Chapter 13

EVALUATING COLLABORATIVE PROFESSIONAL LEARNING

TOOLS:

Where are we?

Collaborative professional learning teams in our school receive regular feedback about their work.

STRONGLY AGREE AGREE NOT SURE DISAGREE STRONGLY DISAGREE

Collaborative professional learning teams in our school rarely take time to reflect on how well their team is working.

STRONGLY AGREE AGREE NOT SURE DISAGREE STRONGLY DISAGREE

Ongoing evaluation of the work of collaborative professional learning teams occurs at least bi-monthly.

STRONGLY AGREE AGREE NOT SURE DISAGREE STRONGLY DISAGREE

Members of collaborative professional learning teams assess the productivity and efficiency of their team.

STRONGLY AGREE AGREE NOT SURE DISAGREE STRONGLY DISAGREE

To improve, collaborative professional learning teams conduct regular evaluations of their work. Evaluations can focus on three aspects of the team's work — their efficiency, their effectiveness as a team, and their results. Taking time periodically to assess and analyze the results of assessments in each of these areas provides valuable data that teams can use to strengthen their work.

Teams also benefit from external evaluations and feedback. One of the responsibilities of principals discussed in Chapter 11 is providing regular feedback to teams about their work and processes.

Tools in this chapter will help teams and others provide information that will help them refine and improve their practices. For a comprehensive view of evaluating professional development, Tool 13.1 is included.

Schools may find that they want to begin with a less comprehensive approach to evaluation. Tools that follow will help them make evaluation both meaningful and beneficial.

Tool 13.1

Formative and summative evaluation

Teams will conduct two kinds of evaluation — formative and summative. Formative evaluation will concentrate on the team's processes for efficiency and the completion of the actions the team planned and the outcomes of those actions. Summative evaluation will focus on success in accomplishing the team's goals. These goals, stated as SMART goals, are focused on improving student learning.

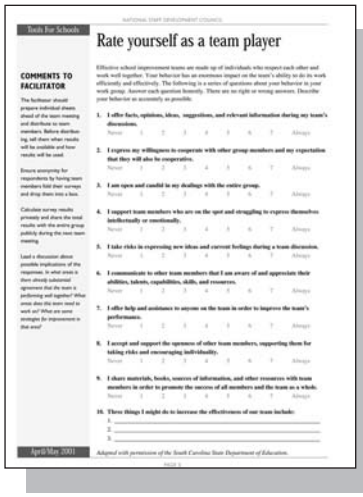
Formative evaluation

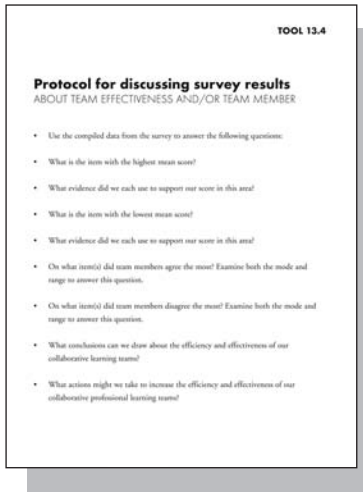
Formative evaluations will concentrate on how well the team works, completion of its actions, and the outcomes of its actions. Tool 13.2 offers one way to capture a view of the team's efficiency by focusing on the structure of team meetings and whether the typical structures of successful teams are in place.

Tool 13.3 offers a survey that individual members can use to evaluate their own involvement in the collaborative professional learning team. Asking individuals to rate their own behavior and then aggregating the ratings into a single mean score, identifying the range of scores (highest score and lowest score), and the modal response (score that occurs most frequently for each item) will help team members know how the team is doing overall.

Inviting team members to contribute to a discussion about the overall results from either or both surveys in Tools 13.2 and 13.3 can help the team develop a deeper understanding of its own operations. Team members may want to use the protocol in Tool 13.4 to discuss the


Tool 13.2


Tool 13.3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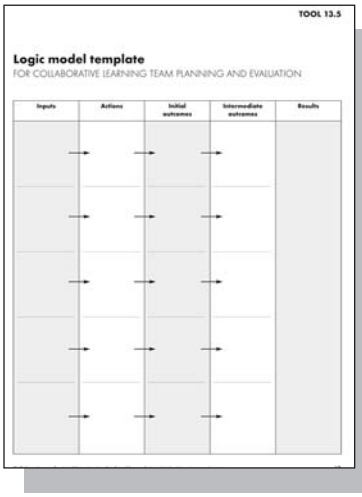

Tool 13.5


Tool 13.6


Tool 13.7

results of these surveys. The protocol is general enough to be used for both surveys or each independent of the other.

Teams members might use the innovation configurations for learning communities that appeared in Tool 5.3 as another means of evaluating the effectiveness of their learning teams. The innovation configurations describe the essential behaviors of teachers and principals and can be used like a rubric to assess the current state of a learning team, and the results can be used to assess progress over time if a baseline and subsequent measure are compared. If team members or principals opt to use the innovation configurations, the following process is recommended:

Ask team members to identify where they think their team is individually.

Compile the individual results. Alternately, if there is strong trust among team members or if members are willing to share their results publicly, ask each one to share his or her results and compile the individual results on a wall chart for all team members to see.

Use the protocol in Tool 13.4 to discuss the results.

Another form of formative assessment is to look at the team's actions and the outcomes they produced. For example, if the team read a research summary, then the result of this action would be that team members increased their knowledge, not that the team members read the summary. When looking at actions, determine the outcomes the team wants from each one and measure the success of those actions rather than whether the action has been accomplished. A tool called a logic model drives this form of evaluation (Killion, 2002).

Figure 13.1 **Logic model components**

Inputs/resources	Actions	Initial outcomes	Intermediate outcomes	Results
The school, district, community, or state resources (including people, space, time, equipment, or materials) needed to accomplish the actions.	The sequence of activities the team plans to take to accomplish its goal(s), using the resources identified.	The early results of the actions, e.g. what happens initially when the action is completed; initial outcomes often describe changes in knowledge and skills.	The secondary results of the actions, e.g. what happens after the initial outcomes occur; intermediate outcomes often describe changes in behavior or practice.	The SMART goal(s) the team sets for its professional learning.
PLANNED	**ACTIONS**	**INTENDED RESULTS**		

A logic model has five main components. See Figure 13.1 above. They are:

- Inputs/resources;
- Actions;
- Initial outcomes;
- Intermediate outcomes; and
- Results.

A logic model links inputs (resources) to actions (steps to accomplish the results) and identifies initial outcomes (first changes expected from the actions) and intermediate outcomes (subsequent changes that occur after the initial outcomes) in a logical way to explain how the actions will produce the results.

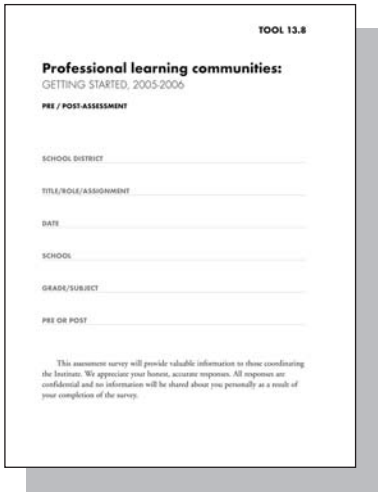
An application to collaborative professional learning teams is shown in Table 13.

If teams develop and use a logic model, they have a sound way to do two things. One is to plan their actions and identify what they expect to see if their actions are successful. Secondly, they can assess their progress toward their goal(s).

By looking at the outcomes of their actions rather than the completion of their actions, they have a better measure of the potential impact of their actions. In addition, they have the capacity to look at the interaction that occurs between their work and their students' learning. Not all schools will use a logic model in their evaluation efforts. However, if they want to be able to know if professional development impacted student academic success, they will want some form of formative evaluation. A blank logic model for teams to use is included in Tool 13.5.

