Assessing Impact of Professional Learning

learningforward
THE PROFESSIONAL LEARNING ASSOCIATION

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Assessing the Impact of Professional Learning

- Learn the process for assessing impact of a professional learning initiative;
- Examine the decisions processes, and tools required to measure the impact and effectiveness of professional learning;
- Delineate specific changes in adults necessary to produce the results needed;
- Develop evaluation questions to guide their work;
- Examine multiple sources and types of data to use in assessing impact; and
- Apply their learning to an existing or simulated professional learning initiative.

Current methods for assessing the impact of professional learning:

I hope to learn . . .

Evaluation vs. Research

Sort the cards in your envelope into two groups—Research and Evaluation. Be ready to explain your rationale for grouping them.

Evaluation vs. Research

What are the differences between evaluation and research?

What are our reasons for assessing impact of professional learning?

What do we want to know about professional learning?

Core components of an **EVALUABLE** program or project
—regardless of its nature

1. **Goals and Objectives**

Student Learning Goal(s):

Sample student learning goal: Improve student achievement in rational numbers on formative unit and benchmark and state assessments

Educator Learning Goal(s)/Objective(s):

Sample student learning goal: Increase teachers' deep understanding and application of rational numbers and related mathematical practices in the design, implementation, reflection, and revision of unit and lesson plans and formative assessments

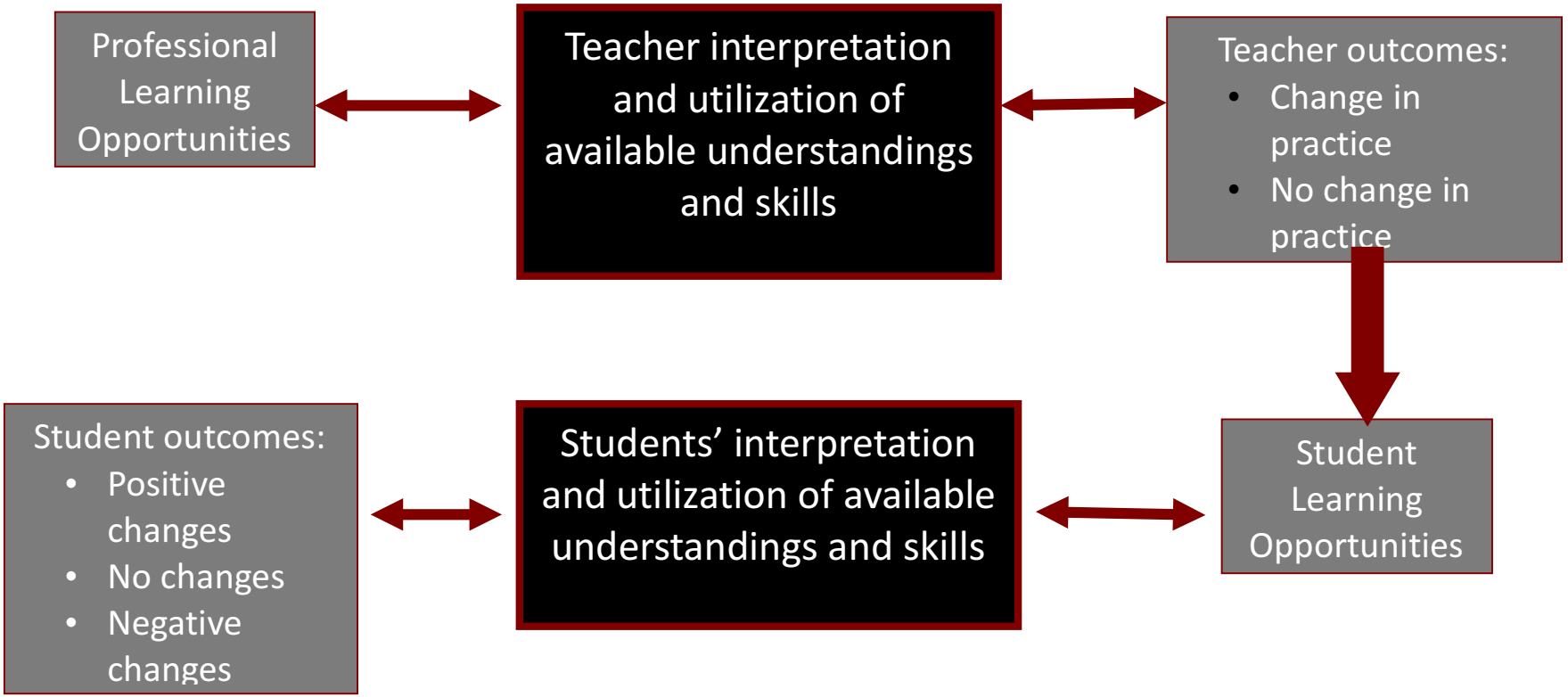
KASAB: Types of Changes

(Knowledge, attitudes, skills, aspirations, and behaviors)

