

Innovation Around the World:

Evaluating a global
school reform program

innovative schools



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13 November, 2009



Microsoft

About this presentation

- Innovative Schools Program
 - Who are the schools?
 - What is the program?
- Evaluation methods for a global/local evaluation
 - How can we take a coherent look at innovation around the world, when schools vary so widely?

Introducing the Innovative Schools Program

- Program goals:
 - Help schools through “holistic school reform” with a “locally tailored roadmap,” in order to...
 - Improve teaching and learning, in order to...
 - Give students the skills they need to be successful contributors in tomorrow’s workforce and communities
- 12 pilot schools representing 12 countries
 - The schools are united by the goal of improving education for the 21st century...
 - ... but they vary widely in their specific designs, approaches, and local contexts.

Where are the schools?

- Sao Paulo, Brazil
- Ontario, Canada
- Santiago, Chile
- Oulu, Finland
- Amiens, France
- Munich, Germany
- Sheung Shui, New Territories, Hong Kong
- County Meath, Ireland
- Hermosillo, Sonora, Mexico
- Doha, Qatar
- Nacka, Sweden
- Huyton, Knowsley, UK



This map was created by students at Ecole Chateaudun, the Innovative School in Amiens, France.

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Evaluation questions

- Do schools participating in the Innovative Schools Program increase their provision of 21st century learning opportunities for their students?
- Does the provision of 21st century learning opportunities occur without sacrifice to student performance on more traditional measures of achievement?
- What role does technology play in changing classroom practice?

About the evaluation

- Coordinated global evaluation design, implemented locally by an international network of evaluation partners
- Data collection and reporting within each country:
 - Collection of locally-relevant achievement data, with appropriate local comparisons
 - Interviews, classroom observations, and focus groups at each school
 - Analysis of teacher assignments and student work
 - Qualitative case studies of 6 selected schools (SRI)

Role of the global evaluator

- **Analysis of the frequency** of certain innovative practices at different stages of the project, using:
 - Teacher assignments and student work
 - Classroom observations
 - Self-report of teachers, school leaders, students
- **Computations of proportion of schools** for which x was an challenge, and describe the ways in which it came up
- **Use of detailed descriptions** to illustrate issues occurring in multiple countries, or creative solutions others could try

Role of the national evaluator

- Define local evaluation effort
 - Working together with Microsoft affiliate and the school to determine goals
 - Adding locally relevant research
- Tailoring of evaluation to fit local needs
 - Translation, but also customization
- Data collection
- Reporting
 - To local stakeholders
 - To global evaluator

Working as a team with the national evaluators

- Began with conference calls for training on procedures and protocols
 - Scheduling can be hard, with people around the world!
- Face-to-face training for complex processes, like analysis of teacher assignments and student work
- SRI staff person as a “country liaison” for each local evaluator
 - Get to know local issues and the people involved
 - Work with them on localization that will maintain what we need for the global analysis
 - Language skills help
 - Frequent contact by email, Skype, etc.

An example of how the process works: teacher assignments and student work

- Things like “21st-century learning opportunities” are easy to talk about but hard to implement
 - ... and just as hard to measure
- Looking at instructional artifacts (teacher assignments, student work) helps us see what’s really happening in classrooms
- With this method, progress toward instructional change can be measured across educational contexts, subject areas, and grades

How it works

- Global evaluators train national evaluators on the rubrics
- National evaluators:
 - translate rubrics and prepare training materials for a local audience (samples to practice coding)
 - collect samples of the assignments teachers give and the work that students do in response
 - recruit and train experienced teachers to act as independent coders within each country
- Global analysis done by SRI

How it works, continued

- TASW results in two forms
 - Global report, anonymized
 - Individual school reports, given to the evaluators who gave them to school leaders and explained results and implications

What worked, what we would change

- Allowing the appropriate amount of room for flexibility depends on what you need to produce
 - In our case, we had more flexibility on qualitative than on quantitative measures
- Country liaisons were key to understanding different contexts
- Face-to-face trainings helped
 - Would do more of these, and from the beginning, next time
- National evaluators' level of feedback to local stakeholders varied
 - Next time, would set more parameters/guidelines

Thank you!

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