Summative evaluation

Determining if the team has achieved its goal(s) is the summative evaluation. It is what is expected at the summary or the end of the planned action. Teams define the success of their learning by whether students perform at the expected levels. Sometimes teams will not be able to determine if they met their goal until they receive results from state assessments. Because there is substantial lag time between the administration of some state assessments and the results, collaborative professional learning teams may want to consider using common assessments as one measure of student success. While common assessments may lack the rigor of state assessments, they offer team members some information about their success in a more timely manner.


TOOL 13.8

Professional learning communities:
GETTING STARTED, 2005-2006

PRE / POST-ASSESSMENT

SCHOOL DISTRICT

TITLE/ROLE/ASSIGNMENT

DATE

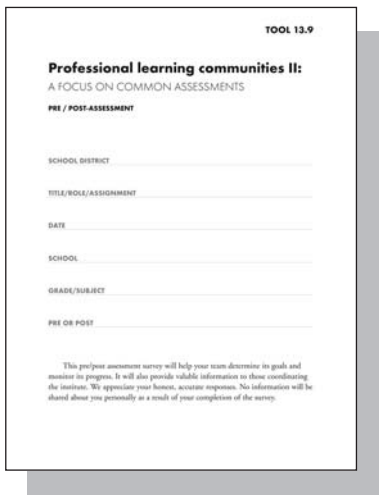
SCHOOL

GRADE/SUBJECT

PRE OR POST

This assessment survey will provide valuable information to those coordinating the Institute. We appreciate your honest, accurate responses. All responses are confidential and no information will be shared about you personally as a result of your completion of the survey.

Tool 13.8


TOOL 13.9

Professional learning communities II:
A FOCUS ON COMMON ASSESSMENTS

PRE / POST-ASSESSMENT

SCHOOL DISTRICT

TITLE/ROLE/ASSIGNMENT

DATE

SCHOOL

GRADE/SUBJECT

PRE OR POST

This pre/post assessment survey will help your team determine its goals and monitor its progress. It will also provide valuable information to those coordinating the institute. We appreciate your honest, accurate responses. No information will be shared about you personally as a result of your completion of the survey.

Tool 13.9

Table 13 **Logic model example for collaborative learning team**

Inputs	Actions	Initial outcomes	Intermediate outcomes	Results
• Teaching resources for unit development Team meeting time to score baseline-writing assessments, develop units and common assessments, analyze student results, form and reevaluate flexible groupings, etc.	Analyze data from fall writing sample.	Teachers identify students' baseline writing level.	Teachers group students in flexible groupings for instruction in conventions, ideas, and organization.	20% increase in students' scores on the state writing sample.
• Support from district language arts specialist to assist with design of units.	Design three common instructional units for ideas and organization to use between October and February.	Teachers use units in their classrooms.	Students practice applying ideas and organization in writing assignments in all content areas.	
• Support from the district language arts specialist to assist with the development of common writing assessments.	Develop and administer two common benchmark assessments of writing one in November and one in February.	Teachers administer and score common assessments.	Teachers analyze data from the assessments to determine which students require reteaching and additional support.	
• Cooperation of science and social studies teachers to embed the use of ideas, organization, and conventions in their writing scoring tools.	Develop daily practice activities for language conventions.	Students complete daily activity to practice language conventions.	Students demonstrate accurate use of language conventions increases in both oral and written language.	
• Support from teachers to provide feedback and additional instruction to students on ideas, organization, and conventions.	Provide students ongoing feedback, reteaching, and additional support, as needed, on ideas, organization, and conventions.	Students' accurate use of ideas, organization, and conventions increases in their classroom work.	Students' accurate use of ideas, organization, and conventions increases on common benchmark assessments.	

In addition to determining if teams collectively attained their goals, a school's leadership or professional development team may want to determine if the school culture has improved since teams are working collaboratively to learn as professionals. Using Tool 5.1, the school culture survey, staff members might complete the survey as a baseline in the fall and again near the end of the school year. By looking at the differences, the school's leadership team can assess if collaborative professional learning teams have influenced the school's culture. Staff members will not be able to draw conclusions that collaborative professional learning has caused the changes in culture, although it will be safe to conclude that collaborative professional learning has contributed to the change. Such a conclusion can be strengthened if teams have demonstrated increased efficiency and effectiveness as a team and if they have used a logic model to determine if their intended outcomes have been achieved.

As a summative measure of team development and success, staff members may want to use Tool 13.6, the Learning Team Survey, to assess how the team is functioning.

At the end of each school year or possibly at the mid-point in a school year, a collaborative professional learning team will benefit from taking time to have a discussion guided by the Summative Reflection Protocol that appears in Tool 13.7.

To assess the use of collaborative teams, Tools 13.8 and 13.9 are included. These tools can be used as a pre- and post-test measure of the team's effectiveness.

The surveys in this chapter are examples. Teams can draw from these examples to create their own survey rather than to use any one in its entirety. As with assessing culture, it is advisable to start with simple surveys, especially if there has not been an assessment of team effectiveness or if the use of collaborative professional learning teams is new. For example, Tool 13.2 is more appropriate for teams in beginning stages while Tool 13.4 is for teams that are more advanced in working collaboratively and are ready to move to the next level and become high-performing teams. Making adjustments in the survey instruments or using part of the samples included is acceptable. What is unacceptable is avoiding evaluation of how collaborative professional learning is influencing teacher collaboration, the school culture, and student learning.

References

Killion, J. (2002). *Assessing impact: Evaluating staff development.* Oxford, OH: National Staff Development Council.

theme/ EVALUATION

READY, ON THE DOWNBEAT

PLANNING PHASE

1. Assess evaluability.
Determine whether the staff development program is ready to be evaluated.

2. Formulate evaluation questions.
Design formative and summative evaluation questions.

3. Construct evaluation framework.
Determine the evidence needed to answer the evaluation questions, the data sources, the data collection methodology, logistics of data collection, and the data analysis methods.

CONDUCTING PHASE

4. Collect data.
Manage data collection process and collected data.

5. Organize and analyze data.
Organize, analyze, and display data.

6. Interpret data.
Interpret data to determine merit, worth, and/or impact and to make recommendations for improvement.

REPORTING PHASE

7. Disseminate findings.
Identify audiences to receive findings, the most appropriate format for communicating findings to each, and disseminate findings.

8. Evaluate the evaluation.
Reflect on the evaluation process, the knowledge and skills of the evaluation team, the resources and methodologies used, and the findings to improve future evaluations.

SOURCE: Killion, J. (2002). *Assessing Impact, Evaluating Staff Development,* Oxford, OH: National Staff Development Council.

theme / EVALUATION

SOLID FOOTWORK MAKES EVALUATION OF STAFF DEVELOPMENT PROGRAMS A SONG

BY JOELLEN KILLION

Evaluating the effectiveness of staff development and demonstrating its impact on student achievement are more important than ever. The language in staff development policies requires districts to show evidence of professional learning's ability to improve student learning.

The National Staff Development Council, some states' legislation, and the federal No Child Left Behind Act all call for rigorous evaluation of professional learning programs (see "Dancing to the same tune" on the next page). With more emphasis on accountability, staff developers will want to explore ways to evaluate their programs and to link staff development to student learning. An evaluation also will help providers and leaders improve their programs.

"Evaluation is a systemic, purposeful process of studying, reviewing, and analyzing data gathered from multiple sources in order to make informed decisions about a program" (Killion, 2002, p. 42). A good evaluation of a professional learning program can be accomplished by following eight steps. This eight-step process is drawn from extensive practice and research in program evaluation.

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STEP 1: ASSESS EVALUABILITY

The first step is determining the degree to which a program, as planned, is ready to be evaluated.

theme / EVALUATION

Sometimes staff development leaders and providers want to link an episode of staff development, such as a workshop or single professional development day, to student learning. This is nearly impossible because the workshop or professional development day alone is insufficient to produce results for students or teachers. Evaluations of partial or insufficient staff development programs likely will yield disappointing results.