KASAB	Student	Teacher	Leaders
Knowledge (conceptual understanding of information and research)			
Attitudes (beliefs about value of information or strategies)			
Skills (capabilities, processes, or strategies to apply knowledge)			
Aspirations (desires or internal motivation to engage in practice)			
Behavior (consistent application of knowledge and skills)			

2. Theory of Change

Explains how the change will happen, in what sequence, and with what expected interim and long-term outcomes



Timperley, H., Wilson, A., Barrar , H., & Fung, I. (2007) Teacher professional learning and development: Best evidence synthesis iteration. Wellington, New Zealand: Ministry of Education. http://educationcounts.edcentre.govt.nz/goto/BES

Theory of Change [sequence of professional learning components/actions designed to lead to desired results]

Assumptions:

3. Formative and Summative Questions

Student achievement goal(s):	
SUMMATIVE QUESTION(S):	
ACTIONS/PROCESSES	FORMATIVE QUESTIONS

INITIAL AND INTERMEDIATE OUTCOMES (Learning and Practice)	FORMATIVE QUESTIONS

4. Evaluation Framework

Evaluation Questions	Data Sources	Data Collection Methods	Data Analysis Methods	Timeline	Persons Responsible
List formative questions first and summative questions last	People and documents giving you the information	Instruments/tools (e.g. surveys, logs, interviews, walkthroughs)	Methods for data analysis (e.g. counting, trends/patterns)	Frequency of collecting data	Who will collect specific data

From Killion, J. (2008). *Assessing Impact: Evaluating Staff Development*. Thousand Oaks, CA: Corwin Press.

CASE STUDIES FOR EVALUTING PROFESSIONAL LEARNING

The following case studies are adapted from:
Killion, J., Munger, L., & Roy, P. (2004). *Training Manual for Assessing Impact: Evaluating Staff Development*. Oxford, OH: National Staff Development Council.

Case Study One: School-Based Professional Learning Program

Hubbard Middle School staff could no longer ignore its students' deficiency in explanatory and argumentative writing after the last state assessment and particularly with the expected full implementation of the Common Core ELA standards. Their scores were substantially below the district and state means. However, the state's holistic scoring system gave them little information about why student scores were so low. Some teachers voluntarily analyzed the returned writing samples to determine why their students had not performed well and determined that all students, and especially their at-risk ones, lacked the ability to develop and organize ideas and employ language conventions correctly (grammar, punctuation, capitalization, spelling, etc.).

Goal: Improve student performance by 30% in two years on explanatory and argumentative writing tasks.

Professional Learning Plan
To address these problems, teachers are committed to working hard as a staff to improve their students' explanatory and argumentative writing. They plan to administer both an argumentative and explanatory writing samples in the fall and to keep writing portfolios for all students. Their professional learning plan is extensive. They will work with the district language arts coordinator to explore current research about explanatory and argumentative writing and learn strategies to teach language conventions and development and organization of ideas. In addition, the teachers will examine student writing samples several times during the year, observe other teachers in other schools, watch videotaped lessons that highlight instructional strategies and learning tasks to advance students' ability to develop and organize ideas for explanatory and argumentative writing. They also agreed to establish three study groups on adolescent writing across the disciplines, and develop collaborative lesson plans as a team at least once a week to ensure that students are writing every day in at least one class.

The assistant superintendent commends them on their extensive plan to improve student explanatory and argumentative writing. She asks several hard questions that they want to answer in order to gain her support to establish a student-writing center at the school. The writing center is designed to provide additional support to students

on writing skills and will be staffed before and after school by a teacher and student editors who will help their fellow students with their writing skills. The assistant superintendent wants answers to these questions:

1. How do you know you are making a difference in student performance in writing and especially in organization and language conventions?
2. Which of the many interventions you are implementing had the greatest impact on classroom instruction?
3. How were the interventions selected? On what research did you base your selection of interventions?
4. Are you trying to do too much?

Planning the Evaluation

Given these questions, the teachers and principal want to conduct an evaluation of their work. They want to design an evaluation to address the questions the assistant superintendent asked.

As you prepare this evaluation:

- Identify the types of changes in teachers, administrators, coaches, teacher leaders, district leaders, and district organization that will be necessary to achieve the specified goal.
- Identify the formative and summative evaluation questions that might be asked to frame the evaluation of this project.
- Complete a logic model for this project.
- Complete an evaluation framework for this project.

Case Study Two: Implementing the Educator Effectiveness System

The district has a newly developed educator evaluation system to comply with the state requirement that all districts develop a multidimensional, annual evaluation system that includes fair and reliable measures of at least measures educator performance, educator professional growth, and student achievement as criteria for the evaluation. The district's Human Resource Department staff worked with its teacher association, school administrator organization, and other district office representatives over the last year to develop the districtwide evaluation systems for teachers, non-instructional professional staff, and school administrators. They are currently developing the district administrator evaluation system. The local school board adopted the evaluation system and requested annual evaluations on its implementation and on how the new evaluation system was contributing to professional growth and effectiveness and to student achievement.

