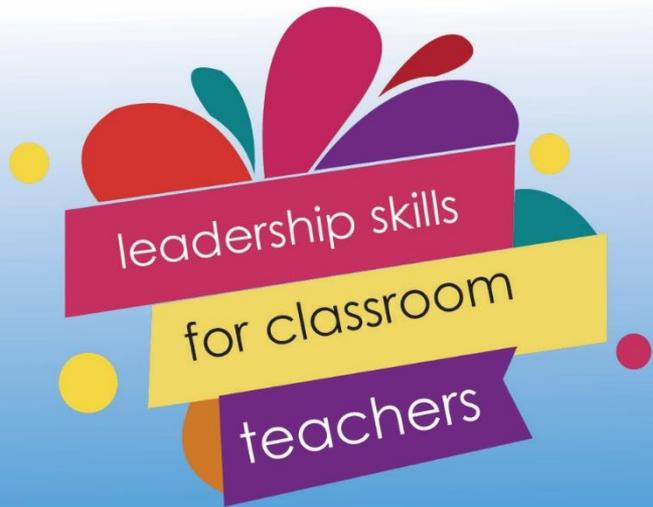
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## Advice from Ann Lieberman

*“Don’t tell. Show what you are doing that makes a difference”*



Note: The TLLP report template requires you to **document measures that you used as the project progressed.**

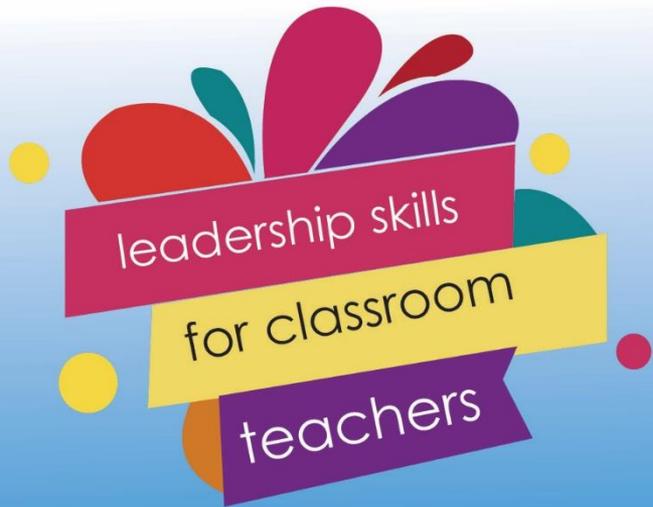


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## If a report is last on your list

**Reasons to start identifying sources of information now:**

1. Ensure peace of mind
2. Focus on measuring your goals
3. Organize your work and methods
4. Establish credibility
5. Capture evidence from the beginning
6. Budget implications



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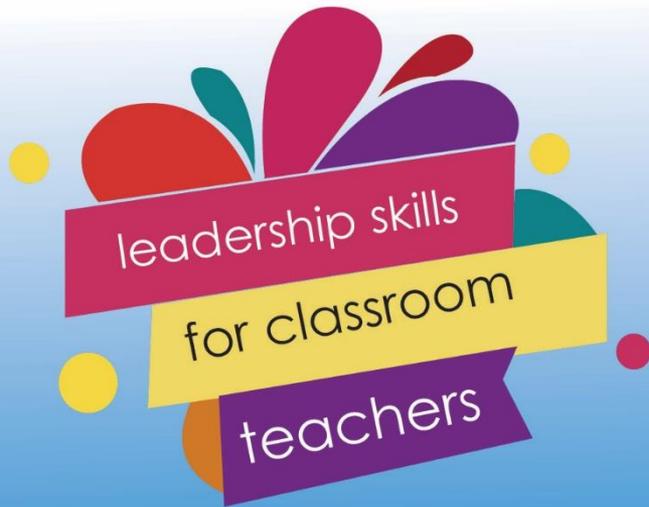
# Let's look at the Report Form

## Section 2: Project Information (Online)

- Title
- Synopsis
- Theme
- Key words

## Section 3: Participant Report

- Evaluating project learning, professional learning, measuring, sharing, challenges and leadership
- Focus of this presentation



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## First Use Your SMART Goals

