

Wisconsin Professional Development Model

Tools and Resources



Collecting and Analyzing Data

Student Achievement Data:

- *State/Standardized Test Data* (Wisconsin Knowledge & Concepts Exam Reports, Terra Nova, Wisconsin Information Network for Successful Schools Reports)
- *Local/District Assessment Data* (Local Reading, Math, Writing, and Other Academic Data)
- *Classroom Assessment Data* (Curriculum-Based Assessment Data, Progress Monitoring Data, Early Childhood Assessment Data)
- *Alternative Assessment Data* (Wisconsin Alternative Assessment Data, Individual Education Plan-Progress Reports on Annual Goals, Curriculum-Based Assessment Data)

Other Student Data to Consider

Report Card Grades Discipline Referral Data Birth-3, Headstart, Childcare Data
 Attendance and Truancy Suspension/Expulsion Graduation Rate
 Student intervention plans

Student Data	Which data?	Where are the data located?	Who will access?	Collected?
State/Standardized				
Local/District				
Classroom				
Other				



School Improvement/Staff Development Evaluating Current Plans*

In 2000, the State of Wisconsin passed PI 34 legislation which restructured teacher education, educator licenses, and professional development for Wisconsin educators. The rules included new expectations for professional development in the state, specifically that staff development serve the learning needs of students. The system is based on the [Wisconsin Standards](#) with demonstrated knowledge, skills and dispositions for teaching, pupil services, and administration. Initial licensing is based on an educator's successful performance as measured against these standards.

In the summer of 2001, the National Staff Development Council (NSDC) published revised standards for staff development, placing improved student learning at the core of quality staff development programs. This change in focus represented a major shift in the organization's focus. For many years the quality of professional development was judged by the satisfaction of participants rather than by the benefit to students.

Briefly, the NSDC standards fall into three categories: the context, process, and content of staff development, and activities in each of these areas is envisioned to occur concurrently rather than sequentially. **Context Standards** address the culture of the school and school district, including norms for continuous growth and time for collaborative professional learning, administrative leadership, and the alignment of district and school goals for student achievement. **The Process Standards** address the design of staff development—how will student data be analyzed to determine need, which content is most likely to impact the identified need, how will training and follow up be organized and implemented, and how will faculties be structured for the collaborative work of implementing new learning. The **Content Standards** include subject matter content and teaching strategies, equity issues, and family involvement.

The following questions are designed to assist schools and districts to examine current staff development practices and to encourage discussion of ways to bring current practice more in line with state and national standards for quality Professional Development—Professional Development focused on the learning needs of students.

Discuss each question as a team and write any information in the box below (notes or comments) that will assist you as you work through the steps in the professional development guide.

School Improvement Staff Development: Evaluating Current Plans

1. DATA/GOALS [process standard]

Discussion: Has your district/school participated in examining and analyzing student data as a district team or school? Has your district examined previous professional development efforts? What have you learned from these efforts?

2. FOCUS [context/process/content standards]

Discussion: What did your school identify as student needs? Is the focus of school improvement in the area of curriculum and instruction? If no, what is the focus?

3. STAFF DEVELOPMENT [context/process/content standards]

Discussion: Have you determined your priorities for professional development ? Are they focused on identified student needs? Do the priorities match the district/school goals? How much time is allotted for professional development and are there sufficient resources to support effective practices?

4. IMPLEMENTATION [process standard]

Discussion: Have you discussed how you will implement the planned professional development? Once teachers have received training, do you know how you will implement the new knowledge and skills in the classroom? How will you monitor the effectiveness of the school improvement professional development **plan**?

5. COLLABORATION [process standard]

Discussion: Describe the present opportunities for teacher collaboration? What changes will take place to ensure that all staff are involved in collaboration in order to plan, develop lessons, problem-solve and participate in peer coaching?

6. FORMATIVE EVALUATION [process standard]

Discussion: Have you determine how your school will collect data that will be used to determine additional training needs. student response to the planned change, and modifications needed in the initiative? Has a schedule been determined for collecting and analyzing data as well as for providing feedback to teachers and administrators? (Formative data includes the information gathered on an ongoing basis to provide feedback to teachers about the efficacy of their efforts.)

