USM Center for Application and Innovation Research in Education (CAIRE) at Towson

Update to the
Maryland State Board of Education
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The MSDE RTTT* Vision

Maryland's vision for reform is to:

- Implement the Maryland Common Core State Curriculum to prepare college- and career-ready graduates.
- Build infrastructure linking analytic and instructional tools to monitor and promote student achievement.
- Redesign teacher and principal preparation, development, retention, and evaluation.
- Transform low performing schools and districts through the Breakthrough Center initiatives.
- Achieve its ambitious goals.

** Race to the Top is part of the federal government's American Recovery and Reinvestment Act (ARRA) Program.*

CAIRE Leadership

Name	Title	IHE	Degrees
Dr. Raymond Lorion	Dean and Professor, College of Education; Director CAIRE	Towson University	PhD, Clinical Psychology University of Rochester;
Dr. Eugene Schaffer	Professor and Chair, Department of Education; Associate Director CAIRE	University of Maryland Baltimore County	EdD Curriculum and Instruction Temple university
Dr. Daraius Irani	Associate Vice President & Director Economic & Workforce Development, *Economic and Workforce Development,* Division of Innovation and Applied Research; Associate Director CAIRE	Towson University	PhD Economics University of California, Santa Barbara
Larry Martin	Associate Director, Business Analysis and Management Division of Innovation and Applied Research; CAIRE Project Manager	Towson University	Bachelor of Science, Economics

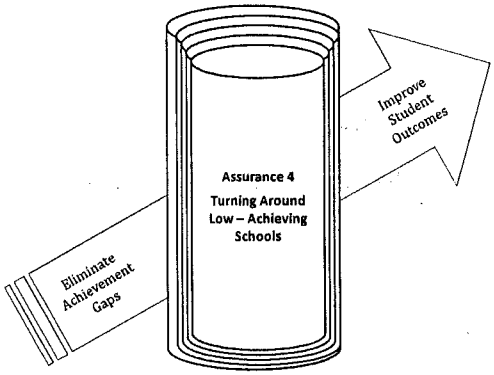
CAIRE Section Directors

Name	Title	IHE	Degrees
Susan Steward	Economist *Economic and Workforce Development,* Division of Innovation and Applied Research Director Quantitative Inquiry	Towson University	Master of Science, Applied Econometrics and Economics
Dr. Samuel Collins	Professor Dept. of Sociology, Anthropology and Criminal Justice Director Qualitative Inquiry	Towson University	PhD Anthropology, American University
Dr. Laura Strickling	Assistant Director Qualitative Inquiry	University of Maryland Baltimore County	PhD Language, Literacy and Culture, University of Maryland Baltimore County
Dr. Mike Hickey	Director and Professor Department of, *Center for Leadership in Education* Instructional Leadership and Professional Development Director Transition Plan Reviews	Towson University	PhD Educational Leadership University of Washington

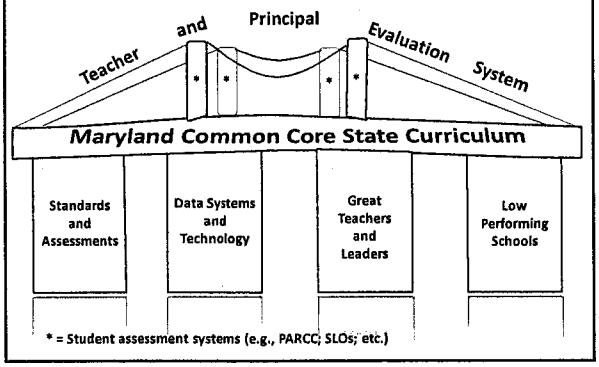
CAIRE Associates

Name	IHE
Dr. Joshua Smith	Loyola University Maryland
Dr. Catherine Martin	Morgan State University
Dr. Teri Adkins	Towson University
Dr. Elyshia Aseltine	Towson University
Dr. Lea Ann Christenson	Towson University
Dr. Matthew Durington	Towson University
Dr. Nicole Fabricant	Towson University
Dr. Claudia Galinda	University of Maryland Baltimore County
Stephen Hartmark	Towson University
Dr. Karen Donekar-Mancini	Towson University
Dr. Christine Mailinson	University of Maryland Baltimore County
Dr. Cheryl North-Coleman	University of Maryland Baltimore County
Dr. Jeff Passe	Towson University
Dr. Chris Rakes	University of Maryland Baltimore County
Dr. Victoria Russell	Towson University
Dr. Jessica Shiller	Towson University
Dr. Katie Stein	Towson University
Dr. Karen Verbeke	University of Maryland Eastern Shore

RACE TO THE TOP PROJECTS



Bridging RTTT to Maryland Common Core State Curriculum



CAIRE's Evaluation Foci

- Four USDE Assurance Areas
- 15 Goals actualized through 54 projects
- LEA project implementation
- MSDE's Ambitious Goals

CAIRE's Responsibilities to MSDE/RTTT

1. Provide Maryland with the formative and summative program evaluation ;
2. Develop within MSDE an embedded evaluation capacity to track educational processes and outcomes;
3. Build sustainable evaluation capacity/partnerships involving:
   - Maryland State Department of Education (MSDE)
   - Local Education Agencies (LEAs).
   - Institutes of Higher Education (IHEs) within USM and MICUA.

