

# A Hybrid Model for Evaluating Online Professional Development: Phase I Evaluation of the Florida Online Reading Professional Development (FOR-PD)

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# FOR-PD: The Project

- FOR-PD is the primary delivery mechanism for improving teaching methods in preK-12 reading instruction to teachers across the state of Florida
- Funded and endorsed by the Florida Department of Education
- FOR-PD is the first online Florida Department of Education course to meet Competency 2 of the Florida reading endorsement certification
- Online staff development project
- Housed at UCF
- Enrollment: over 4,500

# Multidimensionality of the Project

- 1) FOR-PD is a grant-funded project and therefore has very specific goals and objectives that must be reviewed.
- 2) FOR-PD provides professional development and
- 3) does so in an online environment.

# Purpose of this Study

- To reflect upon the evaluation model and tools used to evaluate the Florida Online Reading Professional Development (FOR-PD) project, emphasizing how the FOR-PD evaluation model fits within and contributes to better understanding effective evaluation of online professional development.
- A summary of findings from Phase I (January-August 2003) are also presented.

# Evaluation Model

- Hybrid model that incorporates:
  - Logic model (Coffman, 1999; Harris, 2001; McLaughlin & Jordan, 1999)
  - Five levels of professional development (Guskey, 2000)
  - Five pillars of quality online learning (Mayadas, Bourne, & Moore, 2003)

# Logic Model

- Use of the logic model was driven by the goals and objectives written as part of the original RFP
- The logic model uses the goals and objectives of FOR-PD as its foundation.
- A logic model concisely shows how a program is designed and how it will make a difference for the participants and the community (McLaughlin & Jordan, 1999) based on specified outcomes (Stake, 2004).
- The logic model provided the basic framework for the evaluation and was the initial step of the entire evaluation process that included data collection, assessment and evaluation, and program monitoring and reporting

# Guskey's Model for Evaluating Professional Development

- Use of Guskey's model was driven by the professional development dimension of FOR-PD
- Level 1: Participants reactions
- Level 2: Participants' learning
- Level 3: Organization support and change
- Level 4: Participants' use of new knowledge and skills
- Level 5: Student learning outcomes

# Sloan Consortium's Pillars of Online Learning

- Use of Sloan's pillars was driven by the online learning environment of FOR-PD
- Pillar 1: Learning effectiveness
- Pillar 2: Cost effectiveness
- Pillar 3: Access
- Pillar 4: Faculty satisfaction
- Pillar 5: Student satisfaction

# Synthesis of Evaluation Models

		Program Goal	Objectives	Progress Indices	Metrics
Sloan's Pillar 1: Learning effectiveness	Guskey's Level 2: Participant Learning	*To increase teacher literacy and reading instructional knowledge	Teachers who complete FOR-PD significantly increase literacy and reading instructional knowledge	FOR-PD online pretest and posttest knowledge assessments indicate participants are significantly increasing reading instructional knowledge	Pretest and posttest results are compiled and analyzed
		*To align the new delivery mechanism with state and national reading standards	FOR-PD modules are aligned with state and national reading standards	FOR-PD modules are reviewed for alignment	Alignment of FOR-PD with state and national standards are identified and documented
	Guskey's Level 4: Participant use of new knowledge and skills	*To increase teacher preparation for implementing research-based best practices in reading instruction	Teachers who complete FOR-PD increase preparation for implementing research-based best practices in reading instruction	Postings on FOR-PD discussion boards indicate increased preparation for implementing research-based best practices	Phase II report: Qualitative analysis of implementation strategies via interviews and observations
	Guskey's Level 5: Student learning outcomes	*To increase reading achievement by students	Students instructed by FOR-PD teachers significantly increase reading achievement	Standardized reading test scores indicate that students instructed by FOR-PD teachers significantly increase reading achievement	Phase II report: Quantitative analysis of quasi-experimental research study
		*To ensure the majority of Florida teachers meet reading certification requirements	Florida teachers complete FOR-PD	Registrations indicate a significant number of teachers enroll in and complete FOR-PD each semester	Registration data is compiled and analyzed
Sloan's Pillar 3: Access		*To create the principal delivery mechanism for improving teaching methods in K-12 literacy and reading instruction to teachers across the state of Florida	Online literacy and reading instruction modules are created*	Literacy and reading instruction modules are created that parallel effectiveness of other delivery modes of reading certification	FOR-PD modules and course components are identified and documented