7. PROGRAM EVALUATION [process/context standards]

Discussion: How will you know if you have accomplished your goals? How will you determine if student achievement has increased? How will program evaluation data be used to plan the next cycle of school improvement/professional development?



SMART GOALS – Worksheet

Specific Measurable Attainable Results-Based Time Bound

Guiding Questions

- *What goal will you develop that addresses a specific need observed in your data analysis?*
- *Does your goal focus on **specific** needs of students or teachers?*
- *Does your goal **measure** whether the actions made the kind of difference expected?*
- *Is your goal **attainable** (doable) given your current resources?*
- *Is your goal **results-based**? Have you defined the desired outcome?*
- *Is your goal **time bound**? Have you given a time frame for achievement?*

What outcome(s) will the goal address? Remember to look at the outcomes with a student focused impact.

Directions:

1. Follow the SMART Goal Structure below to develop your SMART goal. Write your SMART goal below.

2. We will then
and by
as measured by

3. Check that your SMART Goal is:

___ data based ___ specific ___ measurable ___ focused on students
___ time bound ___ results-based ___ attainable in 1 year

Smart Goal:



Example:

Documentation of Structured Analysis for Selecting Scientifically-Based Research Instructional Strategies and Programs*

Title of Study/Meta-analysis: _____

Author(s): _____

Source, Publication Date & Pages: _____

Is this source (journal or book) refereed? Yes ___ No ___ _____

Reviewer(s): _____ Date Reviewed: _____

<i>Check Essential Components Addressed</i>	<i>Check One</i>	<i>Check Application</i>
	Instructional Strategy/Model	Classroom
	Program	Program

Description of subjects: (May include # of participants, age, socio economic status, etc.)

1. What is the name or title of the instructional strategy/model, program, material, or intervention and what was the research question to be answered and/or what is the intended goal?

Name/Title: _____

2. Describe the strategy/model, program, material, or intervention:

3. Was the program effectiveness shown through an experimental design that included experimental and control groups created through random assignment or carefully matched comparison groups?

Yes ___ No ___

If yes, briefly describe.

4. What instruments were used to collect data and what metric(s) (effect size, raw scores, gain scores, etc.) was used to report results?

5. Briefly describe the findings.

6. Did the evaluation plan include a measure of implementation?

Yes _____ No _____ If yes, briefly describe.

7. Did the study include evidence that gains in student achievement were sustained over time?

Yes _____ No _____ If yes, briefly describe.

8. Did the study cite evidence of replication (of another study or within this study)?

Yes _____ No _____ If yes, briefly describe.

9. Additional comments:

If the article or report doesn't provide the information needed to answer the questions above, you should call or email the author. It is not uncommon for publishers to drastically cut essential information out of articles before publishing them.

RESEARCH-BASED CONTENT REVIEW*



Identify and obtain a study of a successful intervention in reading, math or behavior (social emotional concerns). Review the study (using the process we have practiced in this group) and fill out the form below.

Briefly review the study for the entire group and we will begin our file of worthwhile content. (Although the focus of our capacity-building activity in the coming months will be in the areas of reading, math or behavior (social emotional concerns), please make note of worthwhile content in other areas as you run across it so that we can begin a bibliography of other possibilities for other content areas.)

Title of study: _____

Author(s): _____

Content area: _____ For what age group? _____

Intervention/treatment: _____

Results (including effect sizes, if available) _____

On a scale of 1-10 (with 1 being low and 10 being high), how would you rate the quality of this study?

Please comment on your reasons for the rating.

In a given curriculum area (e.g., reading, math, behavior), searches for information about what is effective often yield an overload of information. If working on the Internet, in ERIC or your local library, a search usually results in hundreds of articles that include descriptions of curriculums, instructional programs, advocacy for specific programs, and research on specific programs. To identify articles that report research, scan the end of the descriptions or abstracts for reports of effects on students.

