

## 2005–06 Local Systemic Change Teacher Sampling Frame

The following guidelines describe the 2005–06 LSC Data Collection Teacher Sampling Frame required from each project for the Core Evaluation. In order to draw samples of teachers for questionnaires, classroom observations, and teacher interviews, HRI needs an electronic file that includes all targeted mathematics and/or science teachers in the project. Additionally, information about teacher levels of professional development provided in this file is given to NSF each year as part of project compliance. This file will need to be updated annually for spring data collection activities.

The 2005–06 file should include: (1) all teachers who were listed in the 2004–05 sampling frame and (2) any additional “targeted teachers”<sup>1</sup> who are now part of the LSC project or with whom you plan to work *at any point* during the LSC funding period. Special education teachers should be included if they are funded to receive NSF’s required number of hours of LSC professional development and are able to be observed teaching a targeted subject. Omit librarians, media specialists, and pre-K teachers, even if they are slated to participate in 130 hours of professional development, since they would not be able to complete questionnaires or be observed teaching science/mathematics.

### **Begin with Downloaded Sampling Frame File**

Each project will download a copy of the Sampling Frame prepared last year from HRI’s LSC core evaluation website, formatted for updating. The project is to update this file to reflect changes in the teaching population. The assigned teacher, school, and district numbers *must* remain consistent from year to year as part of the longitudinal data collection for each project and to allow HRI to conduct important program-wide research about reform implementation over time.

*Do not* delete teachers who are ineligible or are no longer teaching in targeted schools this year. All teachers who have been targeted in the past should remain in the sampling frame. This allows projects to receive “credit” for hours of professional development these teachers received, even if they have left the project.

Because HRI uses this file to draw samples for core evaluation data collection activities, it is important that the file be as accurate as possible.

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<sup>1</sup> “Targeted teachers” refers to teachers who will be receiving LSC professional development in the subject of focus for the project. For example, if your LSC project focuses on professional development in science for elementary teachers, you should include in the teacher sampling frame all elementary teachers slated to receive 130 hours of professional development at any point in the project.

## How to Update Last Year's Sampling Frame File

The column headings from the downloaded teacher file can be interpreted as follows:

Teacher information:

- TNUM = Teacher Number;
- LNAME = Teacher's Last Name; and
- FNAME = Teacher's First Name.

District, school, and eligibility information:

- DNUM = District Number;
- DIST = District;
- SNUM = School Number;
- SCH = School;
- SUBJ = Subject targeted for professional development;
- LEAD = Teacher leader status;
- TREAT = Treatment status; and
- ELG = Eligibility.

**The first three columns—TNUM, LNAME, and FNAME—are included for reference only and should generally not be edited.**<sup>2</sup> Note that each heading after FNAME is followed by the last two digits of the data collection year for which it applies (e.g., DIST05 is the district in which a teacher was employed for the 2004–05 school year). The columns following the initial three are those from previous years. **Modify only the columns ending in 06.**

The last eight columns at the right end of the file are the new columns for Spring 2006. For the first six of these columns (DNUM06, DIST06, SNUM06, SCH06, SUBJ06, and LEAD06), the information may simply be copied from last year's columns and updated as necessary (e.g., when a teacher has moved to a different school or is now a teacher leader). There will likely be more changes to the remaining columns (TREAT06 and ELG06). Projects should update these for the 2005–06 data collection year.

Modify the file compiled in 2004–05 as follows:

**Do not change any of the column headings.**

1. In the new columns for 2005–06, update the district and school names and numbers as needed for any teachers who changed schools/districts within the project.
2. Add new teachers (teachers who were not included in the 2004–05 file, but who are slated to receive professional development as part of the LSC). These should be added at the end of the file, rather than inserting them alphabetically in each school. Assign sequential teacher numbers to the newly-added teachers. For example, if last year's file ended with teacher number 750, the new teachers you add should be assigned teacher numbers 751, 752, 753, etc. If, for any reason, there are teacher numbers skipped within the file, do not reassign those numbers; simply continue the sequence at the end of the