Sloan's Pillar 1: Learning effectiveness <i>and</i> Sloan's Pillar 3: Access		To provide additional resources beyond the professional development modules that complement and supplement the modules	Program reading-content deliverables beyond modules (such as newsletters, etc.) inform best practices	Quality metrics measure deliverables beyond modules	Reading-content deliverables beyond the modules are identified and documented
	<u>Guskey's Level 3: Organization support and change</u>	To increase the creation of district policies and procedures for implementing changes from professional development	Districts create and/or update policies and procedures for implementing professional development	District policies and procedures indicate that measures are in place to implement change based on professional development	Phase II report: Qualitative analysis of district policies and procedures as gathered through interviews with school district personnel
Sloan's Pillar 4: Faculty Satisfaction		To increase the pool of trained facilitators for reading instruction	Facilitators who are accepted into FOR-PD complete the facilitator online training course	Facilitator training course indicates that the majority of accepted FOR-PD facilitators follow-through with completing the facilitator training course	Facilitator online training course results are compiled and analyzed
		To increase satisfaction of facilitator's online teaching experience	Facilitators who complete at least one facilitation session of FOR-PD are satisfied with the experience	Facilitator evaluations indicate that the overwhelming majority of FOR-PD facilitators are satisfied with the online experience	Online facilitator surveys are compiled and analyzed
	<u>Guskey's Level 1: Participant reaction</u>	To increase satisfaction of online learners	Teachers who complete FOR-PD are satisfied with the online learning experience	Course evaluations indicate that the overwhelming majority of FOR-PD completers are satisfied with the online learning experience	End-of-course evaluation results are compiled and analyzed

*\*Project goals marked with an asterisk indicate original program goals as proposed through the RFP*

# Next Steps

1. revised pre- and posttest of knowledge
2. increased data collection from participants' communities (including schools and students)
3. increased qualitative analysis
4. incorporation of a new help desk survey
5. removal of non-completers survey

# Synopsis of Phase I Evaluation Findings: **Metrics**

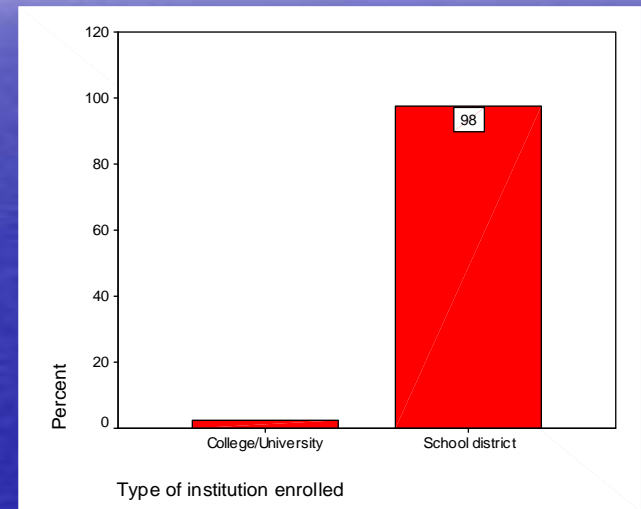
- FOR-PD course content
- FOR-PD instructional resources
- registration data for participants and facilitators
- pre- and posttests of reading knowledge
- end-of-course evaluations
- facilitator surveys
- surveys completed by non-completers (both those that enrolled but never began FOR-PD and those that started but did not finish)
- facilitator support resources
- help desk logs
- summaries of the pilot project evaluation
- earlier facilitator focus groups discussions

# Synopsis of Phase I Evaluation Findings: **Participants**

- 2,841 *started* FOR-PD during Phase I
  - 2,045 completed FOR-PD reflecting a **completion rate of 72%**
  - 796 started but did not finish
- 1,733 *non-starters* (enrolled but never began the course)