Once you have identified and read a research report, ask yourself the following questions:

- 1) What is the treatment or intervention supposed to accomplish?
- 2) What is the intervention? Is it fully described?
- 3) What results are reported? What metric is used to report results? What instruments are used to collect data?

[If means and standard deviations are reported for a treatment and control group, you can compute the effect size:

$$\frac{\text{Mean of experimental group} - \text{Mean of control}}{\text{Standard Deviation of control group}} = \text{Effect Size}$$

- 4) Did the evaluation plan include a measure of implementation?
- 5) Was the study replicated?
- 6) How confident are you that the results are genuine?

DISTRICT:

SCHOOL:



Developing Action Plans*

Select the focus area(s) of the school's professional development action plan. The focus could be an academic subject, behavioral or increasing the capacity of teachers to address student learning needs.

- | | |
|--------------------------------------|--|
| <input type="checkbox"/> Reading | <input type="checkbox"/> Reduce behavioral, social, or emotional concerns and disciplinary actions |
| | <input type="checkbox"/> Reduce achievement gaps between students with and without disabilities |
| | <input type="checkbox"/> Reduce achievement gaps between students of color and white students |
| <input type="checkbox"/> Mathematics | <input type="checkbox"/> Reduce graduation gap between students with and without disabilities |
| | <input type="checkbox"/> Reduce disproportionate special education identification of students of color |
| <input type="checkbox"/> Other | <input type="checkbox"/> Increase capacity of all teachers to address the needs of students at risk for failure |
| | <input type="checkbox"/> Increase the number of families meaningfully participating in the problem-solving process |
| | <input type="checkbox"/> Provide professional development related to the goals of the district/school and identified student needs |

DIRECTIONS: Write your action plan question in the box below. Record the strategies/activities you will implement to reach your goal. Then, decide on the timeline and staff needed for each strategy. Next, determine your evaluation criteria and what evidence you will use to evaluate whether the strategy is successful.

Action Plan Question:

Strategy/Activities <i>What steps will you take to reach your goal? What tasks will you complete along the way?</i>	Timeline/Staff <i>What is your timeline to implement the strategies? With whom will you collaborate to reach the goal?</i>	Evaluation Criteria/Evidence <i>What evaluation criteria or evidence will you use to show that strategies have been implemented are successful?</i>

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DIRECTIONS: Identify the benchmarks by which you will measure your activities and write them in the box below. Finally record how you will sustain efforts.

Benchmarks

How are we doing? What are the benchmarks by which you will measure your activities?

1.

2.

3.

4.

Sustainability Statement

How will you sustain your efforts (Year 1)? How will you institutionalize your change efforts? Years 2-3

*Adapted from REACH Beginning School Implementation Training



**Step
Collaboration/
Implementation**

Finding Time: Activity for Your Staff*

Finding time for research-based professional development strategies is often difficult in the busy schedules of teachers and administrators. Sometimes it takes thinking about utilizing time in a different way. In other cases, it may be a matter of making professional development a high priority when making decisions about time. Use this activity with the District Professional Development Team and/or district staff to generate ideas for how you can make time for the Professional Development Design you have developed.

Time is the scarcest commodity in most schools. Finding time for teachers to collaborate in order to implement the changes they have planned for professional development and school improvement can be challenging when schools are not already structured for this activity.

Sample Options for Providing Teachers Time for Collaboration

1. Administrators free teachers by taking their classes
2. Large-group instruction
3. Independent study and research
4. Instructional assistants
5. Student Teachers/interns
6. Early release one day a week

Activity Directions

Step 1: Review the list above and generate more specific options based on your local district.

Step 2. Discuss other options with your team using brainstorming rules. (e.g., record all options without judgment, stopping the process only to clarify meaning of options.

Step 3. Allow time for each person to determine their 1st – 5th choices on the list.

Step 4. Have participants prioritize the full list by placing a check by each of their 5 top priorities for gaining teacher collaboration time.

Step 5. Those 5 options with the highest numbers of checks would be the ones to consider. You can narrow it down further if needed.