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<sup>2</sup> The only acceptable edit that can be made to these fields is in the case of a name change, i.e., if a teacher marries or divorces. Regardless of the name change, the teacher number *must remain consistent* from year to year.

file. The same applies if you need to delete any teacher entries (e.g., because you discover teachers were added erroneously in the past, or individual teachers were entered more than once); do not reassign their teacher numbers. *If you delete any teacher entries, you must provide HRI with the deleted numbers and an explanation as to why they were deleted.*

3. In the new columns for 2005–06, assign the appropriate district and school IDs for new teachers. Make sure teachers you add to the file are assigned the correct school and district names and numbers, consistent with previous years and with the numbers in the School Sampling Frame, so that demographic information can be linked with the teacher data.

**SKIP to item 6, if your project targets *only one* of the following:**

(Note: Projects targeting only *one* of the following should fill down the number already in the subject column for new teacher entries.)

- **Elementary science,**
- **Elementary mathematics,**
- **Secondary mathematics, or**
- **Secondary science.**

4. If your LSC project falls into any of the following categories, identify the targeted professional development subject for each teacher you add to the sampling frame by entering the appropriate code in the SUBJ06 column. For sampling purposes, the subject designation for teachers already in the file should not change.<sup>3</sup>

- a. Projects that target ***both*** elementary science ***and*** elementary mathematics should use the following codes to designate the targeted professional development subject for each teacher added to the file.

1 = Teachers targeted for science professional development,  
2 = Teachers targeted for mathematics professional development.

Newly-added teachers who are targeted for science ***and*** mathematics professional development should be randomly assigned a 1 or a 2 in the subject column; this subject assignment should not change over the life of the project.

- b. Projects that target ***K–12 Science*** should use the following codes:

1 = Elementary teachers who will receive the required number of hours of LSC professional development, and  
6 = Middle and high school teachers who will receive the required number of hours of LSC professional development.

- c. Projects that target ***K–12 Mathematics*** should use the following codes:

2 = Elementary teachers who will receive the required number of hours of LSC professional development, and  
4 = Middle and high school teachers who will receive the required number of hours of LSC professional development.

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<sup>3</sup> Ideally, the targeted professional development subject designation for teachers should NOT change from year to year. If a teacher legitimately switches the subject for which s/he is targeted in a given data collection year (e.g., a teacher formerly teaching elementary mathematics switches to secondary mathematics), s/he should be considered ineligible for the core evaluation during that year (ELG="I"). If s/he ever switches back to the original targeted subject, s/he should again be considered eligible.

5. If your project has identified teacher leaders, please verify the designation of such teachers under the LEAD06 column of the file and make changes as necessary to reflect their current status in the project. Designate which, if any, of the teachers you add to the sampling frame are “lead.” (Use “0” for non-teacher leaders and “1” for teacher leaders.) Projects that have not identified teacher leaders should make sure that this column is filled with “0”s (do not delete the column).
6. Update the treatment status<sup>4</sup> for *all* teachers in the file (regardless of eligibility status) by entering the appropriate code from the following list in the TREAT06 column for each teacher, reflecting the **total** amount of LSC professional development since the beginning of the project **through August 31, 2005**. Treatment status should not be left blank for any teacher, even if he/she is no longer employed in a targeted school/district.
  - 0 = No treatment;
  - 1 = 1–19 hours;
  - 2 = 20–59 hours;
  - 3 = 60–99 hours;
  - 4 = 100–129 hours;
  - 5 = 130–159 hours;
  - 6 = 160–199 hours; and
  - 7 = 200 or more hours.
7. Update eligibility status for each teacher in the file by entering the appropriate code in the ELG05 column, based on anticipated status for Spring 2006:
  - E = Eligible (i.e., The teacher is responsible for teaching the targeted subject and grades in a targeted school this spring.);
  - I = Ineligible (i.e., The teacher is not responsible for teaching the subject and grades this spring, but is still employed in a targeted district, and may be eligible in future years.); and
  - G = Gone (i.e., The teacher is no longer employed in a targeted school/district.).
8. Submit this file to HRI by December 1, 2005. The sampling frame files (in tab-delimited text format) should be sent to HRI by e-mail to [lsc@horizon-research.com](mailto:lsc@horizon-research.com).