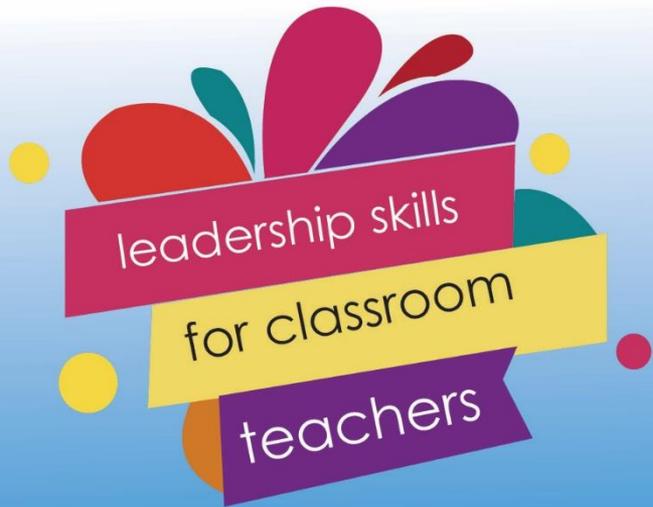
- S** Specific
- M** Measurable
- A** Attainable
- R** Relevant
- T** Tactically Sound

*Garmston and Wellman 2009*

**Indicate a key word in the first column of the Exercise page provided:**

List of Project Goals (Key Word)

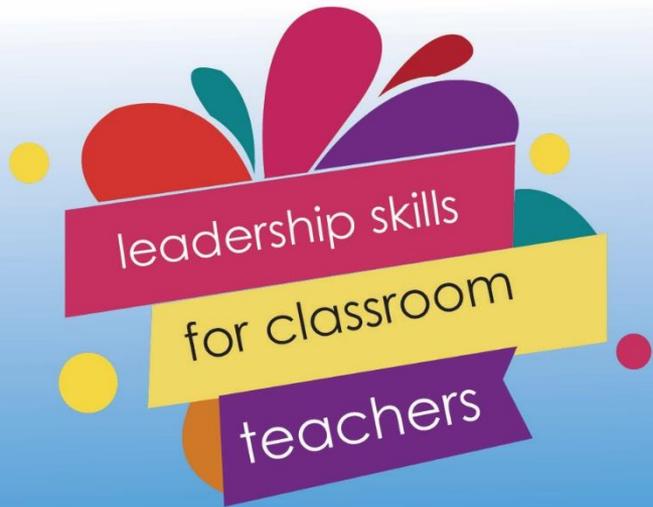
Method(s) of Collecting Evidence



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## Re-evaluate your list of goals

1. Have you included a goal about your own learning? About colleagues' learning?
2. Do you have a goal for sharing your learning? If not, add one.
3. Are all your goals measurable? If not, can they still be documented?



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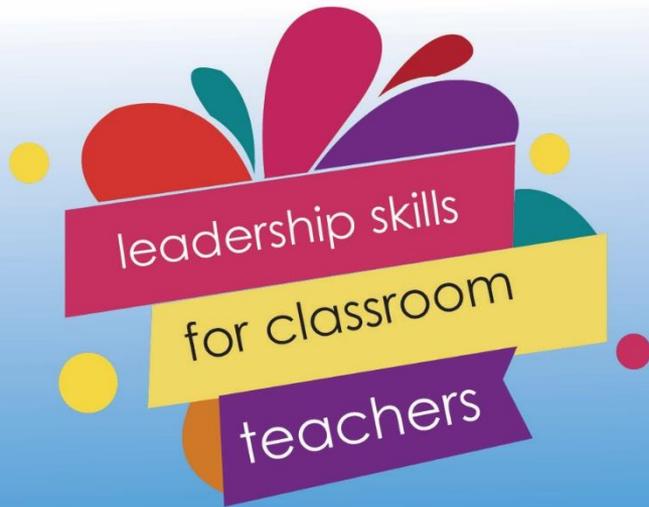
## Collecting Evidence

To show that each goal was achieved and to collect artifacts for the NING, consider whether you want:

- a) **quantitative** data
  - facts, statistics
  
- b) **qualitative** data
  - opinions, commentaries

OR

**both**

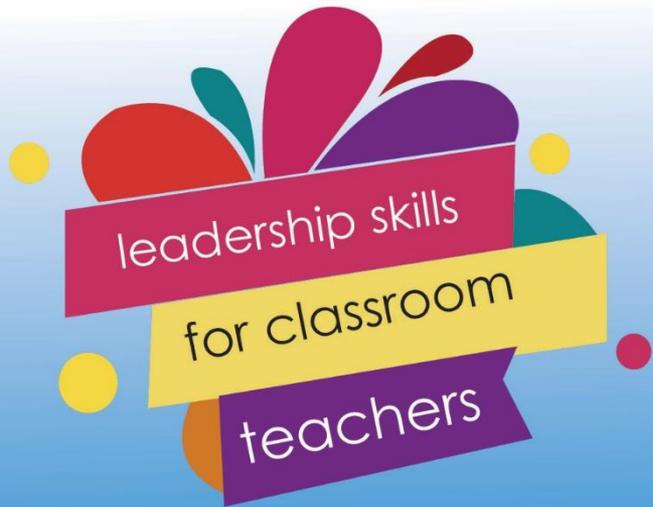


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## Identify each of the following projects as either qualitative or quantitative

1. Interview a group of principals about the effects of the accepting student legislation.
2. Determine the better of two instructional methods by comparing the average test score of two groups of students.
3. Observe school hallways between classes to determine the traffic patterns.
4. Survey students to determine their reading preferences.
5. Analyze trends for EQAO achievement tests.

**Adapted from Henning et al**  
***Using Action Research to Improve Instruction (Page 5)***

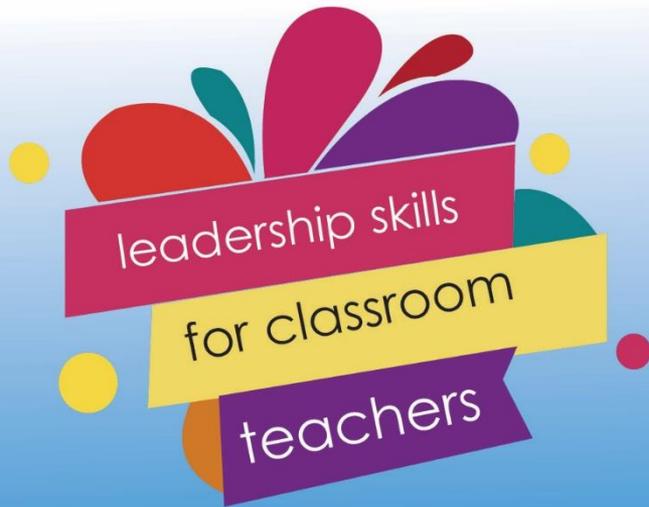


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## Collecting data from more than one source, at more than one point in time

Select data sources that provide:

1. Breadth from multiple perspectives
2. Depth from questions that probe beyond the surface
3. Corroboration from different data sources
4. Validity from sources that accurately gauge what we measure

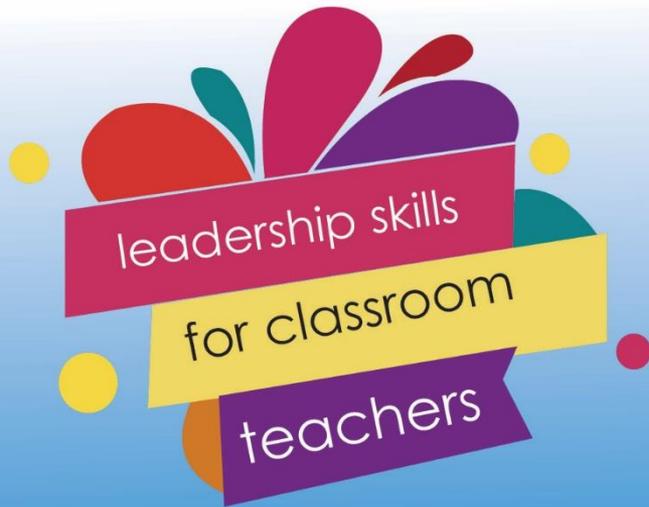


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## Seven ways to get information

1. Literature search (could be electronic)
2. Journal/Blog kept by participants
3. Internet or print survey
4. Formal and informal interviews
5. Wikis
6. Student work or achievement data
7. Participatory and structured observation (including videotaped sessions)