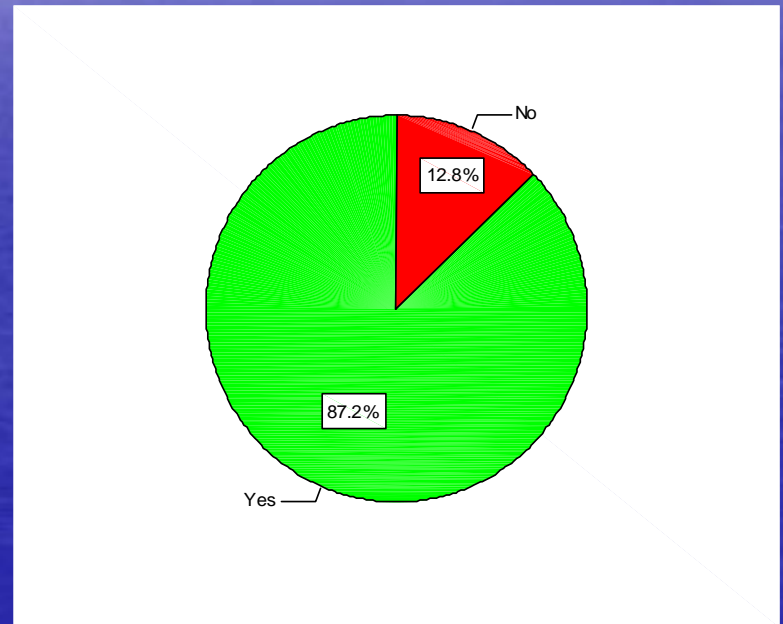
# Synopsis of Phase I Evaluation Findings: **Participants**

- Of 1,935 participants whose end-of-course evaluations were reviewed, approximately 2% were enrolled through colleges or universities and nearly 98% enrolled through school districts.



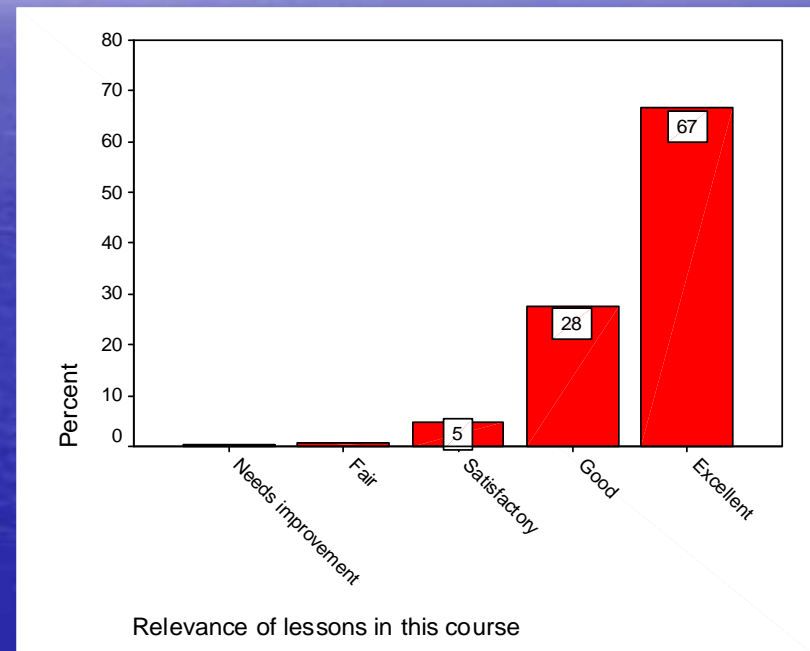
# Synopsis of Phase I Evaluation Findings: **Participants**

- As a result of FOR-PD, over 87% of participants indicated that they would make changes and/or additions to classroom reading instruction as a result of FOR-PD.