Goals: By 2016, at least 75% of teachers, principals, and non-instructional professional staff achieve at least one level of growth on the educator evaluation rubric in at least four of the five domains, including the one on student achievement.

By 2016, 100% of educators receive a fair, reliable, and constructive evaluation each year that includes constructive feedback and sufficient support to promote continuous growth and development including increased student achievement.

100% of students achieve one year's growth for one year of instruction.

Professional Learning Plan

- Prepare all supervising administrators to implement the new educator evaluation system through a series of online workshops, peer coaching, and reliability testing.
- Provide ongoing coaching for supervising administrators on the use of the educator evaluation system.
- Assess the district's resources to identify available supports for all domains in the educator evaluation system.
- Provide an online resource of educator supports to incorporate into educator professional learning plans to address areas of growth.
- Develop coaches' capacity to use the teacher domains and indicators during their coaching interactions with individuals and small groups of teachers.
- Develop online courses on common areas of growth as a part of the district's online professional learning academy.

The school board supports this the new evaluation system. They committed to provide necessary resources for its successful implementation, ongoing monitoring, and needed refinements if data were collected to evaluate the implementation and results of the educator evaluation system. They are particularly interested in knowing if the

evaluation system is implemented as expected, whether challenges are identified and addressed, and how the new system is contributing to educators' ongoing growth and effectiveness and to student achievement.

Planning the Evaluation

As you prepare this evaluation:

- Identify the types of changes in teachers, administrators, coaches, teacher leaders, district leaders, and district organization that will be necessary to achieve the specified goal.
- Identify the formative and summative evaluation questions that might be asked to frame the evaluation of this project.
- Complete a logic model for this project.
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Case Study Three: Implementing the Next Generation Science Standards

The Curriculum and Instruction Department is planning to implement the newly adopted Next Generation Science Standards that are a part of the Common Core State Standards, just adopted by the state board of education. The science curriculum director has outlined the program to accomplish full implementation and knows that he will need a strong evaluation component to ask the school board for the necessary resources to implement the standards. His plan is to improve both teacher science content knowledge and science-specific pedagogy in hopes of raising student achievement. The program will involve about 300 elementary and 100 middle school teachers over three years starting with a group of volunteer teachers and adding to that group each year until the third year in which all teachers who teach science are expected to participate and demonstrate application of the content and instructional skills.

Goal: Increase student achievement on the 5th and 8th grade science assessment by 20% by fully implementing the next generation science standards by 2017.

Year One Plan

- Provide a two-week summer institute for teachers at the local university that will be led by scientists and science education faculty.
- Engage teachers in online support through the school year.
- Provide ongoing follow-up sessions for teachers differentiated for teachers' level of comfort and expertise with the new science content standards.
- Coach teachers in developing additional units in core science concepts at each grade level, K-3.
- Provide model lessons for teachers and coach teachers in developing additional units in key science concepts at each grade level.
- Focus collaborative team learning on designing authentic application tasks in which they employ science knowledge and skills.
- Build an online repository for teachers of resources available in the community and the state to support science learning.

Year Two Plan

- Provide an additional summer institute for new-to-the-project teachers.
- Engage both Year One and Year Two teachers in online teacher-facilitated networks to share lessons, student work, support, etc.
- Provide ongoing follow-up sessions for teachers differentiated for teachers' level of comfort and expertise with the new science content standards.
- Provide model lessons for Year Two teachers.
- Coach teachers in developing additional units in core science concepts at each grade level, 4-6.
- Post reviewed and approved units developed by Year One teachers in the

online repository so all teachers have access.
- Continue to add to the online repository for teachers of resources available in the community and the state to support science learning including teacher-developed units, lessons, assessments, and other classroom resources.

Year Three Plan

- Provide a weeklong advanced level summer institute for teachers who have participated in a previous institute.
- Engage both Year One and Year Two teachers in online teacher-facilitated networks to share lessons, student work, support, etc.
- Provide ongoing follow-up sessions for teachers differentiated for teachers' level of comfort and expertise with the new science content standards.
- Provide model lessons for Year Three teachers and coaching for teachers new to the professional learning program.
- Coach teachers in developing additional units in core science concepts at each grade level, 7-9.
- Post reviewed and approved units developed by Year One and Year Two teachers in the online repository so all teachers have access.
- Continue to add to the online repository for teachers of resources available in the community and the state to support science learning including teacher-developed units, lessons, assessments, and other classroom resources.

Planning the Evaluation

As you prepare this evaluation:

- Identify the types of changes in teachers, administrators, coaches, teacher leaders, district leaders, and district organization that will be necessary to achieve the specified goal.
- Identify the formative and summative evaluation questions that might be asked to frame the evaluation of this project.
- Complete a logic model for this project.
- Complete an evaluation framework for this project