It is rare that one option will provide all the time you need for small groups of teachers to meet on a weekly basis to work on their implementation. Think about the amount of time required in the professional development design you have created, your current structures for teacher collaborative work, and then determine how many of your top options for creating time will be needed.

*Adapted from IPDM-Tools and Resources

Finding Time for Training and Collaboration*

Ideas for Types of Structures Needed

- Study groups;
- Common planning times for teams during school day;
- Expand idea of mentoring program so everyone has an “innovation buddy;”
- Brown Bag lunch learning.

Ideas for Adding Calendar Days

- Add calendar days to school year;
- Change school calendar;
- Fund more days for professional development.

Ideas for Inservices/Early Release/Late Start

- Early outs scheduled at least monthly--weekly better;
- Stagger 1/2 day inservices so elementary on one day and secondary on a different day;
- At high school level have a modified schedule for early release days, i.e. one week periods 1, 3, 5, 7 and next week periods 2, 4, 6, 8;
- Adjust length of day to create blocks of time for early outs/late starts;
- Very focused agenda and build in additional 9 days of professional development by:
 - +1/2 hour 1 morning per week
 - +1 hour after school per week
 - +1 common planning time per weekBased on 37 weeks + 9 additional DAYS of planning time;
- Early starts to accumulate time to swap for professional development time;
- 15 minutes off contract time (before/after);
- Non-contract time (before/after kids);
- Create “fun nights”—socialize and learn;

Ideas for Modifying Teacher Schedules during Student Day

- Block scheduling provides more possibility of flexibility;
 - Get rid of non-essential “clutter” for students;
 - Individual time for appropriate content learning for students;
 - Digital learning for students;
 - Leaves more time for collaborative work for teachers;
- Merge classes for assemblies/films/common activities with fewer adults supervising;
- Schedule common planning time for learning teams or other appropriate groups;
- Collaborative learning scheduled as part of the school day;
- Analyze and identify non-efficient uses of time;
- All teachers at each grade level have 1 common planning time a week;
- Schedule back-to-back sessions where teachers are released on a scheduled basis;
- Interdisciplinary teams set time aside for professional development, reflection, coaching;
- Team time in each building with tight agenda
- Innovative scheduling;
- Increase teacher planning time during daily schedule (add minutes);
- Rotate planning for culminating activities in social studies, science, etc. and use associates (or volunteers) for this time;
- Creative use of staff assignments.

Ideas for Refocusing Use of Existing Meetings

- Use time that is set aside for staff meetings for training, video demonstrations, data analysis, collaboration, etc.--do other work by e-mail or staff bulletins.

Ideas for Time Beyond School Day/Week/Year

- Collaboratively plan summer course work and other collaborative learning activities;
- Late afternoon potluck or pizza—nice change; something to look forward to after working together; incentive;
- Plan at another place; fresh environment (coffee house, restaurants, etc.);
- Adding time to the school day--extending school year; use the extra days for staff development.

Ideas for Efficient Use of Time

- Pre-plan professional development sessions; share plans and agendas in advance; have participants read ahead; timeline for completion; etc.
- Discontinue practices no longer needed; time audit to determine amount being spent;
- Use teacher shared planning time for new learning;
- Lunch and Learn sessions;
- Book groups/Study groups before and after school--could spend first 20 minutes reading and then talking;
- Teachers involved in scheduling; they will find time if they look—teacher power!
- Potluck breakfast—teachers come before contract or during lunch;
- Trade building meeting time that could be handled in memos, etc. and redirect to Professional Development;
- Using 1-2 prep times a week;
- Better use of e-mail for announcements;
- Early dismissals that are planned a year ahead;
- Bring professional articles to department meetings to read and discuss;
- Use faculty meetings for collaboration and team training instead of information.

