

# Activity 4: Planning Evaluation for Professional Learning

<b>Purpose:</b>	When considering evaluation remember that the <i>process of developing PL starts with identifying needs and outcomes and defining success</i> . The charts below document how an evaluation plan is developed at the onset of the planning process. <b>The example shows the trajectory for a ninth grade teacher team studying formative assessment.</b>
<b>Length of Time:</b>	60 minute planning meeting and ongoing through PL planning stages
<b>Materials:</b>	An example evaluation plan and a blank template to plan as a team
<b>Essential Questions:</b>	How do established professional learning needs and outcomes drive the planning and evaluation of professional learning?

## Activity Steps:

- 1 **Review example (20 minutes):** After reviewing and discussing the example, you and your PD/PL committee can use the blank template to replicate the process.

Identifying Needs and Outcomes – Example	
Action	Results of Needs Assessment (H.S. X, Grade 9)
Conduct needs assessment of students and/or teachers to determine need	<ul style="list-style-type: none"> <li>• <b>Students</b> struggle to find evidence from texts and their notes to make a particular argument in their classroom tasks, sample writing assignments, and summative assessments, revealing that they do not know the content or skills leading up to the teachers’ desired outcomes.</li> <li>• <b>Principal’s</b> review of teacher lesson plans indicates that teachers are not using formative assessment to track how students understand new learning.</li> <li>• <b>Teachers</b> self-report in a survey that it is difficult to know what each student does and doesn’t understand, impacting their ability to successfully differentiate instruction.</li> <li>• <b>Teacher examination of feedback from students’ eighth grade teachers</b> indicates that students were having the same problem with argument, evidence, and use of classroom content in the prior year.</li> </ul>
Use results to decide on a response	<ul style="list-style-type: none"> <li>• To address the need for teachers to develop their ability to know what students need to learn more about/comprehend better, and to make adjustments to their lessons to fill in those gaps, the Principal and PD/PL Committee decide with the ninth grade teacher team to create a PLC to <b>focus on formative assessment.</b></li> </ul>
Create steps to operationalize your response	
Develop instructional outcomes	<ul style="list-style-type: none"> <li>• Teachers will know research-based practices for formative assessment and successfully implement 2-3 new strategies that allow them to adjust their lessons based on where students are misunderstanding content or a concept.</li> <li>• Students’ work products will demonstrate growth in the needs identified through formative assessment.</li> <li>• Students will experience instruction that is responsive to the data captured by the formative assessment strategies their teachers implemented.</li> </ul>

<p><b>Develop organizational outcomes</b></p>	<ul style="list-style-type: none"> <li>• The school as an organization will build teacher capacity to do intervisitations and coach one another on formative assessment.</li> <li>• The school as an organization will create structures that support teachers in conducting and analyzing formative assessments.</li> <li>• Teachers will experience PL opportunities that are clearly aligned to their instructional goals related to formative assessment.</li> <li>• Teachers will report a positive reaction to outside expert’s workshop that is clearly aligned to their learning goals.</li> <li>• Leadership and the PD/PL Committee will set an expectation and make time for the Learning Team/PLC to synthesize their findings and present them in an interactive experience for a school-wide audience.</li> </ul>	
<p><b>Develop purposeful professional learning opportunities for Learning Team/ PLC</b></p>	<p><b>Learning Opportunity</b></p>	<p><b>Purpose</b></p>
	<ul style="list-style-type: none"> <li>• Use Learning Team/PLC time to commonly plan what formative assessments to use.</li> </ul>	<ul style="list-style-type: none"> <li>• To experiment with how best to integrate formative assessments into lessons.</li> </ul>
	<ul style="list-style-type: none"> <li>• Use Learning Team/PLC time to analyze data collected from formative assessments.</li> </ul>	<ul style="list-style-type: none"> <li>• To understand and respond to the information from student responses to formative assessment.</li> </ul>
	<ul style="list-style-type: none"> <li>• Invite an outside expert to present on formative assessment and try one strategy a week as a school.</li> </ul>	<ul style="list-style-type: none"> <li>• To expand the reach of the work of the PLC to benefit the whole school community so everyone can hear the latest research in the field of formative assessment.</li> </ul>
	<ul style="list-style-type: none"> <li>• Use Learning Team/PLC time for members to debrief the expert’s presentation.</li> </ul>	<ul style="list-style-type: none"> <li>• To make the information from the presentation relevant to their needs and classroom contexts.</li> </ul>
	<ul style="list-style-type: none"> <li>• Create a book group on formative assessment (e.g., <i>The Formative Assessment Action Plan: Practical Steps to More Successful Teaching and Learning</i>, by Nancy Frey (2011) where teachers try out new approaches, practice peer coaching during inter-visitations, and debrief at PLC meeting.</li> </ul>	<ul style="list-style-type: none"> <li>• To engage teachers in research-based practices.</li> <li>• To create a cohort around formative assessment research to help inform the practice of other teachers</li> <li>• To expand teachers’ repertoire of formative assessment approaches.</li> </ul>