Most staff development programs are inadequate to produce the results they seek. "We cannot expect results for students from a staff development program that is unlikely to produce them. And we cannot expect an evaluation to produce useful results when the program being evaluated is poorly conceived and constructed. Perhaps Chen (Chen, 1990) said it best: 'Current problems and limitations of program evaluation lie more with a lack of adequate conceptual framework of the program than with methodological weakness' " (Killion, 2002).

When the goals are expressed in terms of student achievement, the program's design is more likely to include sufficient actions to achieve them.

Before evaluating any staff development program, the evaluator asks whether the program is feasible, clear, sufficiently powerful to produce the intended results, and worth doing. To determine whether a program is ready to be evaluated, an evaluator analyzes the program's goals, its standard of success, indicators of success, theory of change, and logic model.

GOALS

A staff development program's goals express its intended results in terms of student achievement. Instead of "provide training to all teachers" as its goal, a results-driven program has as a goal improving student achievement. A sample goal might be to

Dancing to the same tune

From NSDC to state and federal legislation, the call for evaluation is loud and clear.

NSDC

The National Staff Development Council's Standards for Staff Development state, "Staff development that improves the learning of all students uses multiple sources of information to guide improvements and demonstrate its impact" (Evaluation standard) (NSDC, 2001).

In addition, the organization's Code of Ethics for Staff Development Leaders, Principle III, states, "Staff development leaders continuously improve their work through the ongoing evaluation of staff development's effectiveness in achieving school system and student learning goals." The Code of Ethics for Staff Development Providers, Principle IV, states, "Staff development providers continuously learn and improve their performance" through ongoing evaluation of their work and feedback from clients, participants, and others affected by their work (NSDC, 2000).

NO CHILD LEFT BEHIND

No Child Left Behind, Title II, Part A, states that professional development programs will be "regularly evaluated for their impact on increased teacher effectiveness and improved student academic achievement, with the findings of the evaluations used to improve the quality of professional development." It continues, "Ultimately the program's performance will be measured by changes in student achievement over time as shown through the other NCLB reporting requirements."

STATES

States, too, call for evaluating professional development. For example, in Florida, the state legislature enacted Florida Statute 231.600, School Community Professional Development Act, resulting in the Florida Professional Development Evaluation System Protocol. The protocol requires districts, schools, and other state agencies providing professional development to conduct ongoing formal evaluation to determine whether:

- The planned professional development was implemented;
- The new learning is applied in classrooms;
- The professional development contributes to student performance gains, if the effect of training on student achievement is demonstrated on standardized achievement tests or other achievement measures;
- The results of the evaluation serve as part of a needs assessment for determining which programs to offer or discontinue;
- Resources are appropriately allocated for professional development that meets state priorities of content standards, subject area content, instructional methodology, assessment, technology, classroom management, and school safety; and
- Overall school grades increase.

improve student achievement in mathematics by 2005 by 10% as measured on the state assessment. When the goals are expressed in terms of student achievement, the program's design is more likely to include sufficient actions to achieve them.

STANDARD OF SUCCESS

A program's standard of success is the benchmark that defines its success. It typically is a number representing the performance increase that, when met, is sufficient to declare the program a success. If the goal does not specify a particular degree of improvement, then any degree of improvement, even 0.002, may indicate success. Most staff development leaders want a specific increase in student performance as a return on their investment. For example, in the goal above, the standard of success is 10%. If the staff development program increases student achievement by 10% in mathematics, it is declared a success. If not, it falls short of its intended results and may be altered to increase effectiveness in subsequent years.

INDICATOR OF SUCCESS

An indicator of success is the specific way success will be demonstrated. It is the way an evaluator will know if the standard of success has been achieved. In the example above of a 10% increase in math test scores, the indicator of success is student performance on the state assessment in mathematics. Certainly other indicators might be used to demonstrate students' increased achievement in math: performance on other assessments, classroom tasks, enrollment of underrepresented populations in advanced level courses, grades, performance on a national standardized test, or a combination of these. Program designers might specify single or multiple indicators of success. Program designers must identify both a standard of success and indicator of success early when planning a staff development program so the program's design can be tailored to achieve the desired results.

THEORY OF CHANGE

A theory of change requires program designers to think carefully about how their program will bring about the changes they want. A theory of change (see diagram below) specifies how change is expected to happen, the program's components, their sequence, and the assumptions upon which the program is based (Killion, 2002). An explicit theory of change is a roadmap for program designers, managers, participants, stakeholders, and evaluators showing how the program will work. It is the big picture that serves as a planning tool, an implementation guide, a monitoring tool, and a tool for evaluating the program's success. It allows the program designers to explain how they see the connection between educator learning and student achievement. Without the theory of change, the connection between the program's components and its results may be unclear.

Any one program can have multiple theories of change. Individual theories are neither right nor wrong, but one may be more appropriate for a specific context and circumstances. Theories can be based on other theories, research, or best practice. For example, the social interaction theory of learning might serve as the basis for designing how adult learning happens in a professional development program. Based on this theory, participants would have multiple, frequent, in-depth opportunities to process their learning with colleagues.

Without the theory of change, the connection between the program's components and its results may be unclear.

LOGIC MODEL

A logic model is a particular kind of action plan that specifies the inputs, activities, initial, intermediate, and intended outcomes that will accomplish the identified goal. Thorough planning increases a program's potential to succeed. Planning

THEORY OF CHANGE FOR TECHNOLOGY INTEGRATION A SAMPLE

1.	2.	3.	4.	5.	6.	7.	8.
Key leaders hold vision for project.	Leaders develop partnerships and plan for project.	Technology resources are readily available for teachers and students.	Teachers receive professional development that includes training, curriculum development, and support.	Teachers change classroom instructional practices.	Teachers provide inquiry and exploration-based student learning activities.	Students engage in learning.	Student achievement increases.

SOURCE: Killion, Munger, & Psencik, 2002

This theory of change is based on the following assumptions:

- Thorough planning contributes to program's success.
- Integrating technology advances student learning.
- To change instructional practice, teachers require opportunities to gain new knowledge and skills and appropriate resources.
- Implementing new teaching practices improves student achievement.
- When students are engaged in learning, they achieve.

Logic model for professional development on technology integration A SAMPLE

INPUTS	ACTIVITIES →	INITIAL OUTCOMES →	INTERMEDIATE OUTCOMES →	INTENDED RESULTS
• **Technology hardware, software, and infrastructure**	Teachers and principals receive training on technology integration in mathematics.	Teachers and principals develop an understanding of how technology can enhance students' mathematics learning, engage students more actively in learning, differentiate learning and assessment. **Knowledge**	Teachers integrate technology into their mathematics instruction. **Behavior and aspiration**	Student achievement in mathematics increases by 10% by the year 2005.
• **Trainers**	Technology resources are deployed in mathematics classrooms.	Teachers learn strategies for integrating technology into mathematics instruction. **Skill**	Teachers integrate technology into their classroom instruction on a regular basis.	
• **Planning time for integrating technology into mathematics lessons**	Teachers are coached on integrating technology into their mathematics curriculum.	Teachers' comfort with integrating technology increases and they design opportunities for students to use technology for learning. **Attitude and behavior**	Students use technology to gather information, construct understanding, demonstrate understanding, and engage more actively in learning. **Behavior and aspiration**	
• **Time for conferring with coaches**	Principals are trained in how to support teachers as they integrate technology into their classrooms and how to serve as a leader for technology in their schools.	In instructional conferences, principals provide support to teachers in integrating technology into their classrooms. **Behavior**	Teachers' attitudes about technology improve. **Attitude** Students' attitudes about technology improve. **Attitude**	

ensures that all the program's activities align with the intended outcomes and that initial and intermediate outcomes will lead to the intended results. A logic model provides a framework for conducting the formative program evaluation as well as for the program design. (See sample logic model above.) The logic model identifies the benchmarks of progress toward a goal. The short-term outcomes lead to medium-term outcomes that lead to long-term outcomes. With this map of the outcomes in place, evaluators are able to determine which outcomes are important to collect evidence about in order to explain the link between staff development and student achievement (Killion, 2002).

A logic model has several components.