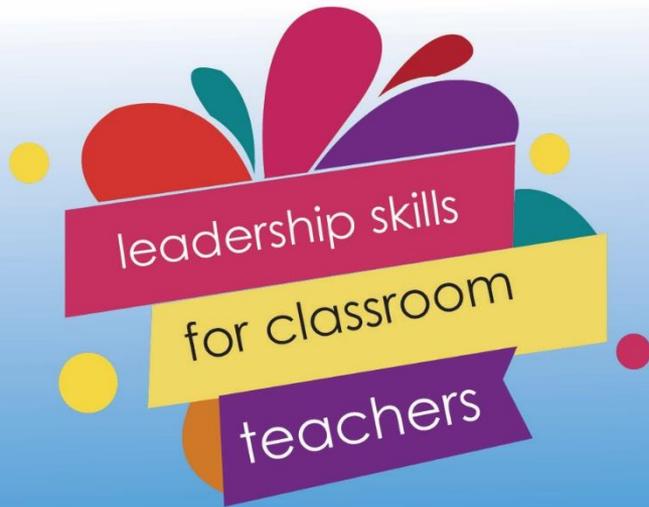
**Choose methods that suit your project and are the most efficient.**



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## Some pros and cons

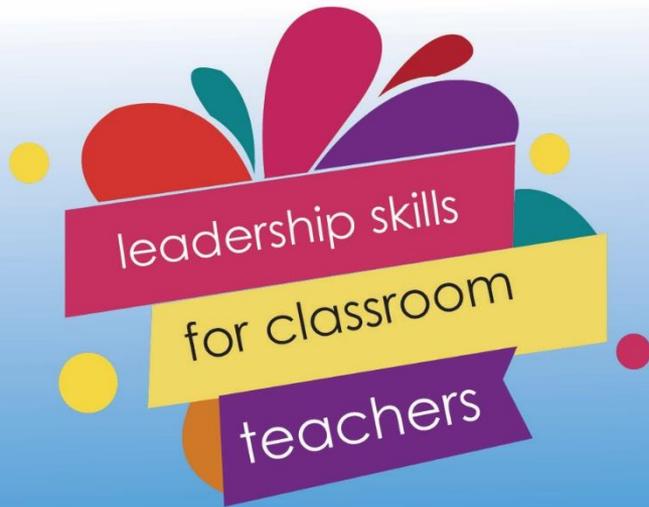
METHOD	ADVANTAGES	DISADVANTAGES
<b>Journal/Blog ( both qualitative and quantitative)</b>	Accuracy Personal introspection	Time consuming Hard to keep up intensity
<b>Internet survey (both)</b>	Can be done at leisure and results can be automatically collated	Better programs aren't free; works best if respondents have fast internet access



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## Some pros and cons (continued)

METHOD	ADVANTAGES	DISADVANTAGES
<b>Focused or structured interview (qualitative)</b>	Best for in-depth opinions and issue discussion	Transcription & interview time; small sample may mean you can't extrapolate
<b>Student Work (can be both)</b>	Necessary for some projects	Short time period may not show results; ethical Q's
<b>Observation (qualitative)</b>	Quantifiable if structured and timed	Subjective if not structured



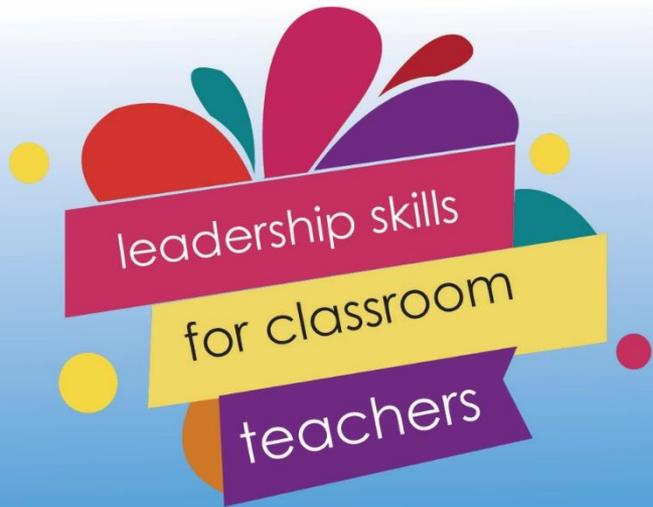
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## When to use a Survey

See Survey Tips in Conference Resource Website at [bit.ly/TLLPTraining17](https://bit.ly/TLLPTraining17)

