Evaluating Professional Learning

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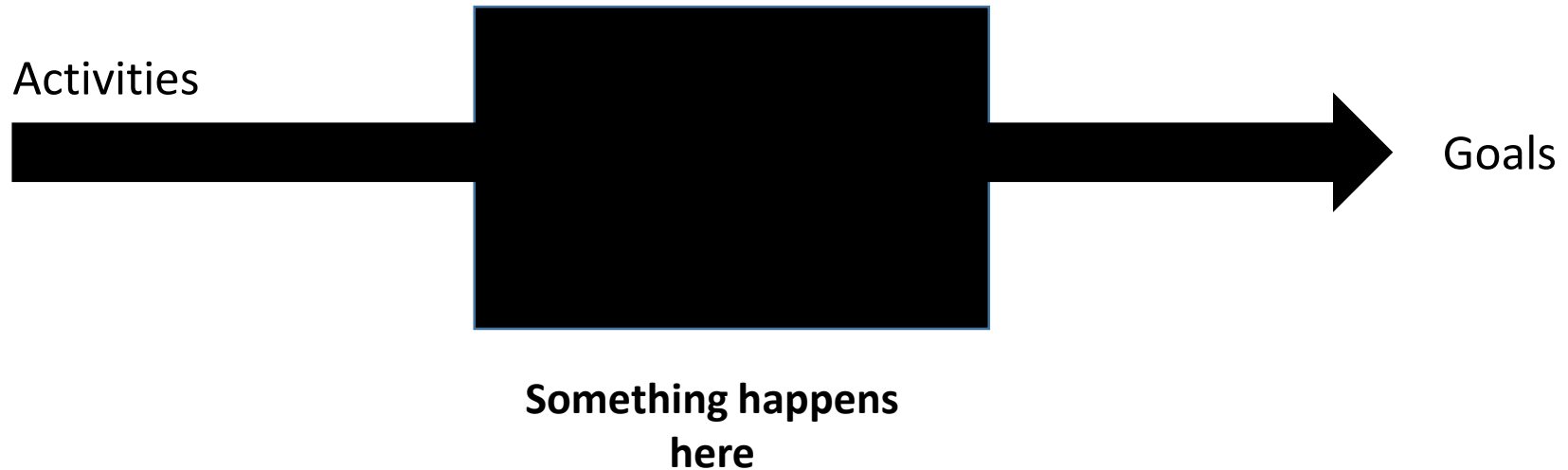**Coordinator of Professional Learning and Title IIA**