- **Inputs:** Resources assigned to a program including personnel, facilities, equipment, budget, etc.
- **Activities:** Services the program provides to clients.
- **Initial outcomes:** Changes in clients' knowledge and skill as a result of early activities.
- **Intermediate outcomes:** Changes in clients' attitudes, aspirations, and behavior as a result of the knowledge and skills acquired.

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• **Intended results:** Desired results of the program expressed as increases in student achievement.

Building on the program's theory of change, which identifies the program's key components, the logic model specifies what will change as a result of each program component. Staff development is most successful in increasing student achievement when it targets changes in knowledge, attitude, skill, aspiration, and behavior (see "Spelling out KASAB" at right). For example, if one component of a staff development program is providing coaching to classroom teachers, the initial outcome of this might be that teachers become more motivated to implement the strategies in their classroom (teachers' aspirations change). An intermediate outcome might be that teachers use the new strategies regularly (a teacher behavior change). The intended outcome is that student achievement increases (student knowledge, skill, and behavior change) as a result of teachers regularly implementing new instructional strategies in their classrooms.

Knowing the precursors to the goal, program developers can monitor for evidence that the precursors are affecting student and teacher learning and adjust the program design to ensure that the precursors occur. Without monitoring, one cannot expect the intended results.

For the evaluator, the precursors, or initial and intermediate outcomes, typically provide benchmarks for collecting evidence in the formative evaluation. To form a reasonable and supportable claim about the link between staff development and student achievement, the evaluator must know whether teachers received coaching, whether that coaching motivated them to implement the strategies, and whether teachers implemented the strategies.

When developing a theory of change and the logic model, program designers specify the types of changes they want to occur. By clearly delineating these changes, designers will be able to design the appropriate actions to accomplish them. Often professional development program planners want teachers to change their behavior, for example, but plan actions that will change only teachers' knowledge and skills.

Spelling out KASAB

KNOWLEDGE
Conceptual understanding of information, theories, principles, and research.

ATTITUDE
Beliefs about the value of particular information or strategies.

SKILL
Strategies and processes to apply knowledge.

ASPIRATION
Desires, or internal motivation, to engage in a particular practice.

BEHAVIOR
Consistent application of knowledge and skills.

STEP 2: FORMULATE EVALUATION QUESTIONS

The questions an evaluation attempts to answer shape the evaluation's design. For example, if a formative evaluation asks whether teachers are integrating new technologies in their classrooms, the evaluation questions might be:

- How frequently are teachers using technology in their mathematics lessons?
- How well are teachers integrating technology into their mathematics instruction?
- How frequently do students use technology to demonstrate their understanding of mathematics?
- For what learning tasks do teachers use technology?
- In what other content areas are teachers integrating technology?
- How do students use technology to learn?

The theory of change and the logic model are used to generate formative evaluation questions. Questions can be formulated from each initial and intermediate outcome in the logic model, from each step of the theory of change, from both, or from steps in either that are pivotal to the program's success. For example, for the theory of change and logic model above, an evaluator may choose not to measure whether teachers and principals learned about the value of technology, but rather to measure whether teachers are integrating technology in their classrooms and whether principals are providing the appropriate level of support to their teachers. An evaluator may assume that, if a teacher is using technology appropriately, teachers know how technology contributes to student learning.

Knowing the precursors to the goal, program developers can monitor for evidence that the precursors are affecting student and teacher learning and adjust the program design to ensure that the precursors occur.

Summative evaluation questions ask whether the program achieved its goals. If the goals are written as student achievement goals, then the evaluation is able to yield evidence about the staff development's impact on student achievement. If the goals are not expressed as student achievement goals, then the evaluation will allow claims about merit — the degree to which the program achieved its results — but not its impact on student achievement. The summative evaluation question for the goal expressed earlier is: Does student

achievement in mathematics increase by 10% by 2005 as a result of integrating technology into the classroom?

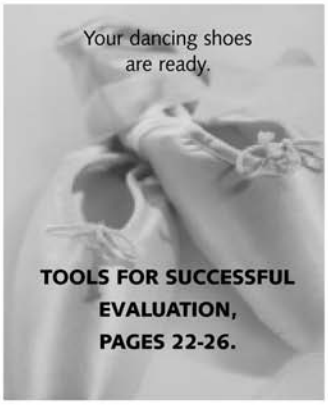
Evaluators craft questions that allow them to know whether the goal is achieved. To know whether technology integration influenced students' achievement in mathematics, evaluators first examine the theory of change and logic model to understand how teacher learning influences student achievement and then design formative and summative evaluation questions that allow them to gather the appropriate evidence to make a claim that teacher learning contributes to student learning. Without first answering the formative questions, evaluators will be unable to claim that teachers' learning contributes to student learning in mathematics.

STEP 3: CONSTRUCT EVALUATION FRAMEWORK

The evaluation framework is the plan for the evaluation. Decisions made in this step determine the evidence needed to answer the formative and summative evaluation questions, decide the appropriate sources of that evidence, determine appropriate and feasible data collection methods, the timeline for data collection, person(s) responsible for the data collection, and data analysis method. Knowing what change is expected helps the evaluator determine the best source of evidence and the most appropriate data collection method.

Data collection requires a systematic and thoughtful process to ensure that data collected are accurate and have been collected as planned.

For example, if the evaluator wants to know whether teachers are using technology, teachers themselves are the best source of that information. To triangulate, the evaluator may want to include students, principals,



and documents as other data sources to confirm the accuracy of teachers' judgments. Classroom observations of teachers integrating technology may be the most authentic data collection method for knowing whether teachers are using technology; however, evaluators may select alternative data collection methods that will be less time-consuming or costly. Approximate indicators of teachers' use of technology might include assignments, student work samples, student surveys about technology use, principals' observations, and system administrators' records about student time using particular software programs.

STEP 4: COLLECT DATA

The evaluator next prepares for and collects the data. Evaluators will want to pilot newly developed or modified data collection instruments to ensure the instruments' accuracy and clarity. Data collectors may require training to ensure consistency and data reliability if more than one individual is collecting data. Data collection processes must be refined for accuracy, and appropriate protocols for collecting data must be developed that give detailed explanations for how to collect data. Once these responsibilities are met, data are collected. This is relatively routine work for most evaluators, although this step holds the potential for compromising the quality of the evaluation if data are not accurately collected and recorded.

When collecting data, evaluators adhere to standards established by the American Evaluation Association (1995) and the Joint Committee on Standards for Educational Evaluation (1994) on working with human subjects, if applicable. They ensure that they have met all the policy expectations of schools and districts for notification, privacy of records, or other areas, and abide by a code of ethics for evaluators.

Data collection requires a systematic and thoughtful process to ensure that data collected are accurate and have been collected as planned. To ensure accuracy in this step, evaluators often create checks and balances for themselves to ensure that data are recorded accurately, that errors in data entry are found and corrected, and that missing data or outlier data are handled appropriately. Evaluators who attend to details well and who are methodical in their work collect data well.

STEP 5: ORGANIZE AND ANALYZE DATA

Evaluators must organize and analyze data collected. Evaluators ensure the data's accuracy by checking for any abnormalities in the data set and checking that data are recorded appropriately and records are complete. Once evaluators are confident that the data have integrity, they analyze the data. Many practitioners distrust their own ability to do a statistical analysis. But in most cases, simple analyses such as counting totals, finding patterns and trends, or simple calculations such as determining the mean, median, mode, and range are sufficient. Sometimes it may be appropriate to use more sophisticated comparisons that include factoring, assessing covariance, or creating statis-

tical models. When evaluators want this level of analysis, they might want to get help from someone experienced in inferential statistics.

Once data are analyzed, they are displayed in charts, tables, graphs, or other appropriate formats to allow people with different preferences to find the format that works best for them. Careful titling and labeling helps ensure that readers interpret the data accurately.