Written and/or online surveys

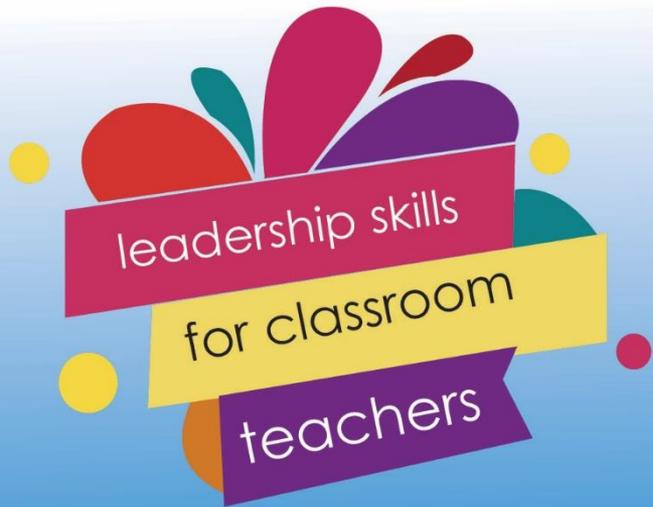
- Are familiar to most people and convenient – can be completed later
- Reduce bias – same questions are asked, no voice inflections or visual cues to influence answers
- Best for quantitative results plus qualitative if there are some open-ended questions
- Best for sampling of a large population
- Not as good for probing sensitive issues



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## For all types of information gathering

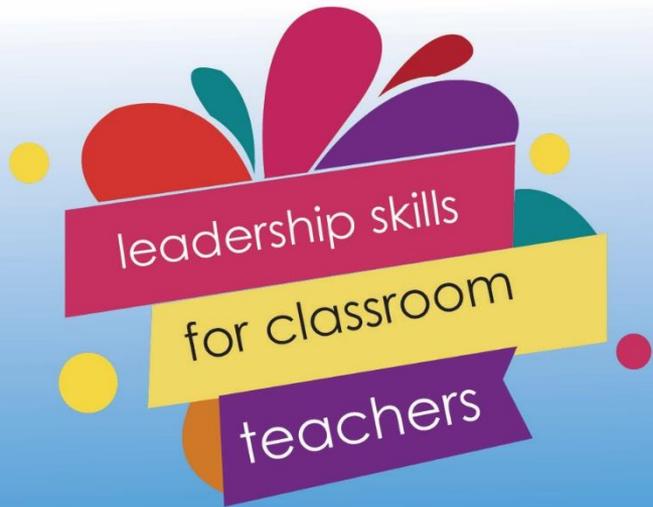
- Provide a concise introduction explaining why you are collecting this information this way
- Keep your questions and surveys short
- Ask only questions that directly address your study goals
- Remember that you will have to collate results and analyze them for your report
- Don't make unnecessary work for yourself



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## Your Own Professional Learning

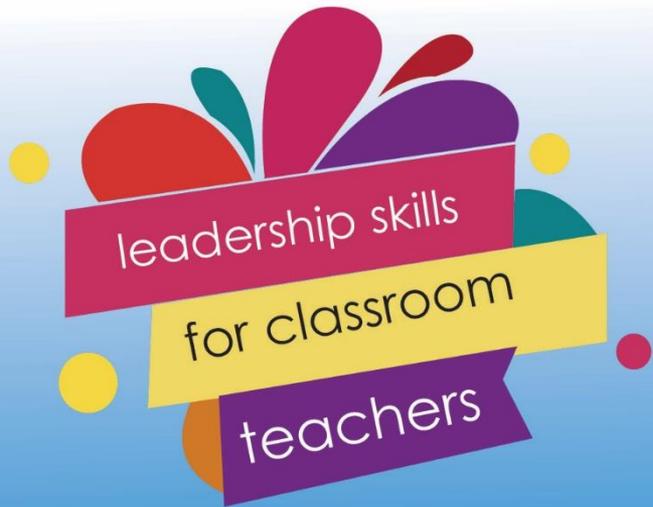
- See Final Report form Section 3
- Document your learning throughout the project