Provide MSDE Formative and Summative Evaluations

- **Process & Product-** Examine the development and implementation of RTTT funded data systems, PD efforts, and instructional resources products developed for delivery to educators.
- **Utilization-** Examine the use of materials by various stakeholders - are the materials used and, if so, how?
- **Impact**- Examine the relationship between RTTT strategies that are implemented and key educational outcomes (i.e., measures of student achievement and career and college readiness).

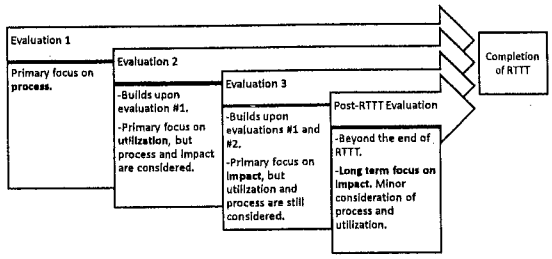
Process Flow for Evaluating RTTT Projects

- **Phase 1** – Gather project information, review documents and link to staff across levels of involvement.
- **Phase 2** – Define, analyze and report on product/process developments within and across USDE's four Assurance Areas.
- **Phase 3** – Assess evolving product/process utilization and impacts over the life of the RTTT award and beyond.

Evaluation Techniques Include:

- Focus groups,
- Population research;
- Survey research,
- Pre-post and control group test performance,
- Fidelity studies,
- Expert reviews,
- Evaluation design, and
- Impact of incentives.

Evaluation Cycle



Major Strengths Identified

- Platforms and processes are in place to support local districts and the State programs.
- Teams or districts have developed plans for implementation of Common Core and Teacher evaluations.
- Teacher induction processes are in place in all districts and most are implementing and induction program.

Major Challenges Identified

- The nature and scale of proposed reforms create anticipated and unanticipated delays in the pace of progress toward RTTT objectives.
- Implementation of RTTT initiatives requires that highly skilled contractual personnel be recruited; hired ; oriented, retained and, as needed, replaced.
- Maryland's history of LEA autonomy must be balanced with the need for collaboration with MSDE and across LEAs. Evidence of such joint engagement supports the likelihood of broad and deep reform.

The cycle of project implementation, evaluation, and continuous improvement

Dynamic and transactional by nature because many RTTT initiatives are:

- Unique in their formulation;
- Groundbreaking in their scale, commitment to sustainability and intended depth of infusing effective educational changes across Pk-12 and beyond to college and career;
- Continuously informing their formation as they evolve.

Project implementation, evaluation, and continuous improvement reflect

- The temporal demands of creating, enacting, adopting and documenting change effect.
- Change processes that may be immediate; progressive or reflective of a tipping-point process.

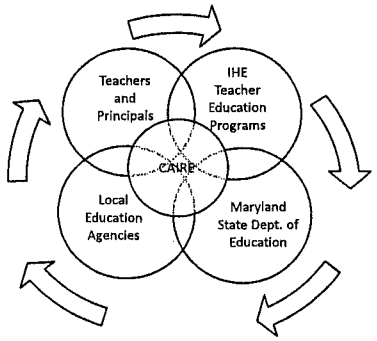
2/3 - Building sustainable evaluation capacity through collaborative partnerships

- Maryland State Department of Education (MSDE)
- Local Education Agencies (LEAs)
- Institutes of Higher Education (IHEs) within USM and beyond:
  - Towson University
  - University of Maryland Baltimore County
  - University of Maryland Eastern Shore
  - Salisbury University
  - Morgan State University
  - Loyola University of Maryland
  - Coppin State University*
  - Stevenson University*
  - University of Maryland – College Park*
  - Frostburg State University*

Building State-wide Sustainable Assessment Capacity

- CAIRE has recruited educational and evaluation scientists across USM and MICUA to design, conduct, and report on progress in meeting the four USDE Assurance Areas.
- USM teams partner with MSDE and LEA designees to align initiatives and assessments and broaden and deepen Maryland's evaluation capacity locally, regionally and statewide.
- Through their participation in CAIRE initiatives and in annual CAIRE symposia, teacher educators will deepen inquiry-based dispositions within teacher candidates in preparation for their professional development during induction and professional assessment relative to student academic growth.

Continuous Improvement Through Collaboration



Final Report -Audiences/Questions:

- **USDE:** Did Maryland successfully implement RTTT based on the Grant Application?
- **MSDE:** Impact will be addressed through three questions:
  - What worked? _
  - What didn't work?
  - What measurable educational outcome did it have?
- **LEAs:** At the local system level
  - What fits their challenges?
  - What lessons/best practices can they share with other LEAs?
- **Maryland Citizens:** Have our schools improved their capacity to serve all students and maximize their educational attainment?

Thank You

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Questions?

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