Defining Success at Each Level of Evaluation – Example		
Level (Guskey, 2000)	Leadership look-fors	Learning Team/PLC look-fors
<b>Level 1: Participant reaction</b> What is the teachers' response to the PL opportunity?	<ul style="list-style-type: none"> <li>In feedback form for outside presenter, teachers report they found the PL opportunity useful, relevant, and that they can see themselves using the new knowledge in their practice.</li> <li>In occasional evaluations of the structured work the Learning Team/PLC is doing, teachers report that they find it relevant to their work.</li> </ul>	<ul style="list-style-type: none"> <li>Teachers mark strategies and take notes on which practices and new knowledge and skills they might find useful in their classrooms.</li> </ul>
<b>Level 2: Participant learning</b> Do the teachers learn what was intended?	<ul style="list-style-type: none"> <li>In feedback forms from both the outside presenter and Learning Team/PLC work, teachers are able to explain research-based approaches to formative assessment, and both know how to, and plan to use it in their practice.</li> </ul>	<ul style="list-style-type: none"> <li>In Learning Team/PLC, teachers discuss new learning and create an action plan (for leadership if desired) that explains and defines the strategies they are going to implement in their classrooms.</li> </ul>
<b>Level 3: Organization support and change</b> How is the school impacted?	<ul style="list-style-type: none"> <li>School leaders' observation debrief protocol includes new questions for teachers: Which students achieved the learning outcome? How do you know? How will you use this information to inform what you do tomorrow?</li> <li>School leader analyzes across observations for schoolwide trends to address cross-staff.</li> </ul>	<ul style="list-style-type: none"> <li>Teachers share their formative assessment practices.</li> <li>Teachers with similar trends plan together to embed formative assessment practices in new ways and observe one another.</li> <li>Teacher pairs are created to intervisit and coach one another.</li> </ul>

Level (Guskey, 2000)	Leadership look-fors	Learning Team/PLC look-fors
<p><b>Level 4: Participants' use of knowledge and skills</b> Are teachers effectively using their new knowledge in their classroom practice?</p>	<ul style="list-style-type: none"> <li>• School leaders observe teachers implementing a new or refined approach to formative assessment.</li> <li>• During observation debrief, teacher self-reports to school leader about how the implementation of new knowledge is progressing.</li> <li>• During observation debrief, school leader/peer coach sees examples of student work and/or modified lesson plans that indicate the use of formative assessment to impact what is taught.</li> <li>• Leadership reviews notes from Learning Team/PLC meeting to see evidence of change in teacher use of formative assessment.</li> <li>• Lesson plans ask for richer feedback from students and show modifications are made for continuing instruction.</li> <li>• Leadership examines results of formative and summative benchmarks that either they or the Learning Team/PLC set.</li> </ul>	<ul style="list-style-type: none"> <li>• Peer coach from Learning Team/PLC does an intervisitation and sees teachers implementing a new or refined approach to formative assessment.</li> <li>• During inter-visitation debrief or at next Learning Team/PLC meeting, teacher and coach share how the implementation of new knowledge is progressing.</li> <li>• During inter-visitation debrief or at next Learning Team/PLC meeting, peer coach/peers examine examples of student work and/or modified lesson plans that indicate the use of formative assessment to impact what is taught.</li> <li>• Teachers track their own progress against a formative assessment learning target by reviewing low inference observation notes and lesson plans.</li> </ul>

Level (Guskey, 2000)	Leadership look-fors	Learning Team/PLC look-fors
	<ul style="list-style-type: none"> <li>• Leadership reviews exit slips or student focus group transcripts to see evidence of change in student understanding.</li> <li>• Teachers' reflective notes reveal that students' use of evidence in their writing reflects a deeper understanding of both content and the process of finding and using relevant evidence.</li> <li>• Student discussion in classrooms show students formatively assessing their own learning and holding each other accountable for formative growth.</li> <li>• Bulletin boards or student journals or portfolios show students tracking their own learning and citing evidence of their growth.</li> </ul>	<p>Types of student learning outcomes as a result of a teacher implementing new knowledge include: <b>cognitive information</b>: what have students learned?; <b>affective information</b>: how do students feel about their learning?; and <b>psychomotor information</b>: what new behaviors or practices do students show?</p> <ul style="list-style-type: none"> <li>• During a focus group with students conducted by a peer coach, or via an exit slip given by the teacher, students are able to articulate that their teacher asks them about where they are stuck, and that they receive feedback or instruction that helps them understand their next steps.</li> <li>• Affective learning outcome: During a focus group with students conducted by a peer coach, or via an exit slip given by the teacher, a student articulates, "I know the teacher knows where and when I don't get something."</li> <li>• Learning group shares student data and lists trends and next steps (and share with leadership if desired).</li> </ul>

- 2 Complete template (ongoing):** Move through the steps of designing the evaluations you will use to determine whether you’ve met your professional learning outcomes.

Identifying Needs and Outcomes – Example	
Action	Response
Conduct needs assessment of students and/ or teachers to determine need	
Use results to decide on a response	
Create steps to operationalize your response	
Develop instructional outcomes	
Develop organizational outcomes	
Develop purposeful professional learning opportunities for Learning Team/ PLC	

Defining Success at Each Level of Evaluation		
Level (Guskey, 2000)	Leadership look-fors	Learning Team/PLC look-fors
<b>Level 1: Participant reaction</b> What is the teachers' response to the PL opportunity?		
<b>Level 2: Participant learning</b> Do the teachers learn what was intended?		
<b>Level 3: Organization support and change</b> How is the school impacted?		
<b>Level 4: Participants' use of knowledge and skills</b> Are teachers effectively using their new knowledge in their classroom practice?		
<b>Level 5: Student learning outcomes</b> Is there a change in student learning outcomes?		