Ideas for Use of Technology

- Web-based tools:
 - Videos with structured learning activities and times to “share” later;
 - Chat sessions for collaboration and discussion;
 - Interactive journal (could be e-mail) with learning partner;
 - Message boards;
 - Web-based training and/or video classes that model the strategy;
 - Videoconferencing;
 - Video stream, threaded discussions, i.e. bulletin board;
- Information management systems;
 - Use videos/articles to read and reflect, then process with whole faculty (e.g. notes on bulletin board)
 - Better use of ICN;
 - Videotaping in building for demonstrations to be used in study groups.

Ideas for Support Resources to Generate Teacher Time

- Substitute teachers:
 - Rotate several substitute teachers through the building; for staff to be out of classroom for planning, collaboration
 - Substitute teacher has lesson for large group of students; associates provide support in implementation of task
- Aides
 - Take students 2 days a week to free up planning time;
 - Hire for duties (e.g. recess) to give teachers more time;
- Principals cover classes during professional development collaboration;
- Implement “reading buddies” where older/younger students read to each other; frees up time for teachers to observe others;
- Other teachers:
 - If 1/2 time kindergarten teachers don’t have students, go and cover for others;
 - High school teachers cover for each other;
 - Non-reading area staff cover for others to learn strategies;
- Community support:
 - Develop PR so parents understand release time is impacting student achievement;
 - Involve school boards so they have a good understanding of the importance of adopting the intervention;

- Ask newspaper person to come to early release professional development days to highlight positive results in newspaper article to gain public support.
- Use outside organizations (i.e. YMCA) to take students for 1 1/2 hours;
- Parent volunteers:
 - Read to students freeing up teacher to observe others;
 - Encourage certified teacher community members to volunteer;
- Link with colleges/universities to free up time.

Ideas for Collaborating with Other Districts

- Coordinating calendars for inservice collaboration for multiple districts;
- Use multi-district leadership teams for planning;
- Regional coordination of schedules so districts share professional development;
- Team with neighboring districts to develop agreements for subs.

Ideas for Leadership Role(s)

- Administrative intervention to create release time;
 - Teacher participation in leadership team and culture can be motivational; teachers will often see it as professional renewal and spend time on their own;
- Include staff when generating ideas on how to find time;
- Develop Professional Development Leadership Teams specific to buildings;
- Modify curriculum to reflect new teaching strategies.

Ideas for Incentives

- Allowing staff development credit for work done during contract time;
- Comp time/flex time offered;
- Increase teacher pay when doing certain work;
- Teachers take classes for credit based on goals;
- Study groups for credit—books, web, inservices;
- Saturday classes and summer workshops—teachers are paid to attend or offered credit;
- Coaches with flex time;
- Business partnerships that offer stipends;
- Offer on-site university classes for credit;
- Make time useful to teachers so they see value in time they are committing.

Ideas for Financial Support

- Local business support;
- Title I funds for positions (staff);
- State fully fund Teacher Quality bill;
- Use extra resources, i.e. grants, foundations, legislated funding, indirect costs, etc.;
- Seriously restructure budgets.



Critical Issues for Team Consideration

Team Name:

Team Members:

Use the scale below to indicate the extent to which each of the following statements is true of your team.

1	2	3	4	5	6	7
Almost never true of our team	Usually not true of our	Sometimes but infrequently true	Occasionally true of our team	Often true of our team	Usually true of our team	Almost always true of our team