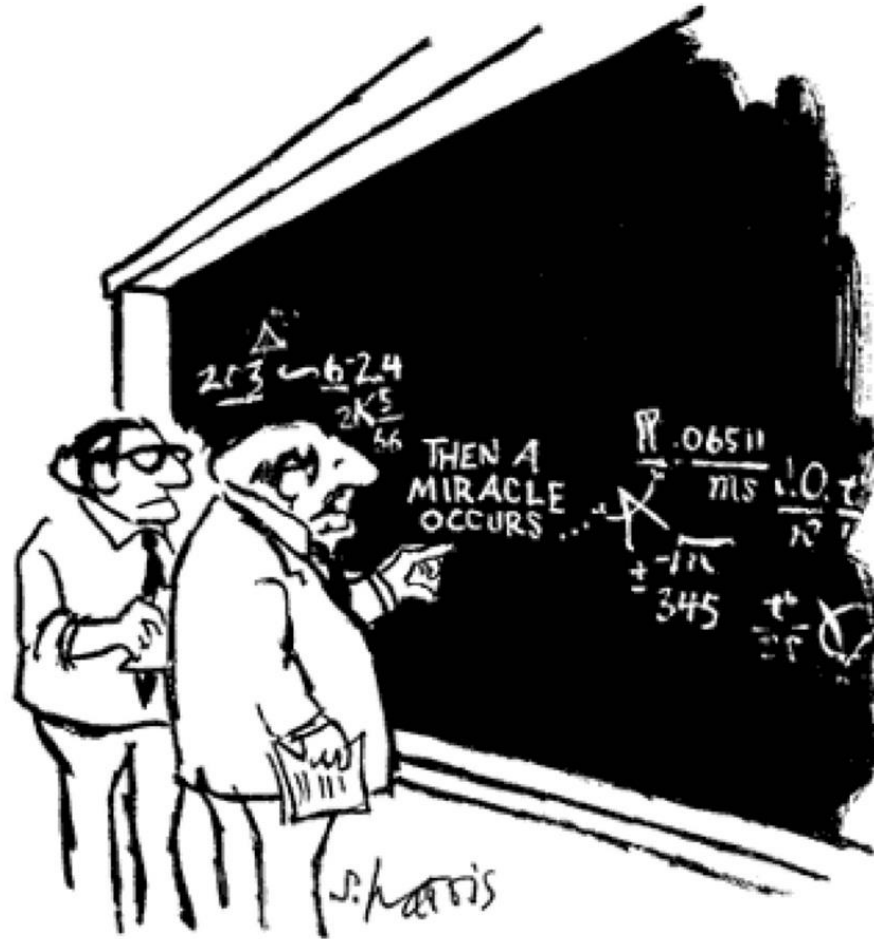**Title I Briefing**

October 3, 2019

Today's Outcomes

- **Understand the differences between evaluating interventions and evaluating professional learning**

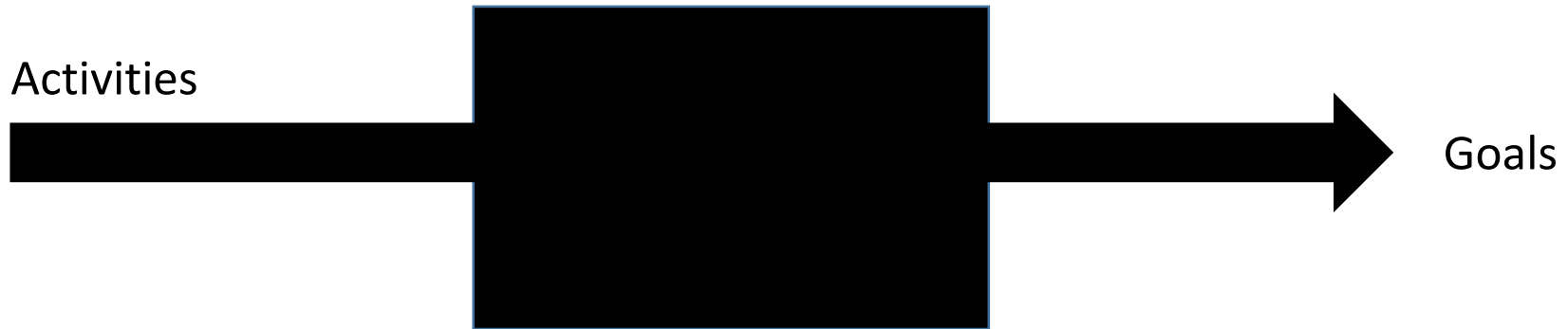- **Learn how to plan and conduct programmatic evaluations of professional learning**

Activities

Something happens here

Goals

"I think you should be more explicit here in step two."

Why evaluate professional learning?

Activities

Goals

- If you can't see success, you can't reward it, replicate it, or learn from it.
- If you can't recognize failure, you can't correct it. In fact, you may be rewarding it.

Osborne D., & Gaebler, T. (1992). Re-inventing government. New York, NY: Penguin.