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# Sharing

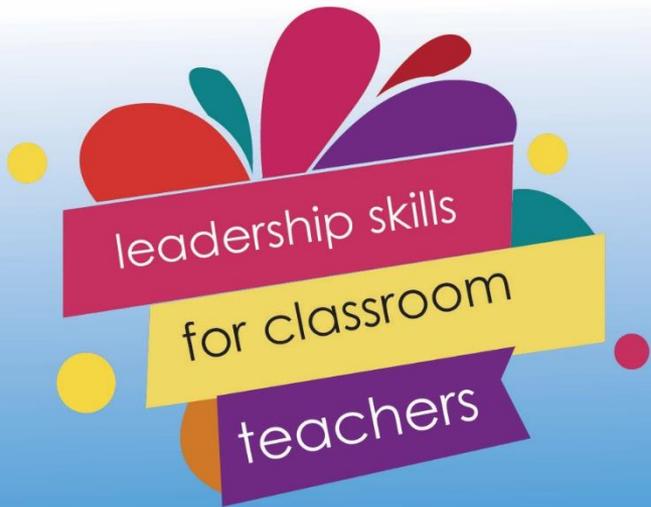
- Check your list for your goal(s) for sharing your learning. What methods have you planned? (see report form) PD workshops? Podcasts? Video? Wikis? Publishing teacher resources or tool kits?
- How will you collect evidence to measure the success of the sharing? (Feedback forms? Blog entries? Website or blog “hits”? Workshop evaluations? etc.)



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## Three Questions to Answer As You Share:

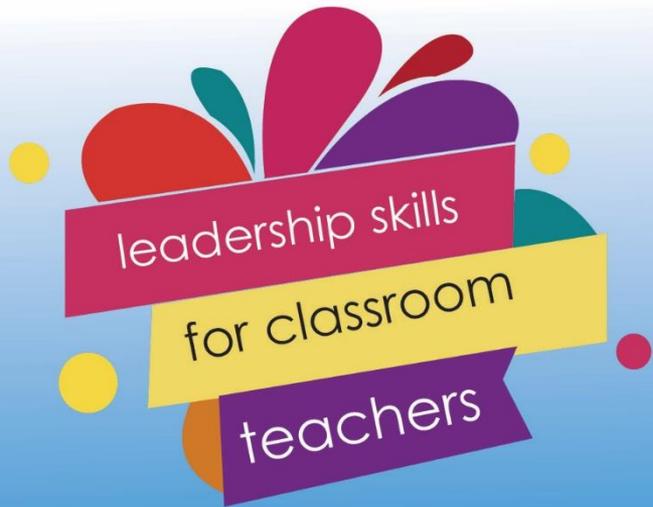
- What
- So What?
- What Next?



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## Exercise: fill in column 2 of your chart

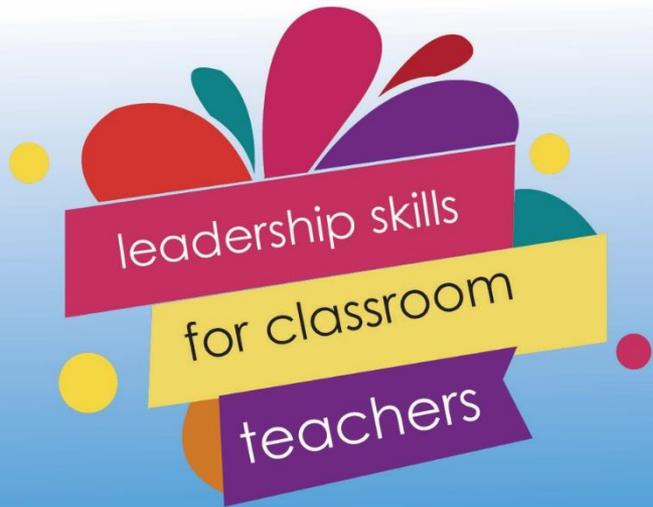
<b>Expanded List of Goals Key Word</b>	<b>Method(s) of Collecting Evidence</b>