- | | |
|--|--|
| <p>1. ___ We have identified team norms and protocols to guide us in working together.</p> <p>2. ___ We have analyzed student achievement data and have established SMART goals that we are working interdependently to achieve.</p> <p>3. ___ Each member of our team is clear on the essential learnings of our course in general as well as the essential learnings of each unit.</p> <p>4. ___ We have aligned the essential learnings with state and district standards and the highs takes exams required of our students.</p> <p>5. ___ We have identified course content and/or topics that can be eliminated so we can devote more time to essential curriculum.</p> <p>6. ___ We have agreed on how to best sequence the content of the course and have established pacing guides to help students achieve the intended essential learnings.</p> <p>7. ___ We have identified the prerequisite knowledge and skills students need in order to master the essential learnings of our course and each unit of this course.</p> <p>8. ___ We have identified strategies and created instruments to assess whether students have the prerequisite knowledge and skills.</p> <p>9. ___ We have developed strategies and systems to assist students in acquiring prerequisite knowledge and skills when they are lacking in those areas.</p> <p>10. ___ We have developed frequent common formative assessments that help us to determine each student's mastery of essential learnings.</p> | <p>11. ___ We have established the proficiency standard we want each student to achieve on each skill and concept examined with our common assessments.</p> <p>12. ___ We have developed common summative assessments that help us assess the strengths and weaknesses of our program.</p> <p>13. ___ We have established the proficiency standard we want each student to achieve on each skill and concept examined with our summative assessments.</p> <p>14. ___ We have agreed on the criteria we will use in judging the quality of student work related to the essential learnings of our course, and we practice applying those criteria to ensure consistency.</p> <p>15. ___ We have taught students the criteria we will use in judging the quality of their work and have provided them with examples.</p> <p>16. ___ We evaluate our adherence to and the effectiveness of our team norms at least twice each year.</p> <p>17. ___ We use the results of our common assessments to assist each other in building on strengths and addressing weaknesses as part of a process of continuous improvement designed to help students achieve at higher levels.</p> <p>18. ___ We use the results of our common assessments to identify students who need additional time and support to master essential learnings, and we work within the systems and processes of the school to ensure they receive that support.</p> |
|--|--|



How Will You Monitor Your Implementation?*

Implementation Protocol

Monitoring an implementation of a planned change accomplishes three things for a district or school staff.

- First, data about the frequency of your use and the skill of your application of staff development content will enable you to provide feedback to trainers on additional training needed.
- Second, in conjunction with your formative data collection, monitoring provides the necessary data for adjusting your implementation plan.
- Finally, implementation data, when analyzed in conjunction with summative data, allows you to make informed decisions about the efficacy of your program.

1. Describe how you will collect data on both the frequency and skill of use with your planned change.

II. Who will collect these data and at what intervals?

III. How will these data be shared and with whom?

IV. How often will you compare implementation data with formative data on student responses to your planned change? Will this occur in collaborative teams, school-wide, and/or district wide?

*IPDM-Tools and Resources

Formative Data Plan: Worksheet

Formative data are the measures of student performance administered periodically to determine if the content you are implementing is having the desired effect. When student growth is uneven, these data are used to modify the implementation plan as well.

- Study formative data collection instruments you have selected.
- Name and number each instrument.
- Using the grid below, identify the type of data each instrument collects.
- Answer the questions at the bottom of the page.

Name of school: _____ **CESA:** _____

	Instrument 1 NAME:	Instrument 2 NAME:	Instrument 3 NAME:
Teacher Measures			
Frequency of use of strategy or other planned changes that are content of SD [Frequency]			
Measures accuracy of/ skill with newly implemented strategies, etc. [Fidelity]			
Student Measures			
Measures how well students are learning and applying the skill/behavior that is the focus of the PD effort			

Estimating yield from formative data collection:

Will you know what instructional and curricular changes your students are experiencing? Is each student getting enough instruction in this strategy to yield positive results?

Will you know whether teachers are implementing the SD content with sufficient frequency and skill that students get the intended benefit?

Will you be able to track student progress/growth on the targeted knowledge/skills?

Will you have enough information to adjust the training and workplace supports to help those teachers who are not transferring the skill into their classrooms?

What else might you need to include in your formative data collection?

IPDM Tools and Resources



Combining Your Own Implementation and Formative Data*

Questions frequently asked of these data include:

Combining teacher implementation data (what instructional program have students actually experienced?) with student learning data (results from formative measures enables you to answer your most pressing question: Is this working?)

- How often did our students experience the content of our professional development program? Was it more or less often than recommended by research on our content?
- Do we have a good fidelity measure? E.g., did we implement our new content accurately or did we return to traditional practices, calling them by a new name?
- Did our students grow as anticipated during the period of our implementation of our new content? Did all students grow equally, or did our new content work better for some groups of students?
- Did all teachers implement equally, or did some teachers implement the new content more frequently and accurately than others? If yes, did student learning vary systematically by teacher implementation?