STEP 6: INTERPRET DATA

While data analysis is the process of counting and comparing, interpreting is making sense of what the analysis tells us. "Interpretation is the 'meaning-making' process that comes after the data have been counted, sorted, analyzed, and displayed" (Killion, 2002, p. 109). For example, we can tell that the scores went up if we compare scores over three years (analysis). In the interpretation phase, we ask what that means in terms of our work — what contributed to the increase, what does the increase mean, was the increase consistent across all grades, etc.?

Evaluators seek multiple interpretations and talk with stakeholders about which interpretations are most feasible from their perspective. The evaluators then determine which interpretations are most supported by the analyzed data (Killion, 2002). Interpreting data is best done as a collaborative process with program designers and key stakeholders, including participants. In most evaluations of staff development programs, this means that teachers, principals, and central office staff together study the data and form claims about the program's effectiveness and impact on student learning, and then recommend improvements.

Evaluators form claims about a program's merit, the degree to which it achieved its goals, its worth, participants' perception of the program's value, and the program's contribution to student learning. Claims of contribution, those stating that the program influenced student achievement, are made when the evaluation design is descriptive or quasi-experimental. Claims of attribution, that staff development and nothing else caused the results, require experimental, randomized design not often used in evaluation studies.

STEP 7: DISSEMINATE FINDINGS

After they interpret data, evaluators share their findings. Evaluators must decide what audiences will receive results and the most appropriate formats in which to share those results since different audiences require different formats. Formats for sharing evaluation results include technical reports, brief executive summaries, pamphlets, newsletters, news releases to local media, and oral presentations. Evaluations sometimes fail to have an impact on future programs because results are not widely shared with key stakeholders.

STEP 8: EVALUATE THE EVALUATION

Evaluations rarely include this step. Evaluating the evaluation involves reflecting on the evaluation process to assess the evaluator's work, the resources expended for evaluation, and the overall effectiveness of the evaluation process. Evaluating the process is an opportunity to improve future evaluations and strengthen evaluators' knowledge and skills. "When evaluators seek to improve their work, increase the use of evaluation within an organization, and build the capacity of others to engage in 'evaluation think,' they contribute to a greater purpose. Through their work, they convey the importance of evaluation as a process for improvement and ultimately for increasing the focus on results" (Killion, 2002, p. 124).

CONCLUSION

Evaluating staff development requires applying a scientific, systematic process to ensure reliable, valid results. Evaluation not only provides information to determine whether programs are effective, it provides information about how to strengthen a program to increase its effectiveness. With more limited resources available today for professional learning, staff development leaders will face harder decisions about how to use those resources. Evaluations can provide the evidence needed to make these critical decisions.

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↔ Keep the whole process in mind

STEPS 1-8, PAGES 15-21

TOOL kit SPECIAL

STEPS TO YOUR OWN EVALUATION

These tools are structured to help evaluation practitioners apply an eight-step process for planning, conducting, and reporting their impact evaluations. The tools will assist evaluators in making essential decisions for impact evaluations of professional learning programs. We invite you to use these tools to begin your own evaluations.

BY JOELLEN KILLION, NSDC DIRECTOR OF SPECIAL PROJECTS

SOURCE: *Assessing Impact: Evaluating Staff Development,* by Joellen Killion (Oxford, OH: National Staff Development Council, 2002).

START BY ASKING:

- What is the purpose of this evaluation?
- Who are the primary users of the evaluation results?
- What is their intended plan for using the results?

STEP 1: ASSESS EVALUABILITY

1. What are the program's goals? Are they plausible, student-focused, and results-oriented?
2. What are the program's objectives?
   - Are they measurable?
   - Do they specify the intended change (knowledge, attitude, skill, aspiration, behavior)?
3. Have the standards for acceptable performance been established for all the targeted participants and clients?
4. What are the assumptions upon which the program is based and that make up the program's theory of change? Has the theory of change been created?
5. What is its logic model? In other words, what are the inputs, activities, initial outcomes, intermediate outcomes, and intended results of this program? Has the logic model been created?
6. Do the program's theory of change and logic model make sense?
7. Do key stakeholders understand the program's theory of change?
8. Is this evaluation worth doing?

STEP 2: FORMULATE EVALUATION QUESTIONS

1. What are the evaluation questions?
   - Program need
   - Program design
   - Program implementation
   - Program impact
   - Multiple use
2. How well do the evaluation questions reflect the interests of the primary users of the evaluation results?
3. How well do the evaluation questions align with the program's goals and purpose of the evaluation?
4. Are the evaluation questions:
   - Reasonable?
   - Appropriate?
   - Answerable?
   - Specific, regarding measurable or observable dimensions of program success or performance?
   - Specific, regarding the measure of program performance?

STEP 3: CONSTRUCT THE EVALUATION FRAMEWORK

1. Determine evaluator.
   - Who will conduct the evaluation?
     - → Internal evaluator
     - → External evaluator
     - → Combination
   - Does the designated evaluator have the knowledge, skills, and resources to conduct the evaluation?
2. Decide how to answer evaluation question(s).
   - What are the key constructs (terms such as student achievement, improvement, increase, professional development) that will be measured? How have they been defined so that they are clear and specific?
   - Does the evaluation question require making a comparison to determine impact? If so,

what are possible comparison groups? Which is the most appropriate comparison group for this evaluation?
  - → Cohort
  - → Individual
  - → Group
  - → Panel
  - → Generic

3. Create data plan.
   - Who or what is expected to change as a result of this staff development program?
   - What types of changes are expected as a result of this staff development program in the identified target audiences or organizational structures?
     - → Knowledge
     - → Attitudes
     - → Skills
     - → Aspirations
     - → Behavior
   - What data can provide evidence that the changes intended have occurred?
   - What data collection methodology is most appropriate for the needed data?
   - From whom or what will the data be collected?
   - What are other possible sources of data to provide evidence of the intended change?
   - How essential is it to have multiple data sources for this evaluation?
   - When will the data be collected?
   - Where will the data be collected?
4. Determine cost.
   - Are needed resources including time, fiscal resources, and personnel available to conduct this evaluation?
   - If resources are not adequate, what aspects of the evaluation plan can be modified without compromising the integrity of the evaluation?
   - If resources are inadequate, how will the evaluation be affected?
   - Is the evaluation worth doing?

STEP 4: COLLECT DATA

1. Have the instruments and procedures for data collection been field tested?
2. What revisions are necessary?
3. How will data collectors be trained?
4. After early data collection, do any data seem redundant? What are the advantages and disadvantages of continuing to collect these data? Is it appropriate to continue or to discontinue collecting these data?
5. After early data collection, what data seem to be missing? Is it essential to collect these missing data? How will a new data collection methodology be implemented to collect these data?
6. What processes have been established to manage data collection and transfer?
7. What processes are established to ensure safekeeping and integrity of data?
8. If collecting quantitative data, what kinds of scores are needed to accurately reflect the data and to answer the evaluation questions?

STEP 5: ORGANIZE AND ANALYZE DATA

1. How will data be sorted, grouped, and arranged before analysis?
2. What method of data analysis is needed to answer the evaluation question?
   - Univariate analysis
   - Multivariate analysis
3. How will data be displayed to facilitate interpretation and understanding?
4. How will stakeholders be involved in the data analysis process?

STEP 6: INTERPRET DATA

1. What do these data mean?
2. What findings (interpretations/claims) can be made from these data?
3. How well supported are the findings?
   - Major
     - → Strong
     - → Weak
   - Minor
     - → Strong
     - → Weak
4. Does this evaluation support claims of attribution or contribution?
5. Does this program have merit or worth?
6. What recommended actions can help the program stakeholders improve their programs and program impact?

STEP 7: DISSEMINATE FINDINGS

1. Will the evaluation reports be interim or final evaluation reports?
2. Who are the primary users of the evaluation report?
3. What components do the primary users want included in the evaluation report?
4. What format for reporting the results is most appropriate for the primary users of the evaluation report?
5. What other audiences are likely to want some version of the evaluation report?
6. What format for reporting the results is appropriate for other audiences?

