Relationship Between Teacher Participation in CCRS Professional Development and Educational Functioning Level Gains: 2015-16 through 2018-19

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Project Team

- Amanda Harrison
- Christine Houck
- Cathy Kassab
Research Question

• Are students of teachers who participated in formal College and Career Readiness professional development (CCRS PD) more likely to make educational functioning level (EFL) gains than other students?

• Does the relationship between CCRS PD and EFL gains vary by type of program?
• Descriptive exploratory study
• Longitudinal
  – Four years of student data (2015-2019)
    • 33,415 students with pretest and posttest
  – Four years of teacher PD data (2014-2018)
    • 389 participated in CCRS PD
Data Collection

• Teacher participation databases
• eData
  – Student assessment data
    • Pretest and posttest
    • EFL gain, yes/no
    • Amount EFL gain (0-6)
  – Teacher/student class assignment
Results

• Baseline equivalence
  – Students who had one or more teachers with PD differed significantly at baseline from those who did not have a teacher with PD
    • Pretest EFL
    • Number of teachers
    • Number of years in database
Results – looking at first year of pre/post

- Students who had one or more teachers with CCRS PD were more likely to have an EFL gain than students who did not have a class with a teacher with CCRS PD.
Results – looking at last year of pre/post

- ABE/ASE students with a PD teacher were more likely to have an EFL gain than ABE/ASE students who did not have a PD teacher.
- ESL students with a PD teacher were no more likely to have an EFL gain than those who did not have a PD teacher.

Figure 2: Unadjusted Percentage of ESL & ABE/ASE Students with an EFL Gain the Last Year the Student Had Pre- & Post-test Data
Results – amount of EFL gain

- For ABE/ASE students, having one or more teachers who participated in the PD was related to the amount of the EFL gain.
- For ESL students, having one or more teacher with PD was unrelated to the amount of the EFL gain.

Figure 3: Unadjusted Percentage of ESL & ABE/ASE Students by Amount of EFL Gain, 1st Year the Student Had Pre- & Post-test Data
Results – percentage of PD teachers

• ABE/ASE students who had a higher percentage of teachers with the PD had greater EFL gains

• For ESL students, the percentage of teachers with the PD was not related to the amount of the EFL gain
Results – amount of participation in PD

- If include all ABE/ASE, amount of PD seems to have a relationship with EFL gain
- If exclude students with teachers who did not have PD, positive association disappears
- Needs more analysis
Results summary

• ABE/ASE students with PD teachers were more likely to have an EFL gain/greater gains than students who did not take a class with a teacher who had the PD

• ESL students who had one or more teachers with the PD were more likely to have an EFL gain than those who were not in a class with a teacher who participated in the PD

• ABE/ASE who had a greater proportion of teachers with the PD were more likely to have EFL gains

• ABE/ASE students were more likely to experience an EFL gain or to experience a greater amount of EFL gain than ESL students if they had a teacher with the PD

• Amount of the PD was not positively associated with EFL gains or the amount of the EFL gain for students who had one or more teachers with the PD
Limitations

• Other factors to consider
  – Full-time vs. part-time teachers
  – Years' experience
  – Student barriers – we controlled for student entry level variability, but not barriers.
  – Distinguish between type of PD (f2f, institute, webinar-based, JEPD, PLCs)
Next Steps

• Use same data set to dig in a little more, look at some additional factors
  – Investigate negative relationship
• Look at other outcomes (employment, HSE)
• Include ELPs PD and look at ESL teachers specifically
• Another state do our same study?