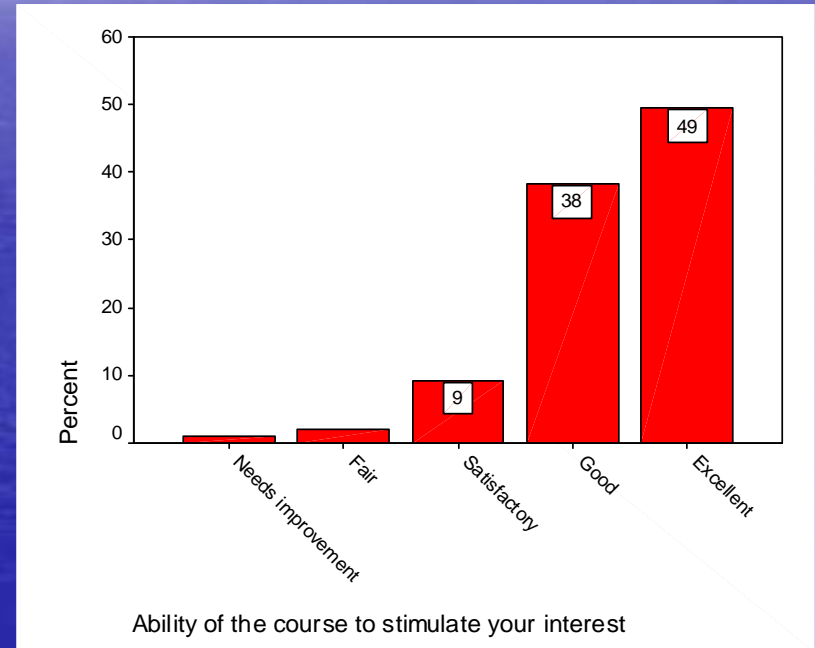
# Synopsis of Phase I Evaluation Findings: **Participants**

- Approximately 94% of participants indicated that FOR-PD lessons were relevant.



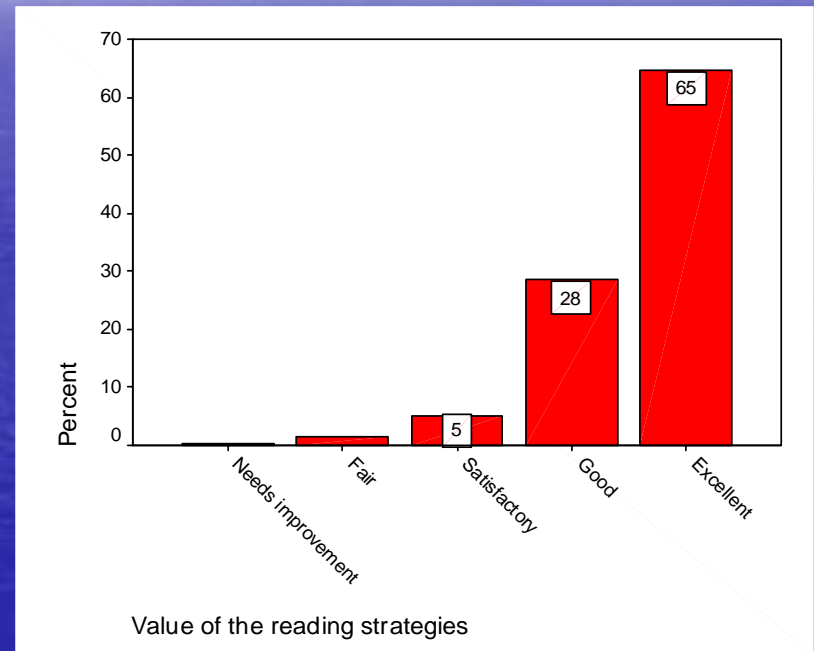
# Synopsis of Phase I Evaluation Findings: **Participants**

- Nearly 90% of participants indicated that the ability of FOR-PD to stimulate their interest was excellent or good, with nearly 50% indicating excellent.