Why evaluate professional learning?
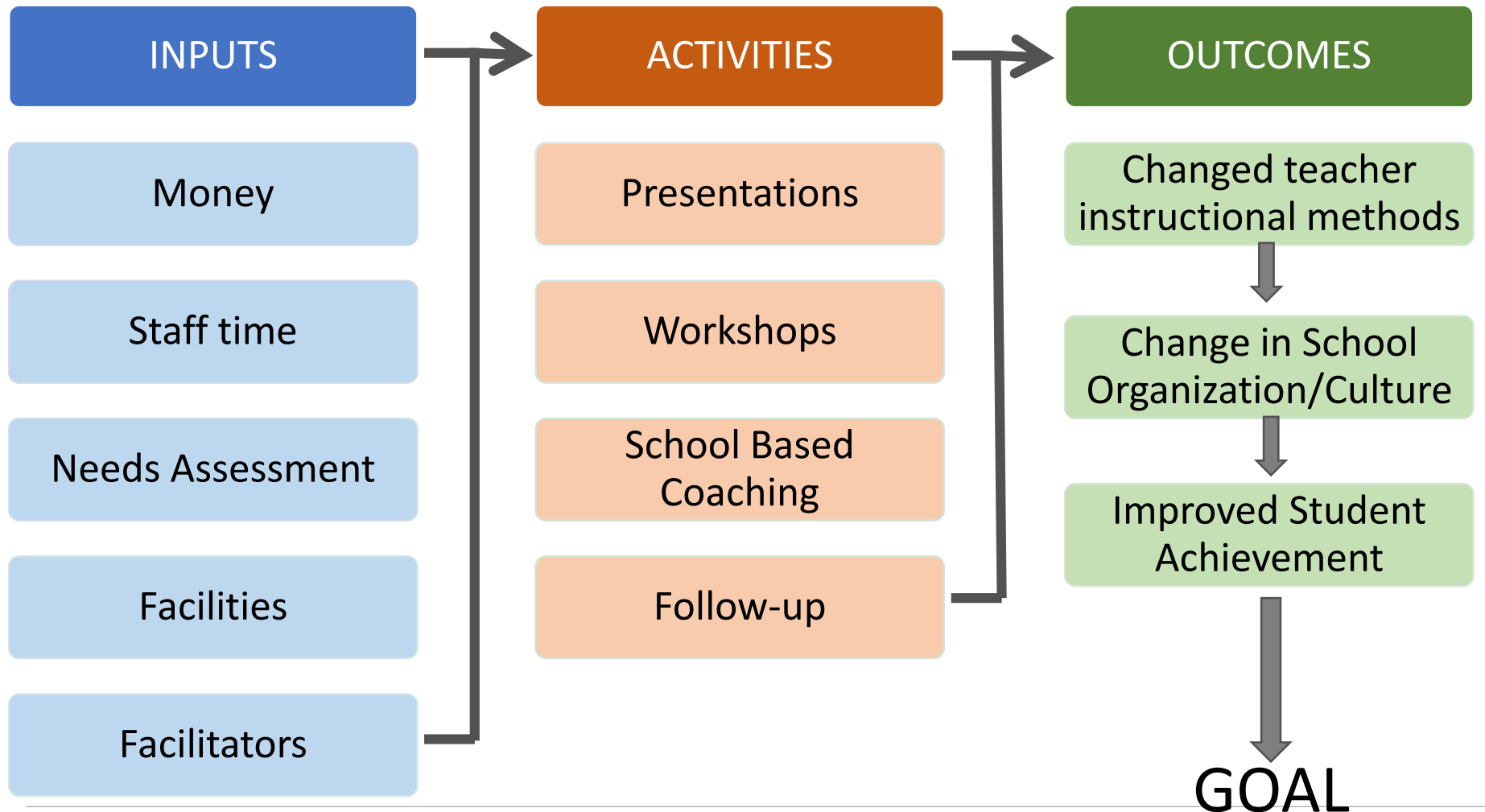
Activities

Goals

If you can demonstrate results, you can reward it, replicate it, and garner support to keep doing what you're doing.

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Logic models show program components and the links between them.

INPUTS	ACTIVITIES	OUTCOMES
Money	Presentations	Changed teacher instructional methods
Staff time	Workshops	Change in School Organization/Culture
Needs Assessment	School Based Coaching	Improved Student Achievement
Facilities	Follow-up	
Facilitators		

GOAL

Types of Change

Knowledge

Attitude

Skill

Aspiration

Behavior

Change Theory

$$K + S \rightarrow B + Att + Asp$$

$$Asp + Att \rightarrow K + B + S$$

Title I Briefing

Levels of Outcome Evaluation

Level 1 **Execution (evaluates activities, not outcomes)**

Level 2 **Participants' reactions**

Level 3 **Participants' learning**

Level 4 **Participants' use of new knowledge and skills**

Level 5 **Student learning outcomes**

Goal

By June 2020, at least 50% of students in grades 3-8 will score a 4 or 5 on the PARCC ELA assessment.

Outcomes

Teachers use data to inform targeted small group instruction

Activities

-Hire a reading coach

-Provide individualized professional learning to build teachers' capacity in data analysis

-Establish weekly PLCs where teachers review student data and plan future lessons based on the data reviewed

Level 1: Execution
Did the <u>activity</u> take place as intended?

Example activities:
- ☐ We will hire a reading coach
- ☐ 300 elementary teachers will participate in the individualized professional learning around data analysis
- ☐ All necessary materials, personnel, and equipment will be available
- ☐ The program will cost a total of $250,000

When: During or immediately after the activity
Data: Agendas, contracts, sign-in sheets

Level 2: Participants' Reactions
Were the participants satisfied with the experience?