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# Leadership

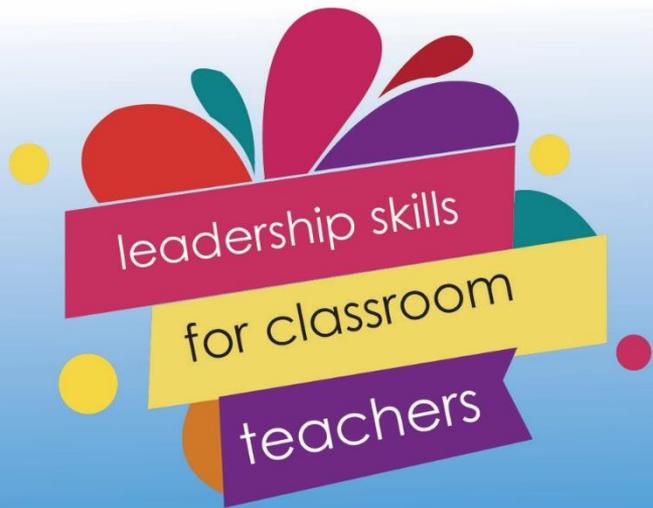
- See report form for skills related to teacher leadership
- Reflect on these as the project progresses
- Use tips from carousels, colleagues, etc.
- Remember: you are a leader already!



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# Challenges

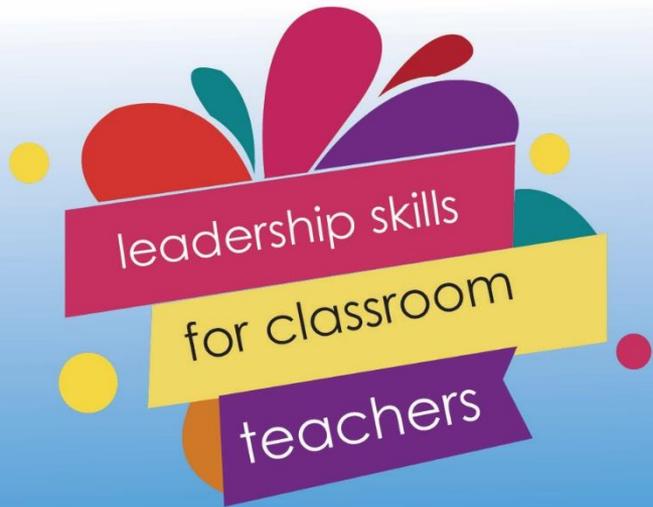
- Challenges WILL occur
- Can be in many areas – see report form
- Communications, funding, project plan not workable, relationships with colleagues, lack of resources or time, etc.
- When challenges occur, document them and your strategies used (whether successful or not)



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## Other Research Considerations

- If you are going to administer a survey, you may have to seek your board's permission or go through an ethical review process
- Protect privacy of students: get signed permissions to use video clips, student work, quotes from teachers etc. (your board may have forms already)
- **DO NOT** do anything that might be construed as evaluating or criticizing a colleague's performance
- Keep the principal "in the loop"
- Keep the future in mind
- Most projects hope to show improvements in student success, **BUT**

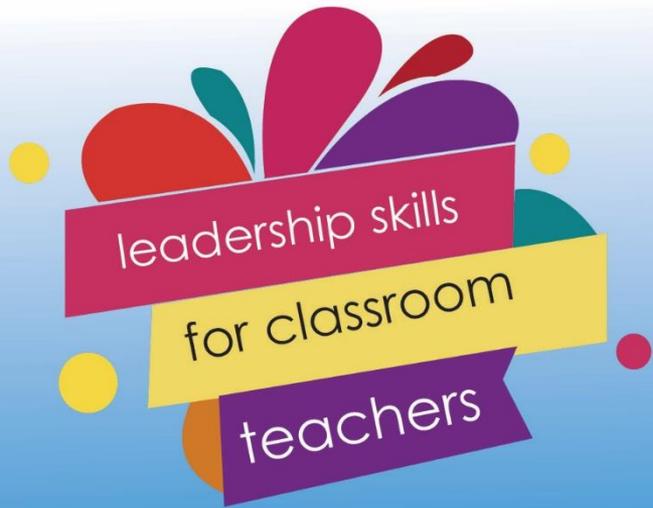


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## BUT – BE REALISTIC

- Gains to student achievement and better EQAO scores may not occur immediately, and gains may be due to other factors
- Be sensitive to concerns and workloads of colleagues, students and parents

**Don't try to do too much!**



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## Summary: Some Key Points

1. Start now
2. Revisit the End of Project Report
3. Triangulation
4. Evidence for each goal
5. Keep things short
6. Ethical issues
7. Be realistic