## Sample Spreadsheet

The following example illustrates several entries in a 2005–06 Data Collection Sampling Frame prepared in spreadsheet software such as Excel.

### Updating an Existing Spreadsheet File for 2005–06

Project XYZ is an elementary school LSC project that provides both science and mathematics professional development. They downloaded their file from the LSC website for updating; this year’s file contains *all* of the targeted teachers from last year’s file, and all of last year’s data for these teachers. Following is some sample information for four teachers from last year’s file. See the example (columns ending with 05) for how these teachers would appear in Project XYZ’s downloaded teacher sampling frame.

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<sup>4</sup> Treatment status refers to the number of hours of LSC professional development.

- Jane Doe taught at Plymouth Elementary School in Aardvark District (District 1, School 3). She had completed a total of 100 hours of LSC professional development in science, as of 8/31/04 (treatment status “4”), and she was designated as a teacher leader.
- John Smith was team-teaching at Franklin in the Central District (District 4, School 38), but was not responsible for teaching mathematics last year. (He was still targeted to participate in LSC professional development activities in 2004–05 because he will teach mathematics in other years; his name remained in the file and was coded “I” for ineligible.) He had completed no LSC professional development to date, hence the “0” for the 05 treatment status.
- Manuel Rodriguez was originally targeted to receive professional development in mathematics, but he resigned from teaching after accumulating a total of 25 hours of LSC professional development. His entry remains in the file, but his eligibility code is “G” for gone; his treatment status was listed as “2” (20–59 hours).
- Adam Zeigler was teaching at East Side Middle School in Uptown District (District 10, School 74) and was targeted in science. He had participated in 40 hours of LSC professional development (treatment status “2”).

Following is Project XYZ’s information *as of August 31, 2005*:

- Jane Doe is still teaching at Plymouth Elementary School in Aardvark District (District 1, School 3). As teacher leader, she has completed an additional 30 hours of professional development between September 1, 2004 and August 31, 2005, for a total of 130 hours (treatment status “5”).
- John Smith is responsible for teaching mathematics at Franklin School (District 4, School 38) in 2005–06 (change eligibility code to “E”). During the time beginning September 1, 2004 and ending August 31, 2005, he completed an introductory professional development course for 15 hours (treatment status “1”).
- Manuel Rodriguez has not returned to the system; his data remain the same.
- Adam Zeigler has moved to Franklin School (District 4, School 38). From September 1, 2004 through August 31, 2005, he received 30 additional hours of LSC professional development to bring his total to 70 hours (treatment status “3”).
- Alice Abramson joined the staff of Aardvark Elementary in the Aardvark District (District 1, School 1) in the fall of 2005. She is targeted for professional development in science and received 10 hours of professional development during August 2005 (treatment status “1”).

See the sample spreadsheet on the next page for the updated file.<sup>5</sup>

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<sup>5</sup> Note that, for space reasons, columns from years previous to the 2004-05 Data Collection are not displayed in the example, though they will be included in the file projects will download from HRI’s LSC website.

***Sample Spreadsheet of  
Updated Teacher Sampling Frame for 2005–06***

TNUM	LNAME	FNAME	DNUM 05	DIST 05	SNUM 05	SCH 05	SUBJ 05	LEAD 05	TREAT 05	ELG 05	DNUM 06	DIST 06	SNUM 06	SCH 06	SUBJ 06	LEAD 06	TREAT 06	ELG 06
1	Doe	Jane	1	Aardvark	3	Plymouth	1	1	4	E	1	Aardvark	3	Plymouth	1	1	5	E
:																		
100	Smith	John	4	Central	38	Franklin	2	0	0	I	4	Central	38	Franklin	2	0	1	E
:																		
500	Rodriguez	Manuel	8	Sometown	50	Western	2	0	2	G	8	Sometown	50	Western	2	0	2	G
:																		
750	Zeigler	Adam	10	Uptown	74	East Side	1	0	2	E	4	Central	38	Franklin	1	0	3	E
751	Abramson	Alice									1	Aardvark	1	Aardvark	1	0	1	E