STEP 8: EVALUATE THE EVALUATION

1. How will the effectiveness of the evaluation be assessed?
2. What questions will guide the evaluation of the evaluation?
   - Resources
   - Design
   - Findings
   - Reporting
   - Evaluator
3. What stakeholders will be involved in the evaluation of the evaluation? How will they be involved? ■

TOOL kit
SPECIAL

SOURCE: *Assessing Impact: Evaluating Staff Development,* by Joellen Killion (Oxford, OH: National Staff Development Council, 2002).

↔ List the planning goals and objectives

SEE STEP 1, PAGES 15-17, 22

TOOLkit SPECIAL

PLANNING GOALS AND OBJECTIVES

Intended results (stated in terms of student achievement):

MEASURABLE OBJECTIVES (specify as appropriate)	**Students**	**Teachers**	**Principals**	**Central office**	**Organization** (Policy, practices, structures, systems, etc.)
KNOWLEDGE					
ATTITUDE					
SKILL					
ASPIRATION					
BEHAVIOR					

SOURCE: *Assessing Impact: Evaluating Staff Development,* by Joellen Killion (Oxford, OH: National Staff Development Council, 2002).

Make a logic model planning guide ↔

SEE STEP 1, PAGES 17-19, 22

TOOL kit
SPECIAL

LOGIC MODEL PLANNING GUIDE

Intended results/goals (stated in terms of student achievement):

INPUTS	ACTIVITIES	INITIAL OUTCOMES	INTERMEDIATE OUTCOMES	INTENDED RESULTS

SOURCE: *Assessing Impact: Evaluating Staff Development,* by Joellen Killion (Oxford, OH: National Staff Development Council, 2002).

↔ Create an evaluation framework

SEE STEP 3, PAGES 20, 22-23

TOOL kit SPECIAL

EVALUATION FRAMEWORK

Program goal: _____

Measurable objectives/ changes See pages 17-19	**Evaluation questions** Formative and summative	**Data/ evidence needed**	**Data source**	**Data collection method**	**Data analysis method**	**Timeline**	**Responsible person(s)**

Evaluation framework A SAMPLE

Evaluation questions	**Data/ evidence needed**	**Data source**	**Data collection method**	**Data analysis method**	**Timeline**	**Responsible person(s)**
How frequently are teachers integrating technology into their mathematics lessons?	Teacher behavior	Teacher self-report Principal observations Lesson plans	Survey Logs Artifacts	Count Count with description Quality analysis	Administer survey in May Principal observations October through May Collect artifacts in February and May	Technology coordinator Principal Technology coordinator
How do students use technology in mathematics?	Student behavior	Student self-report Classroom assignments Samples of student work	Interviews Artifacts Artifacts	Patterns Quality analysis Quality analysis	Conduct student interviews in May Collect artifacts in February and May	Graduate students Technology coordinator
Is student achievement in mathematics increasing as expected? (10% on state tests by 2005)	Student knowledge and skills	State test Classroom tests Student grades	Artifacts Artifacts Artifacts	Comparing Comparing Comparing	April October-June June	District testing coordinator Teachers District testing coordinator

SOURCE: *Assessing Impact: Evaluating Staff Development,* by Joellen Killion (Oxford, OH: National Staff Development Council, 2002).

Tools For Schools

Team meetings

COMMENTS TO FACILITATOR

This tool will assist various teams in assessing how well they attend to the basics of successful meetings. In order for this tool to be used effectively, team members must have agreed on a set of norms ahead of time. This tool would best be used after the team has met several times and can gauge the team's attention to its goals.

The team can add its own norms in order to adapt this tool for its unique needs.

Ensure anonymity for respondents by having team members fold their surveys and drop them into a box.

Calculate the results privately and share the total results with the entire group publicly during the next team meeting.

Lead a discussion about possible implications of the responses. *In what areas is there already substantial agreement that the team is performing well together? What areas does this team need to work on? What are some strategies for improvement in that area?*

We start our meetings on time.

Never 1 2 3 4 5 6 7 Always

We review and develop the meeting's agenda/goal before the meeting begins.

Never 1 2 3 4 5 6 7 Always

We set time limits for the meeting.

Never 1 2 3 4 5 6 7 Always

We identify a recorder to compile notes of the meeting.

Never 1 2 3 4 5 6 7 Always

We encourage participation by all members.

Never 1 2 3 4 5 6 7 Always

We summarize what we have accomplished in each meeting before concluding the meeting.

Never 1 2 3 4 5 6 7 Always

We briefly evaluate each meeting in terms of efficient, productive use of time and each member's concerns.

Never 1 2 3 4 5 6 7 Always

We end our meetings on time.

Never 1 2 3 4 5 6 7 Always

April/May 2001

PAGE 6

NATIONAL STAFF DEVELOPMENT COUNCIL

Tools For Schools

Rate yourself as a team player

COMMENTS TO FACILITATOR

The facilitator should prepare individual sheets ahead of the team meeting and distribute to team members. Before distributing, tell them when results will be available and how results will be used.

Ensure anonymity for respondents by having team members fold their surveys and drop them into a box.

Calculate survey results privately and share the total results with the entire group publicly during the next team meeting.

Lead a discussion about possible implications of the responses. *In what areas is there already substantial agreement that the team is performing well together? What areas does this team need to work on? What are some strategies for improvement in that area?*

Effective school improvement teams are made up of individuals who respect each other and work well together. Your behavior has an enormous impact on the team's ability to do its work efficiently and effectively. The following is a series of questions about your behavior in your work group. Answer each question honestly. There are no right or wrong answers. Describe your behavior as accurately as possible.

1. **I offer facts, opinions, ideas, suggestions, and relevant information during my team's discussions.**
   Never 1 2 3 4 5 6 7 Always

2. **I express my willingness to cooperate with other group members and my expectation that they will also be cooperative.**
   Never 1 2 3 4 5 6 7 Always

3. **I am open and candid in my dealings with the entire group.**
   Never 1 2 3 4 5 6 7 Always

4. **I support team members who are on the spot and struggling to express themselves intellectually or emotionally.**
   Never 1 2 3 4 5 6 7 Always

5. **I take risks in expressing new ideas and current feelings during a team discussion.**
   Never 1 2 3 4 5 6 7 Always

6. **I communicate to other team members that I am aware of and appreciate their abilities, talents, capabilities, skills, and resources.**
   Never 1 2 3 4 5 6 7 Always

7. **I offer help and assistance to anyone on the team in order to improve the team's performance.**
   Never 1 2 3 4 5 6 7 Always

8. **I accept and support the openness of other team members, supporting them for taking risks and encouraging individuality.**
   Never 1 2 3 4 5 6 7 Always

9. **I share materials, books, sources of information, and other resources with team members in order to promote the success of all members and the team as a whole.**
   Never 1 2 3 4 5 6 7 Always

10. **Three things I might do to increase the effectiveness of our team include:**
    1. _____
    2. _____
    3. _____

April/May 2001

Adapted with permission of the South Carolina State Department of Education.

TOOL 13.4

Protocol for discussing survey results

ABOUT TEAM EFFECTIVENESS AND/OR TEAM MEETINGS

Use the compiled data from a survey of team effectiveness or team meetings such as in Tools 13.2 or 13.3 to discuss the survey results.

- Which item has the highest mean score?
- What evidence did we each use to support our score in this area?
- Which item has the lowest mean score?
- What evidence did we each use to support our score in this area?
- On what item(s) did team members agree the most? Examine both the mode and range to answer this question.
- On what item(s) did team members disagree the most? Examine both the mode and range to answer this question.
- What conclusions can we draw about the efficiency and effectiveness of our collaborative professional learning teams?
- What actions might we take to increase the efficiency and effectiveness of our collaborative professional learning teams?

