

Challenges and Solutions with Performance Award Program Implementation

Evaluation

After all this effort, did the program work?

Common Challenges

1. Measuring impact on student achievement.
2. Measuring impact on teachers.
3. Measuring impact on school culture.

Possible Solutions (in this case, questions to ask)

Students

- Did the D.A.T.E. or TEEG program work to increase student achievement in the district?
- Did program implementation improve the area(s) targeted in the plan?

Teachers

- To what extent has the D.A.T.E. or TEEG program impacted teacher recruitment and retention?
- Has the program helped the district recruit and retain teachers, particularly “effective” teachers who are receiving awards?
- For plans that award target campuses, did the plan encourage effective teachers to move to or stay at high-need campuses, particularly in high-need grade levels/subject areas?
- How can the program allow districts to identify the effectiveness of teachers with different training, background, and experiences? i.e. ACP program vs. regular university programs, outside of certification area teachers, veteran vs. new teachers, teachers with different types of contracts.
- How are the effective teachers who are identified through the D.A.T.E. or TEEG program different from other teachers (e.g. experience, background, assignments, etc...)?
- What happens to those teachers who did not receive an award (e.g. move to another campus/district/out-of-teaching, receive targeted support, etc...)? Is the new environment for those teachers better? Does the new environment make an impact?
- Does the D.A.T.E. or TEEG program promote collaboration? If so, how? Does the D.A.T.E. or TEEG program impact campus climate? If so, how?
- What happens to those teachers who did not receive an award (e.g. move to another campus/district/out-of-teaching, receive targeted support, etc...)? Is the new environment for those teachers better? Does the new environment make an impact?

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Culture

- What sorts of variations are there in program design and award amounts? How does this variation impact the effectiveness of the program on student achievement, teacher recruitment/retention, and other factors?
- What are the specific impacts of implementation of the program? What is the impact of how districts spent Part II funds and incorporate additional supportive activities relative to the number of teachers receiving Part I awards and student achievement?
- What percent of teachers and other staff members understand the plan (e.g. calculations of teacher quality, effective engagement and implementation plans)?
- What is the public perception of the program? Do they understand the awards teachers and other staff members can receive and how?
- How is the D.A.T.E. or TEEG program perceived by teachers at other campuses?

Tools and Resources

To develop your evaluation:

Program Evaluation Presentation

http://www.txeducatorawards.org/docs/Program_Evaluation_Presentation.pdf

Areas of Consideration

http://www.txeducatorawards.org/docs/Monitoring_and_Evaluation/Evaluation_Areas_of_Consideration.pdf

Sample Program Evaluation

http://www.txeducatorawards.org/docs/Sample_Program_Evaluation.pdf

For additional information, please contact the Technical Assistance Center at
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