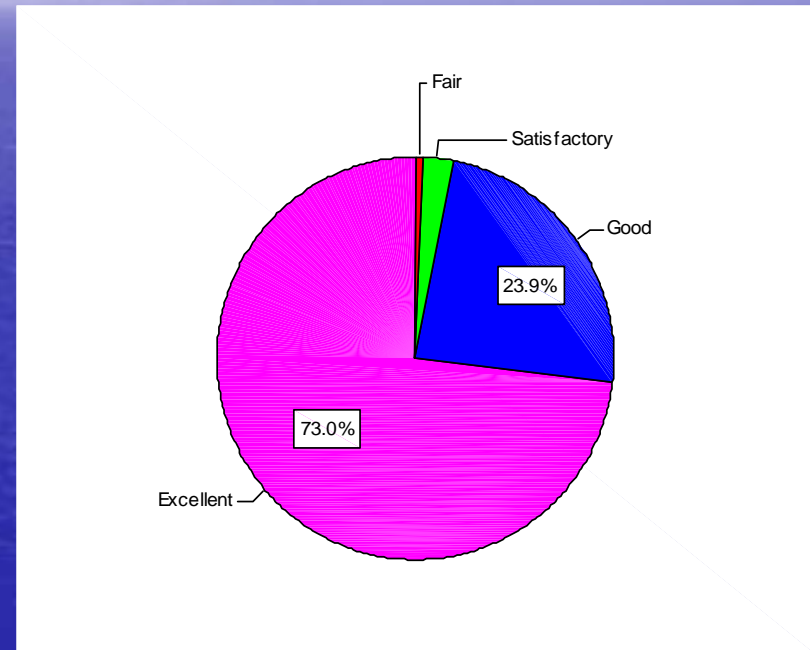
# Synopsis of Phase I Evaluation Findings: **Participants**

- Participants indicating that the value of reading strategies introduced in FOR-PD was excellent or good was 93%.



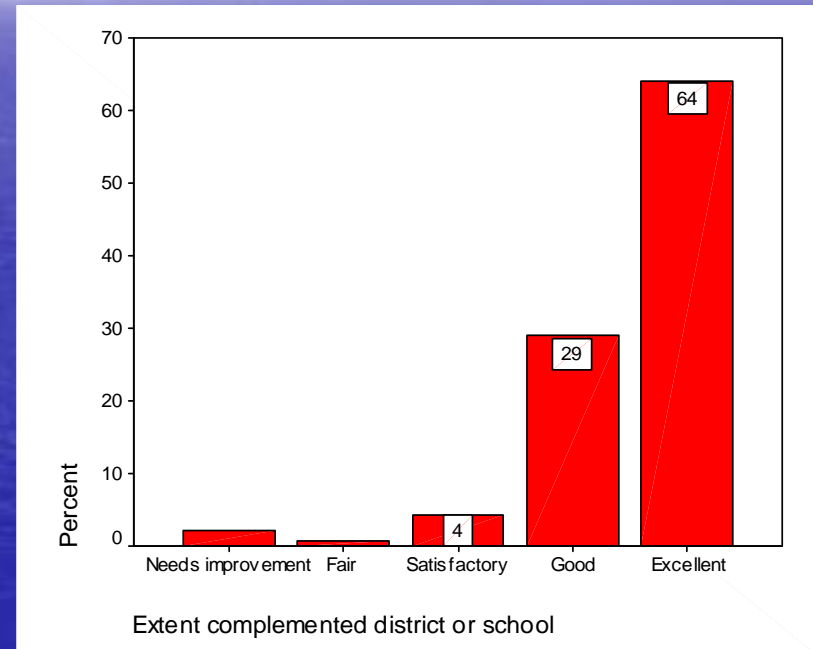
# Synopsis of Phase I Evaluation Findings: **Participants**

- The overwhelming majority of participants (97%) indicated the FOR-PD course covered state and national reading initiatives excellently or good, with nearly three-fourths (73%) indicating FOR-PD was excellent in covering the initiatives.



