

Effectively Evaluating Professional Development

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WINONA STATE UNIVERSITY
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Session Description

This session will provide the participants with key considerations in planning and evaluating professional development programming for your school or district. Exemplary programs that have worked in K12 schools will be shared.

Considerations for PD with multiple types of staff will be included.

Two *effective* options for PD

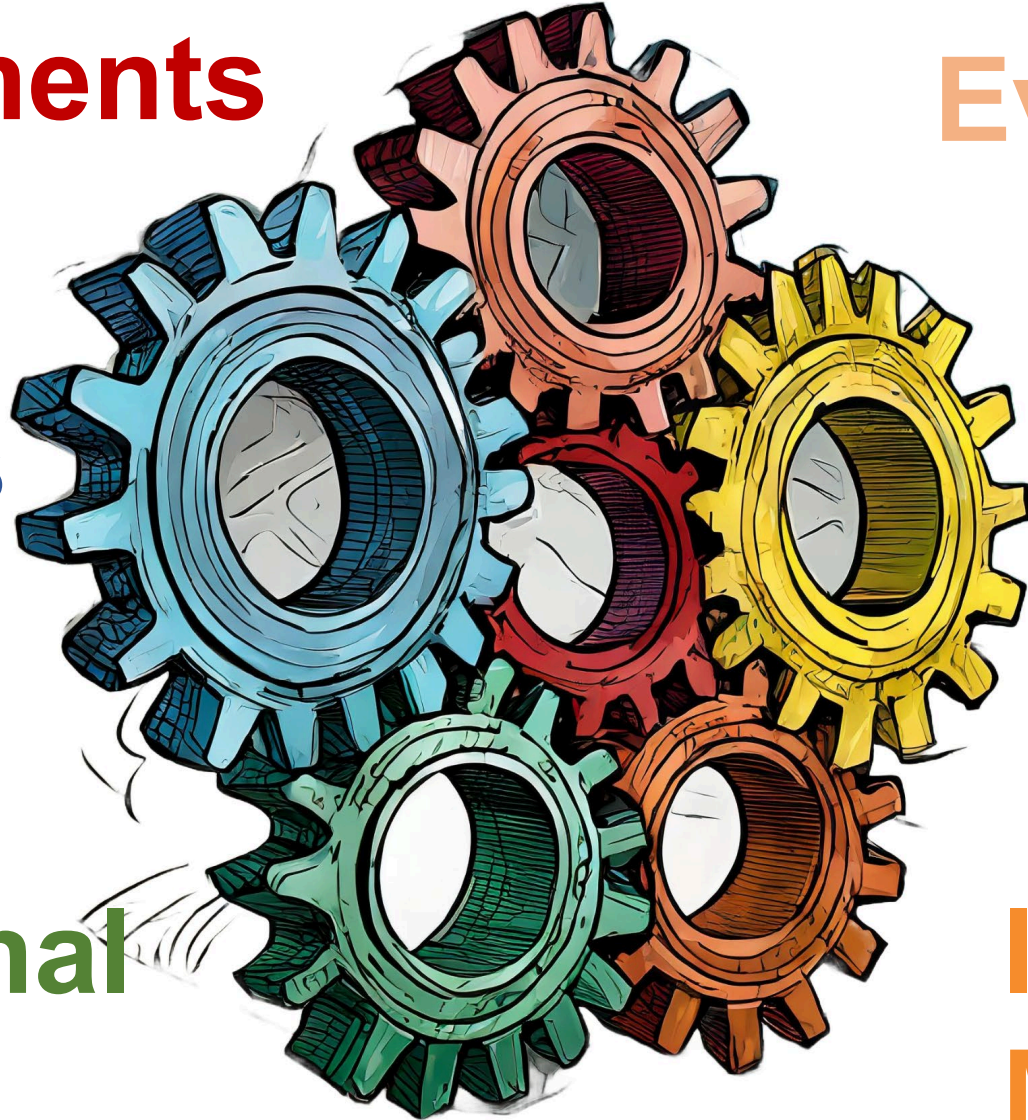


Three Primary Approaches to PD

- **District focused**
- **School focused**
- **Individual focused**

Inducements

**Evaluation
Process**



Instructors

Resources

**Instructional
Materials**

**Impact on
Mission**



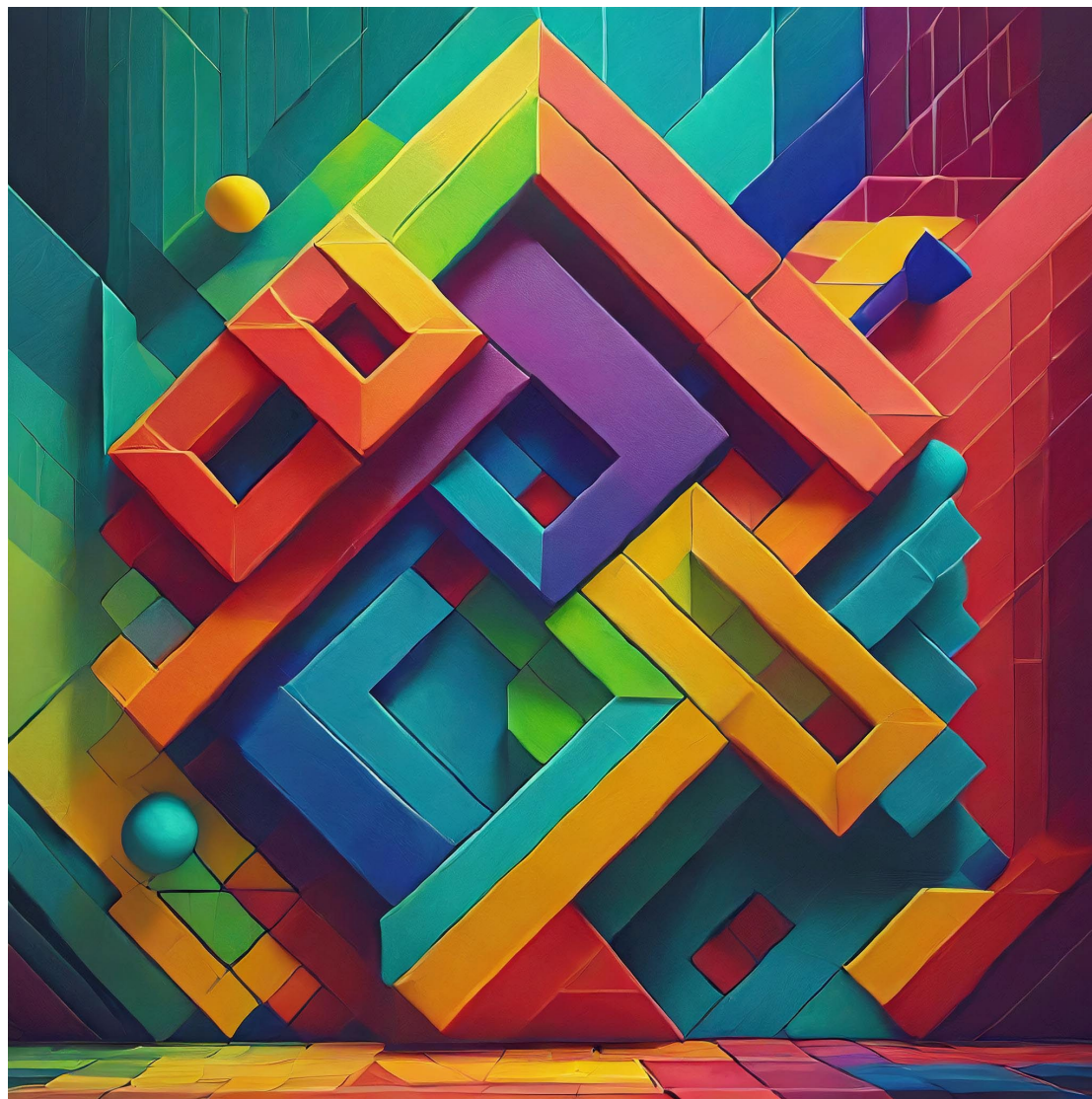
Facets of Coaching

- Building relationships (Elena Aguilar)
- Analyzing data as it connects to a teacher's goals (Dianne Sweeney)
- Action for change (Jim Knight)