You may have other questions that you wish to discuss as you analyze your formative data.

Guskey identifies a model for evaluating professional development that includes five critical levels ranging from simple to more complex with each level building on the previous one. Success at one level is necessary for success at the levels that follow. (Guskey, Evaluating Professional Development, 2000)

Figure I. Five Levels of Professional Development Evaluation¹

Evaluation Level	What Questions Are Addressed?	How Will Information Be Gathered?	What Is Measured or Assessed?	How Will Information Be Used?
1. Participants' Reactions	<p>Did they like it?</p> <p>Was their time well spent?</p> <p>Did the material make sense?</p> <p>Will it be useful?</p> <p>Was the leader knowledgeable and helpful?</p> <p>Were the refreshments fresh and tasty?</p> <p>Was the room the right temperature?</p> <p>Were the chairs comfortable?</p>	Questionnaires administered at the end of the session	Initial satisfaction with the experience	To improve program design and delivery
2. Participants' Learning	Did participants acquire the intended knowledge and skills?	<p>Paper-and-pencil instruments</p> <p>Simulations</p> <p>Demonstrations</p> <p>Participant reflections (oral and/or written)</p> <p>Participant portfolios</p>	New knowledge and skills of participants	To improve program content, format, and organization

<p>3. Organization Support and Change</p>	<p>What was the impact on the organization?</p> <p>Did it affect organizational climate and procedures?</p> <p>Was implementation advocated, facilitated, and supported?</p> <p>Was the support public and overt?</p> <p>Were problems addressed quickly and efficiently?</p> <p>Were sufficient resources made available?</p> <p>Were successes recognized and shared?</p>	<p>District and school records</p> <p>Minutes from follow-up meetings</p> <p>Questionnaires</p> <p>Structured interviews with participants and district or school administrators</p> <p>Participant portfolios</p>	<p>The organization's advocacy, support, accommodation, facilitation, and recognition</p>	<p>To document and improve organizational support</p> <p>To inform future change efforts</p>
<p>4. Participants' Use of New Knowledge and Skills</p>	<p>Did participants effectively apply the new knowledge and skills?</p>	<p>Questionnaires</p> <p>Structured interviews with participants and their supervisors</p> <p>Participant reflections (oral and/or written)</p> <p>Participant portfolios</p> <p>Direct observations</p> <p>Video or audio tapes</p>	<p>Degree and quality of implementation</p>	<p>To document and improve the implementation of program content</p>
<p>5. Student Learning Outcomes</p>	<p>What was the impact on students?</p> <p>Did it affect student performance or</p>	<p>Student records</p> <p>School records</p> <p>Questionnaires</p>	<p>Student learning outcomes:</p> <ul style="list-style-type: none"> • Cognitive (Performance & 	<p>To focus and improve all aspects of program design, implementation, and follow-up</p> <p>To demonstrate the overall impact of professional development</p>

	<p>achievement?</p> <p>Did it influence students' physical or emotional well-being?</p> <p>Are students more confident as learners?</p> <p>Is student attendance improving?</p> <p>Are dropouts decreasing?</p>	<p>Structured interviews with students, parents, teachers, and/ or administrators</p> <p>Participant portfolios</p>	<p>Achievement)</p> <ul style="list-style-type: none"> • Affective (Attitudes & Dispositions) • Psychomotor (Skills & Behaviors) 	
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‡ Guskey, T. R. (2000). Evaluating Professional Development. Thousand Oaks, CA: Corwin Press.

Summative Evaluation

Summative Evaluation is conducted at the completion of a program or activity and your evaluation report should include evidence related to the following:

Step 7
Summative
Evaluation

1. Describe what was accomplished by your professional development program.
2. What were the positive outcomes of the program?
3. Describe any negative consequences of the program?
4. What were the intended results?
5. What happened that you did not expect?
6. Did the benefits justify the costs of the program? If not – Why?