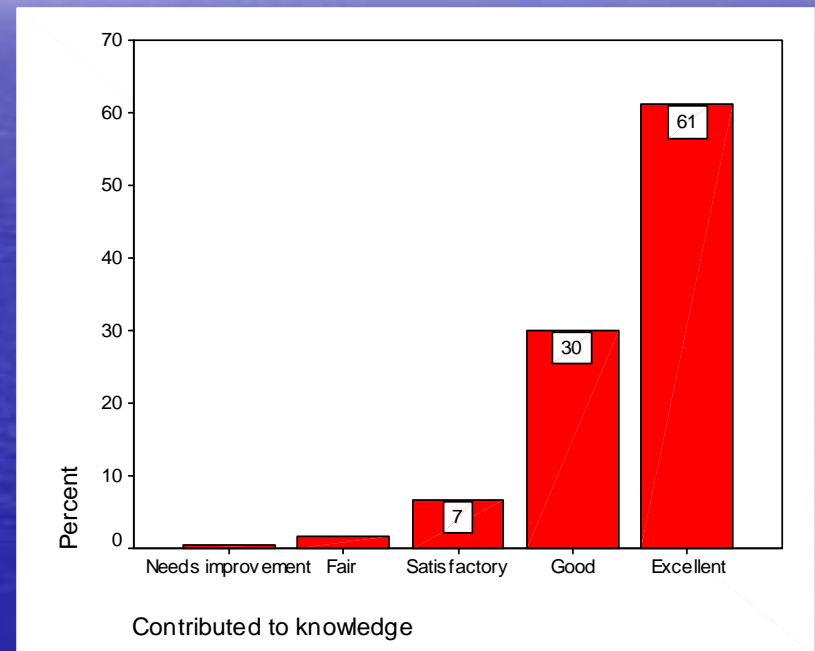
# Synopsis of Phase I Evaluation Findings: **Participants**

- Of participants completing the end-of-course evaluation in phase one, 93% indicated that FOR-PD was excellent or good in complementing district or school reading instruction initiatives.



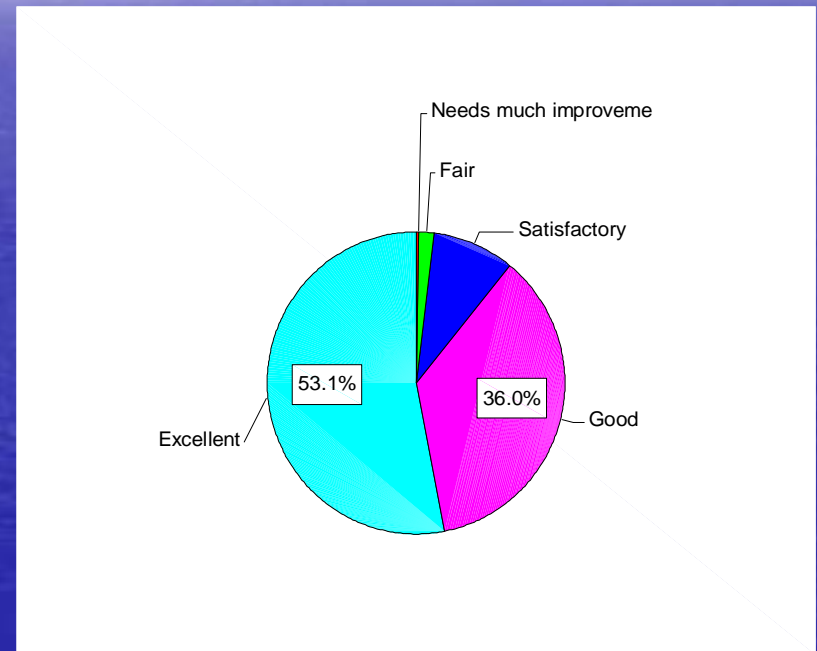
# Synopsis of Phase I Evaluation Findings: **Participants**

- Over 90% of participants indicated that FOR-PD has contributed to their knowledge of effective reading pedagogy theory, reading research, and instructional practice to an excellent or good extent.