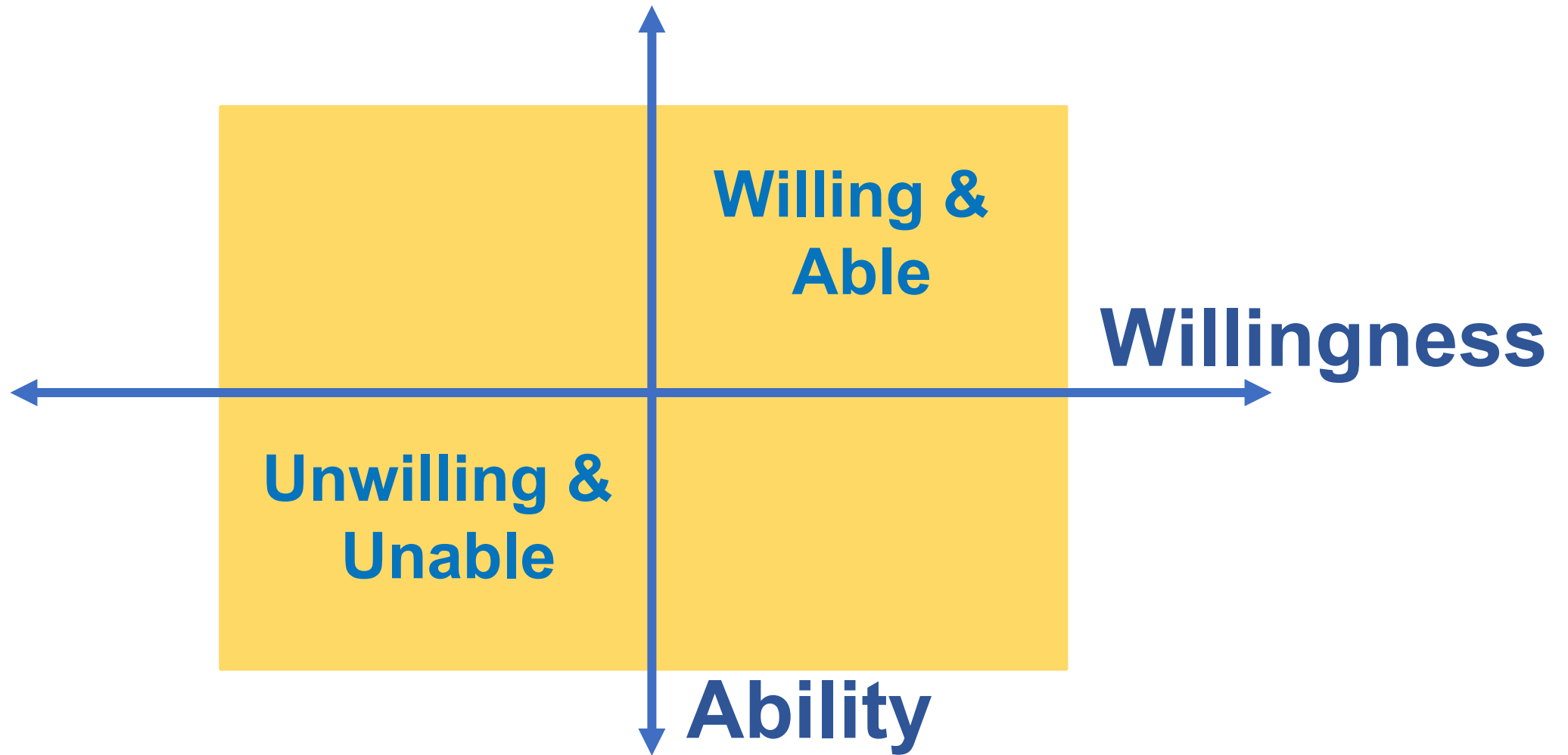
Thanks to Natalie Ulloa, Instructional Coach, Keokuk (IA) Public Schools