Example outcomes:
- ❑ Participants will find the material useful
- ❑ Participants will think their time was well spent
- ❑ Participants will believe the presenter was knowledgeable and helpful
- ❑ Participants will enjoy the activities

When: Immediately after the activity, or at "check-ins" during a multi-part activity.

Data: Questionnaires, surveys, exit slips, etc.

Level 3: Participants' Learning
Did participants acquire the intended knowledge and skills?

Example outcomes:
- ☐ Participants will learn how data can be used to group students
- ☐ Participants will be able to disaggregate data and form appropriate student groups
- ☐ Participants will leave with a plan for using data to inform small groups in an upcoming lesson

- When: Immediately after the activity, and/or at later assessment dates.
- Data: **Quizzes or other assessments**, demonstrations, simulations, surveys.

Did the program cause the outcome? Unknown, unless you conduct a pre- and post-test.

Level 4: Participants' Use of New Knowledge and Skills
Did the participants effectively apply what they learned?

Example outcomes:

- ☐ Participants will meet in weekly PLCs to review student data and plan future lessons based on the data reviewed
- ☐ Participants will use data to inform targeted small group instruction

- When: After the activity, with appropriate lag time.
- Data: Questionnaires, structured interviews with participants *and* their supervisors, participant reflections, participant portfolios, **direct observations (in-person, video, or audio),** surveys.

*Did the program cause the outcome? Unknown, unless you conduct a pre- and post-test.**

# Level 5: Student Learning Outcomes
What was the impact of the initiative on students?

Example goals:

❑ Formative assessment data will show an increase in students' ability to read proficiently

❑ Student reading levels will increase as measured by Fountas and Pinnell benchmark assessment

❑ Student achievement will increase on county-wide benchmark

- When: After the activity, with appropriate lag time.
- Data: **Student records, school records, student assessments,** structured interviews with students, parents, and teachers, surveys.

Did the program cause the outcome? Must have pre- and post-test information, and will depend on research methods.

Data Sources
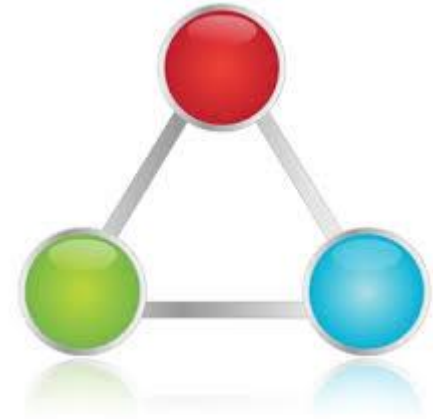
Sources are the people, places, documents, etc., that provide the information you need.

Possible data sources:

- Teachers
- Students
- Principals/administrators
- Student test scores
- Science kit checkout
- Lesson plans

- Test question analysis
- Observational report
- Standards
- Pre- & post-teacher tests
- Student work
- Teacher reflection

Data Collection Methods

Specific tools or processes used to collect the desired data
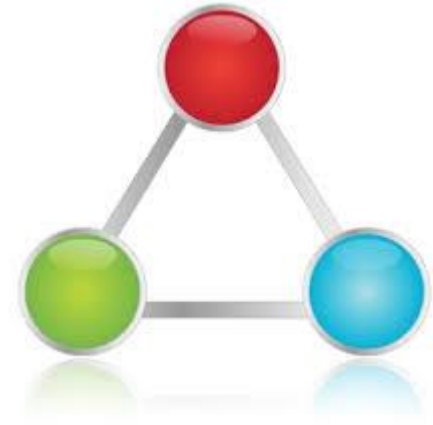
Sample Data Collection Methods:

- Surveys

- Interviews

- Logs

- Observations

- Tests

- Focus Groups

- Documents/Artifacts

You should collect additional data beyond the outcome measure.

- Teacher assignment
- School assignment
- Student schedule (50 min vs 90 min vs semesterized)
- Whether there were any discontinuities (student switched teacher, student started but didn't finish, etc.)

WHO: Collect data from ALL teachers/students (not just the participants). Decide who is "in" and who is not
-Be sure to consider ethics and feasibility

WHEN: BEFORE and AFTER the program.

Reflect

Consider one of your significant professional learning programs:

- What level(s) of outcome evaluation are you conducting?
- Have you gathered baseline data?
- What data sources and methods will you be using for the evaluation?
- What additional information would be valuable to collect in addition to outcome data.