TOOL 13.5

Logic model template

FOR COLLABORATIVE LEARNING TEAM PLANNING AND EVALUATION

Inputs	Actions	Initial outcomes	Intermediate outcomes	Results

Tools For Schools August/September 2001

Learning Team Survey

School _____ Subject/grade level _____

1. How many times have you met with your learning team?

1-3 _____ 4-6 _____ 7+ _____ Have not met _____

2. What rating best describes your feelings about these meetings? *Scale: 1 (most negative) to 10 (most positive).*

Most negative (-)	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**Most positive (+)**
Unproductive											Productive
Non-task oriented											Task oriented
Not well facilitated											Well facilitated
Incompatible group members											Compatible group members
Less than honest communications											Honest communications

3. What, if any, are the positive impacts of these meetings on you personally?

4. What, if any, are the negative impacts or concerns you have had with the learning team meetings?

5. Rate the benefit of participating on a learning team. *Scale: 1 (not much benefit) to 5 (a great deal of benefit).*

To what extent have you gained ...	**Circle choice**				
New knowledge about teaching and learning?	1	2	3	4	5
New insights about how to reach certain students?	1	2	3	4	5
New ideas about how to improve the way you teach?	1	2	3	4	5
New perspectives on your strengths and weaknesses in teaching?	1	2	3	4	5
A new outlet for expressing and sharing frustrations, concerns, problems with teaching?	1	2	3	4	5
Greater confidence in using a wider range of instructional and assessment methods?	1	2	3	4	5
A stronger sense of connection or support from other teachers?	1	2	3	4	5
A greater sense of yourself as a professional?	1	2	3	4	5

6. With regard to your selected team focus, how successful has your group been with each activity listed here? *Scale: 1 (not at all successful) to 5 (extremely successful).*

How successful has your learning team been with ...	**Circle choice**				
Analyzing and discussing student needs?	1	2	3	4	5
Reading research and studying successful strategies for addressing student needs, and discussing applications of what we have read/studied?	1	2	3	4	5
Discussing similarities and differences in teachers' approaches and beliefs about teaching?	1	2	3	4	5
Investigating programs, strategies, and materials that might help motivate students?	1	2	3	4	5
Designing new materials, lessons, or assessments for students?	1	2	3	4	5
Trying out new techniques, materials, approaches in teaching and assessing students?	1	2	3	4	5
Sharing successful strategies you currently use?	1	2	3	4	5
Assessing and sharing results of new approaches to teaching with the learning team?	1	2	3	4	5

continued on Page 6

Tools For Schools August/September 2001

Learning Team Survey *continued*

7. Of the teachers on your learning team, how many do you think believe the learning team approach has significant potential to help teachers improve students' motivation and performance? _____ (give number)

8. Below is a list of activities that support teacher growth and development. Try to assess the activities in terms of whether they were practiced effectively at the school before the learning teams began. *Scale: 1 (not very effectively practiced) to 5 (very effectively practiced) before the learning teams began.*

	Circle choice				
Teachers talked to each other about how they taught and the results they got.	1	2	3	4	5
Teachers learned from each other by watching each other teach.	1	2	3	4	5
Teachers designed lessons, assessments, or units together.	1	2	3	4	5
Teachers critiqued lessons, assessments, or units for each other.	1	2	3	4	5
Teachers reviewed the curriculum across grade levels in a particular subject.	1	2	3	4	5
Teachers developed interdisciplinary strategies to increase student interest and learning.	1	2	3	4	5
Teachers shared articles and other professional resources and read and discussed books.	1	2	3	4	5
Teachers asked each other for advice and help with particular students and topics.	1	2	3	4	5
Teachers visited other schools to examine instructional approaches in other settings.	1	2	3	4	5
Teachers worked together to examine student classroom tests and other student work samples to better understand student strengths and weaknesses.	1	2	3	4	5
Teachers provided moral support and encouragement to each other in trying new ideas.	1	2	3	4	5
Teachers helped each other implement ideas from workshops they attended.	1	2	3	4	5

9. In your opinion, what percent of your students have benefited from your learning team participation?

Less than 25% _____ 26-50% _____ 51-75% _____ 76% + _____

10. Indicate your level of agreement with each of the following statements based on your experiences so far with the learning team. *Scale: 1 (not at all) to 5 (a great deal).*

I think my participation on the learning team will ...	Circle choice				
Improve my overall teaching effectiveness.	1	2	3	4	5
Improve my skills in helping students learn.	1	2	3	4	5
Change my perceptions about some students' learning abilities.	1	2	3	4	5
Increase my understanding of how to motivate students to work harder.	1	2	3	4	5
Significantly change how I teach.	1	2	3	4	5
Significantly change how I work with other teachers.	1	2	3	4	5

11. Indicate your level of agreement with each of the following statements. *Scale: 1 (strongly disagree) to 5 (strongly agree).*

	Circle choice				
I am enthusiastic about my participation on a learning team.	1	2	3	4	5
I feel a lot of stress during the workday.	1	2	3	4	5
I need more time for learning team participation.	1	2	3	4	5
I am satisfied with my work environment here.	1	2	3	4	5
I am excited by my students' accomplishments this year.	1	2	3	4	5
Student motivation is a major problem here.	1	2	3	4	5
Teachers here tend to do their own thing in the classroom with little coordination.	1	2	3	4	5
I often feel unsure of my teaching.	1	2	3	4	5
Teachers here get along well.	1	2	3	4	5

Source: *SERVE, Atlanta.*

TOOL 13.7

Summative reflection protocol

As a team, take a minimum of 30 minutes to answer the questions in this protocol. It is not necessary to reach consensus. What is most important is that each team member has an opportunity to share his or her point of view.

- Based on the evidence we have now, have we achieved our goal?
- What has contributed to our results?
- How did working as a team impact the results?
- Which of our actions as a team contributed most to the results we achieved?
- Which of our actions as a team contributed the least to the results we achieved?
- How did our actions as individuals contribute to the results we achieved?
- What have we learned as a team this year that has strengthened our instruction and content knowledge?
- What have we learned as a team that will help us improve collaboration with other colleagues?
- Of all that we learned this year, what are the headlines that we want to share with other staff members?

TOOL 13.8

Professional learning communities:
GETTING STARTED

PRE / POST-ASSESSMENT

SCHOOL DISTRICT _____

TITLE/ROLE/ASSIGNMENT _____

DATE _____

SCHOOL _____

GRADE/SUBJECT _____

PRE OR POST _____

This assessment survey will provide valuable information to those coordinating PLCs. We appreciate your honest, accurate responses. All responses are confidential and no information will be shared about you personally as a result of your completion of the survey.

SECTION I: Essential elements of professional learning communities

For each of the following statements, please assess the degree of implementation in your school or school district during the past school year by circling or marking the appropriate response.

	DEGREE OF IMPLEMENTATION Beginning				Full
1. The staff of our school has embraced the idea that the primary purpose of schooling is to ensure high levels of learning for all students.	1	2	3	4	5
2. The staff of our school has developed a shared sense of the school we are trying to create in order to help all students achieve at high levels.	1	2	3	4	5
3. The staff of our school has clarified the commitments we are willing to make in order to create the school described in our shared vision.	1	2	3	4	5
4. There are a few big ideas that drive the daily work of the people in our school.	1	2	3	4	5
5. The staff of our school has identified specific, measurable, attainable, results-oriented, and time-bound goals that serve as indicators of our school's progress.	1	2	3	4	5
6. In our school, teachers responsible for the same course content and/or students work together to clarify intended learning, develop common assessments, and identify strategies for improving student achievement.	1	2	3	4	5
7. The staff in general and the teaching teams in particular make decisions by seeking out best practices rather than by sharing opinions.	1	2	3	4	5
8. Our school has created processes that engage our staff in a continuous cycle of improvement, e.g. verifying current levels of student achievement, generating strategies for improvement, implementing the strategies, and collaboratively assessing the impact of the various initiatives on student achievement.	1	2	3	4	5
9. The staff in our school demonstrates a willingness to consider new strategies for achieving school and team goals.	1	2	3	4	5
10. The school and teacher teams assess the success of improvement initiatives on the basis of the initiative's impact on student achievement results rather than levels of adult satisfaction.	1	2	3	4	5

SECTION II: Key corollary questions

Three key corollary questions are at the heart of the work of professional learning communities. To what degree has your school or school District implemented actions as a result of attempting to answer these questions? Mark the most appropriate response.