Not all PD happens in a Workshop

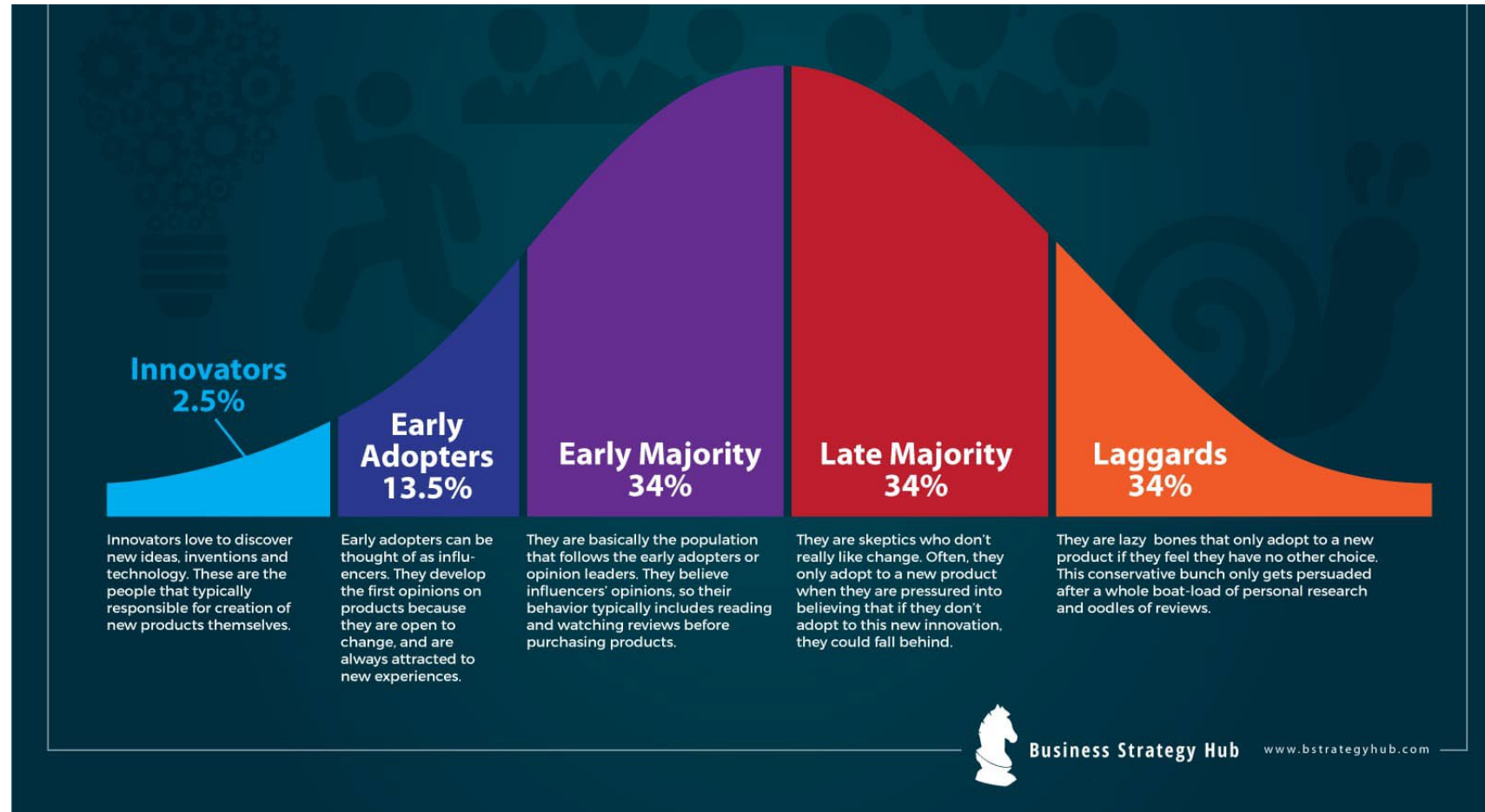
- Mentoring (formal and informal)
- Instructional coaching
- Professional learning communities
- On-line course work (often compliance training)
- Conferences
- Professional organizations
- Personal learning networks (PLNs)



Staff Readiness Grid



Diffusion of Innovation Theory



Levels of Professional Development

- **Familiarization Stage**

None to 3 months (up to 30 hours)
- **Adaptation Stage**

3 months to 2 years (31-50 hours)
- **Appropriation Stage**

2 to 4 years (51-70 hours)
- **Invention Stage**

4+ years (71+ hours)