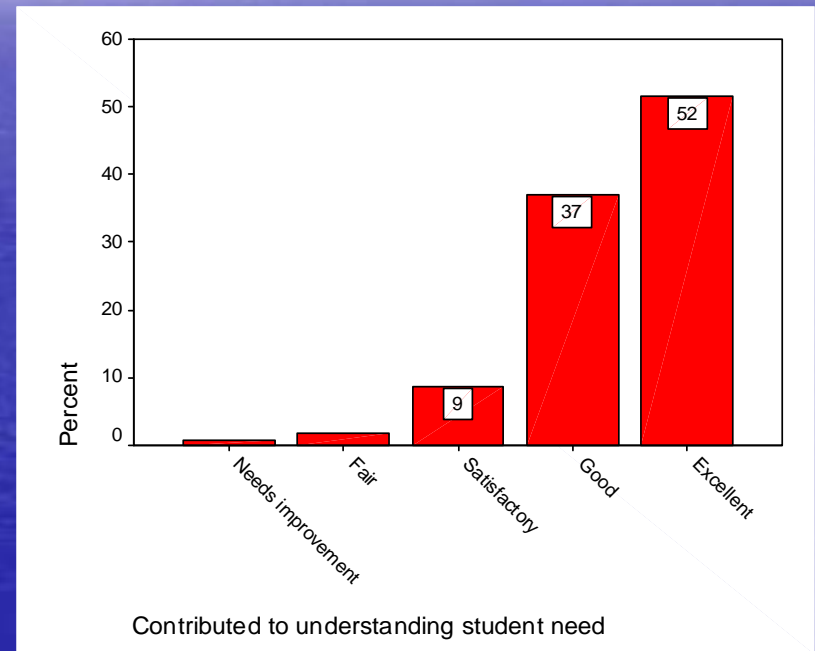
# Synopsis of Phase I Evaluation Findings: **Participants**

- Nearly 90% of participants indicated that FOR-PD has contributed to their understanding of the role of assessment in reading to an excellent or good extent.



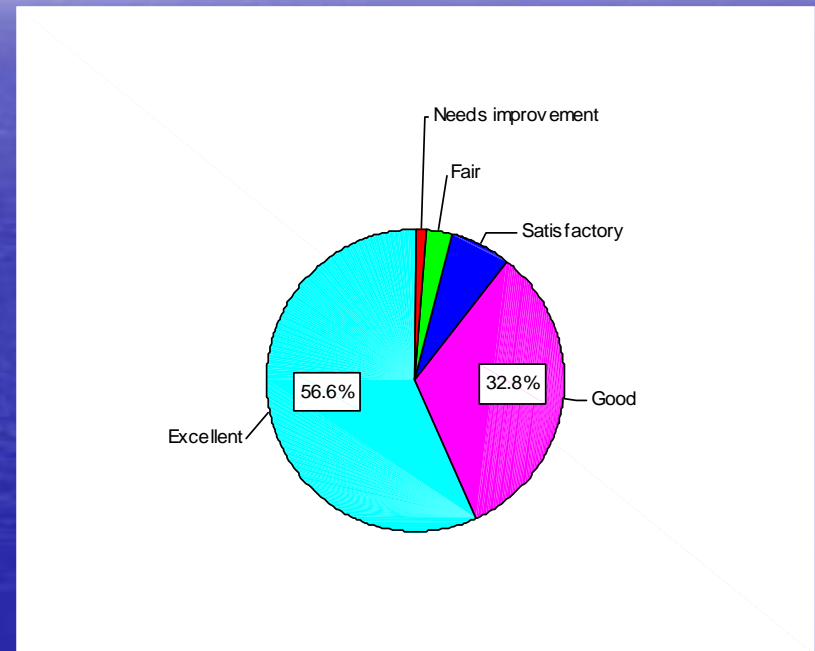
# Synopsis of Phase I Evaluation Findings: **Participants**

- Nearly 90% rated the extent to which FOR-PD contributed to understanding student needs and instructional adaptations for struggling readers as excellent or good, and over one-half rated the contribution of FOR-PD as excellent.



# Synopsis of Phase I Evaluation Findings: **Participants**

- Nearly 90% (89.4%) of participants indicated that the overall quality of FOR-PD instruction was excellent or good.