	DEGREE OF IMPLEMENTATION Beginning				Full
11. Teachers who share the same course content and/or students work together to clarify essential learnings for each class, course, grade level, or unit.	1	2	3	4	5
12. Teachers who share the same course content and/or students agree upon the criteria they will use in assessing the quality of student work.	1	2	3	4	5
13. Teachers who share the same course content and/or students agree upon the criteria they will use in assessing the quality of student work.	1	2	3	4	5
14. Teachers who share the same course content and/or students practice applying agreed-upon criteria for assessing student work until they are consistent in their application.	1	2	3	4	5
15. Students have the opportunity to acquire agreed-upon essential learnings regardless of who is teaching the class, course, grade level, or unit.	1	2	3	4	5
16. Our school has a consistent and systematic response when it becomes clear that students are not learning what we expect them to learn?	1	2	3	4	5
17. Our school has systems in place to monitor each student's attainment of essential learning on a timely basis.	1	2	3	4	5
18. Our school has consistent, schoolwide systems in place that ensure students receive additional time and support when they experience initial difficulty learning.	1	2	3	4	5

SECTION III: Existence of enabling practices

The practices listed below support the work of professional learning communities. Please assess your current level of implementation of these practices in your school or school district by marking the appropriate response.

	DEGREE OF IMPLEMENTATION Beginning				Full
19. Teachers who share the same course content and/or students have developed common assessments.	1	2	3	4	5
20. There are schoolwide systems in place that monitor each student's learning on a timely basis.	1	2	3	4	5
21. There are schoolwide systems in place to provide students who experience difficulty in learning with additional time and support in a directive way.	1	2	3	4	5
22. Teacher teams have clarified their expectations regarding the roles, responsibilities, and relationships of each team member in order to promote effective team practices.	1	2	3	4	5
23. Teacher teams articulate and work interdependently to achieve specific, measurable, attainable, results-oriented, time-bound goals that are linked to school and/or school district goals.	1	2	3	4	5
24. Teachers are provided with information regarding the achievement of their students in meeting an agreed-upon standard on a valid test in comparison to the other students in the school who are attempting to achieve that same standard.	1	2	3	4	5

SECTION IV: Fundamental purpose

One of the big ideas of professional learning communities is that learning, as opposed to teaching, is the fundamental purpose of schools. In the space below, please describe one way that a visitor to your school might be able to recognize that your faculty has made the shift from teaching to learning as the primary purpose of your school.

SECTION V: Team learning expectations and results

In the space below, describe what you hope to gain / have gained from participating in PLCs.

Thank you for your input. Please complete and return before you leave. We will tabulate and send summaries for you to use in your self-reflection and growth!

TOOL 13.9

Professional learning communities II:

A FOCUS ON COMMON ASSESSMENTS

PRE / POST-ASSESSMENT

SCHOOL DISTRICT _____

TITLE/ROLE/ASSIGNMENT _____

DATE _____

SCHOOL _____

GRADE/SUBJECT _____

PRE OR POST _____

This pre/post-assessment survey will help your team determine its goals and monitor its progress. It will also provide valuable information to those coordinating PLCs. We appreciate your honest, accurate responses. No information will be shared about you personally as a result of your completion of the survey.

SECTION I: High-quality assessment design

For each of the following statements, please assess the degree of implementation in your school or school district during the past school year by marking the appropriate response.

	DEGREE OF IMPLEMENTATION Beginning				Full
1. Our team defines key standards of assessment quality in understandable terms.	1	2	3	4	5
2. We distinguish between different purposes for assessment, including assessment for learning (diagnosing, screening, monitoring progress) and assessment of learning (summarizing or evaluating performance).	1	2	3	4	5
3. Our team selects, modifies, or creates assessments to match learning goals.	1	2	3	4	5
4. We match our use of existing instruments and assessment data to the purpose of that assessment (diagnostic, screening, progress monitoring, outcome / summative).	1	2	3	4	5
5. We conduct or participate in the step-by-step development of common assessments.	1	2	3	4	5
6. We select or develop high-quality assessments using the format (selected response, constructed response, performance) that best matches the assessment purpose and type of learning being assessed.	1	2	3	4	5
7. Our team conducts a review of assessment quality, checking for accuracy, consistency, fairness, and administration issues.	1	2	3	4	5
8. We describe the sample of student performance and levels of proficiency that will be sufficient to demonstrate that learning goals have been met.	1	2	3	4	5

Please provide evidence that supports your perceptions of your school's implementation level of high-quality assessment design:

SECTION II: Assessment administration

	DEGREE OF IMPLEMENTATION Beginning				Full
9. We administer assessments in such a manner as to eliminate sources of bias or distortion that interfere with the accuracy of results, such as making appropriate modifications and accommodations.	1	2	3	4	5
10. We provide students frequent and varied opportunities to demonstrate knowledge and skills, creating a representative sample of student performance (body of evidence) that is sufficient in its scope to permit confident conclusions about achievement.	1	2	3	4	5
11. We implement specific strategies to increase student involvement in assessment e.g., students describe learning goals, self-assess, reflect on learning with others, provide input into assessment design.	1	2	3	4	5
12. Our team ensures that students and their parents have a clear understanding of the criteria by which learning will be assessed.	1	2	3	4	5

Please provide evidence that supports your perceptions of your school's implementation level of assessment administration:

SECTION III: Data analysis

	DEGREE OF IMPLEMENTATION Beginning				Full
13. Our team collects, records, and reports assessment information to accurately reflect student learning.	1	2	3	4	5
14. We collaboratively analyze and interpret the results of assessments for learning.	1	2	3	4	5
15. Time and procedures are in place to enable quality review of our bodies of evidence.	1	2	3	4	5
16. We employ a deliberate system(s) or method(s) to analyze and interpret data.	1	2	3	4	5

Please provide evidence that supports your perceptions of your school's implementation level of processes for data analysis:

SECTION IV: Using data to inform instruction

	DEGREE OF IMPLEMENTATION Beginning				Full
17. Our team makes comprehensive assessment planning a routine part of annual curriculum mapping, unit plan design, and lesson plans.	1	2	3	4	5
18. We use classroom assessment information to plan and adjust instruction.	1	2	3	4	5
19. We collaboratively look at student work and other assessment data to guide instruction.	1	2	3	4	5
20. Our team uses multiple data sources (a body of evidence) to determine learning goals and plans for each student, including students with special learning needs, e.g. ELL, ILP (Individual Literacy Plan), IEP, under-performing.	1	2	3	4	5
21. Our team ensures that both instructional plans and assessment plans clearly address learning goals for students — content knowledge, patterns of reasoning, and the products students are to create.	1	2	3	4	5
22. We use assessment results to involve students in setting learning goals and evaluating their own progress.	1	2	3	4	5
23. We use a variety of methods, e.g. report cards, portfolios, parent-teacher conferences, student involved conferences, to provide feedback to students and their parents.	1	2	3	4	5

Please provide evidence that supports your perceptions of your school's implementation level of using data to inform instruction:

SECTION V: Collaboration

	DEGREE OF IMPLEMENTATION Beginning				Full
24. We use clear processes or protocols to have professional conversations that are efficient, purposeful and related to student achievement.	1	2	3	4	5
25. We regularly discuss and reflect on our practice in relationship to student achievement.	1	2	3	4	5
26. We share the responsibility for the education of all students in our community.	1	2	3	4	5

Please provide evidence that supports your perceptions of your school's implementation level of collaboration as a learning community:

SECTION VI: "What would it / does it look like?"

In the space below, please describe how a visitor to your school would know that your faculty (a) works together to design and give common assessments, (b) collaboratively analyzes and interprets data, (c) uses that data to inform instruction and interventions to close achievement gaps.

SECTION VII: Team learning expectations and results (PRE)

In the space below, describe what you hope to gain from participating in PLCs.

SECTION VII: Team learning expectations and results (POST)

In the space below, describe what you have gained from participating in PLCs.