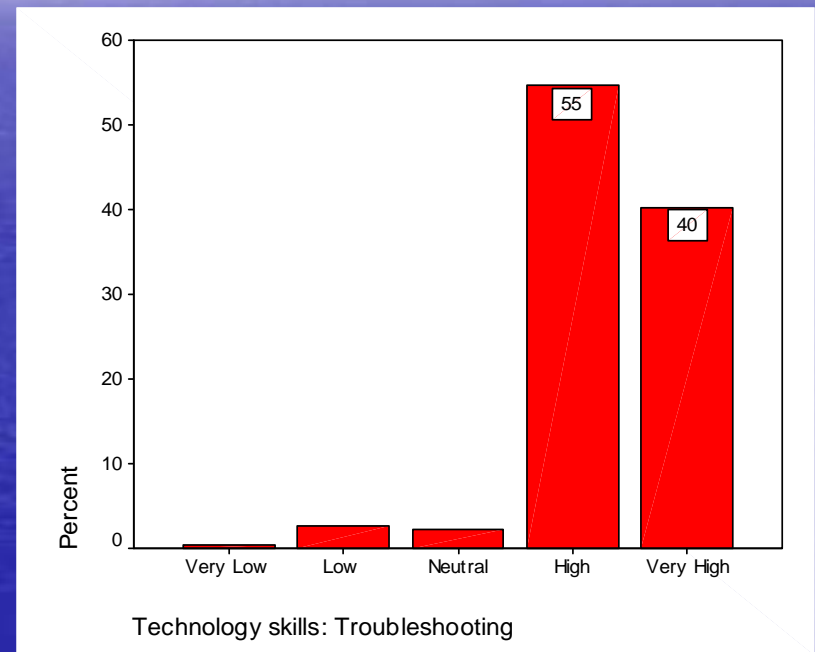


# Synopsis of Phase I Evaluation Findings: **Facilitators**

- 287 individuals have been accepted to facilitate in FOR-PD
- The average years of teaching experience for facilitators was nearly 18 years with one-half boasting at least 17 years of experience
- 56% of facilitators had taken an online course
- 12% of facilitators had previous experience in facilitating online

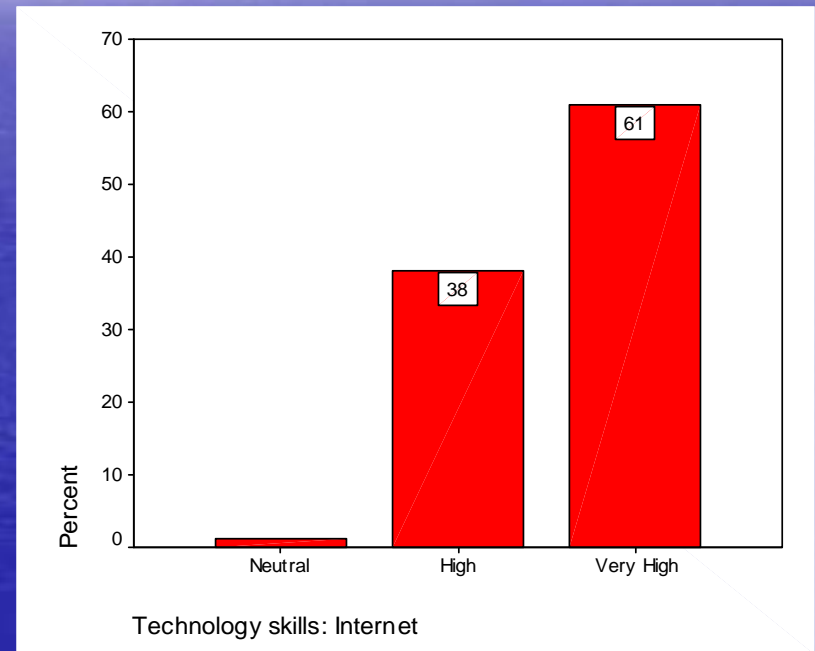
# Synopsis of Phase I Evaluation Findings: **Facilitators**

- Of all facilitators, 95% rate their skills in technical troubleshooting as high or very high.



# Synopsis of Phase I Evaluation Findings: **Facilitators**

- Nearly all (99%) facilitators rate their technical skills in using the Internet as high or very high, with over 60% indicating very high skills in using the Internet.



# Synopsis of Phase I Evaluation Findings: **Facilitators**

- Facilitators reported satisfaction with the facilitator support mechanisms in place for the project.
  - On a five point scale, average ratings were above a 4.0 for the facilitator training course, newsletter, facilitator manual, facilitator discussion board, the facilitator chats, and their interactions with the FOR-PD staff.
  - The facilitators offered their highest rating (4.8) for the quality of technical support from FOR-PD/UCF.

# Questions?



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Thank you for your time!