Technology PD

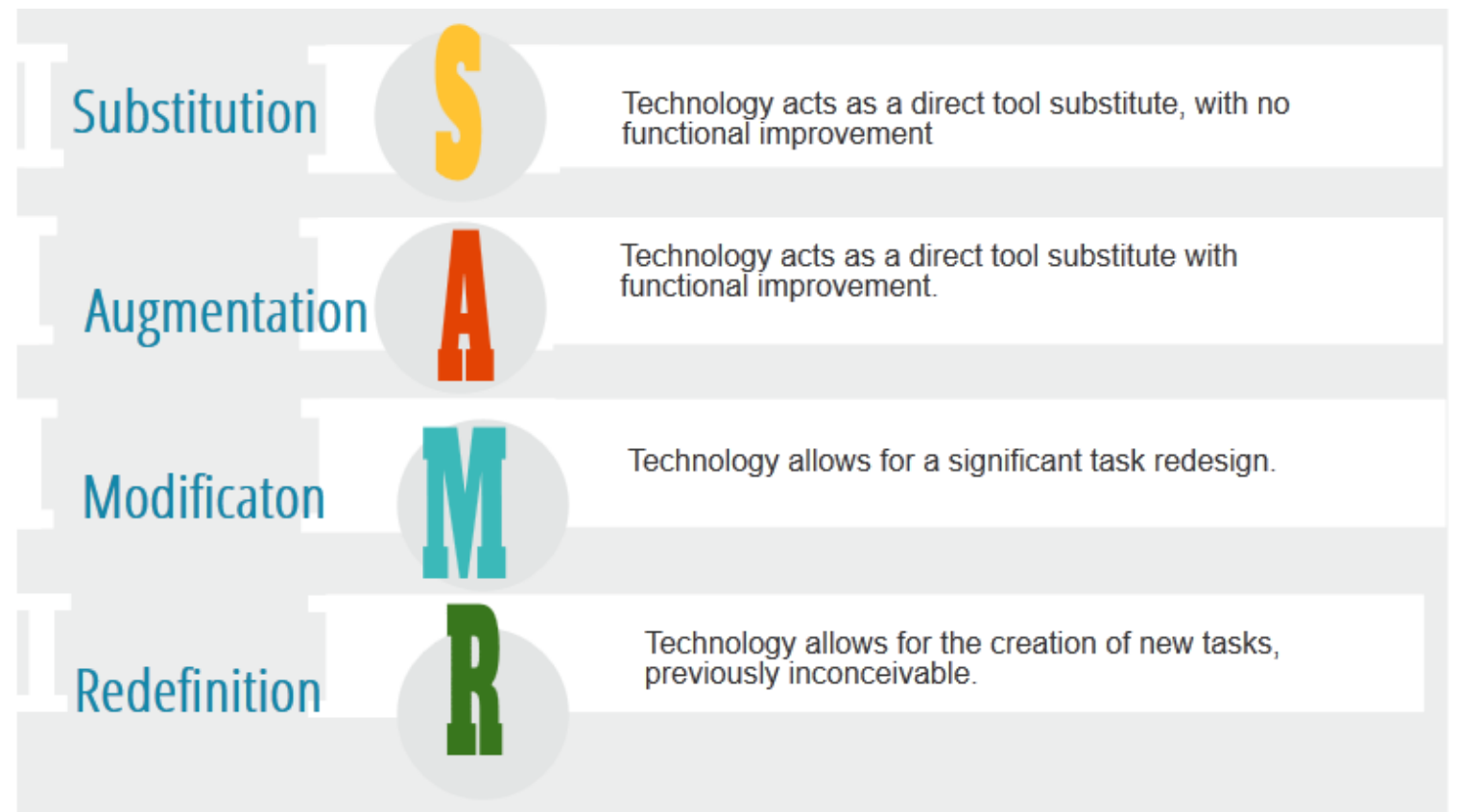
Familiarization Stage

Adaptation Stage

Appropriation Stage

Invention Stage

SAMR Model



Do you have PD for every phase?

- Introduction to Primary Sources in U.S. History: Discovering the Basics
- Enhancing Skills: Effective Utilization of Primary Sources in U.S. History
- Tailoring Historical Evidence to Diverse Classrooms
- Mastering the use of Primary Sources: Advanced Techniques for Historians in the Classroom

Consider Self-Directed Options

- Allow innovators to have time to work on their own
- Consider team options as well
- Provide flexibility with accountability
- Submit a proposal and a workplan
- Submit deliverables after the fact
- Potentially share with others in the future

Final project (in most cases)

Artifacts used in the classroom, lab, or office

- How did the training impact the classroom?

Review Staff Development Goals for all Sessions

- Whom do you wish to train?
 - Leadership
 - Pioneers
 - Key positions
 - Department by department/ grade levels
- What training models do you wish to use?
 - Train the trainer, immersion, self-directed

Priorities

- What are the training priorities?
 - Required by statute
 - Mission critical
 - Need to have
 - Nice to have
- Who is involved in the decisions?
- Provide choice for participants

Scheduling Training Sessions (Year)

- Determine “time sensitive” skills
- Determine frequency required to handle need
- Determine basic skills for orientation of each staff group
- Determine cycle of offerings
 - M, Bi-M, Q, S, A and orientation

Training Plan Example: CRLT

Monthly	Quarterly	Semi-Annually	Annually	As Needed
Building Level Cultural Context Conversations	Monthly foci (Hispanic/Asian/Black/Women's History Months)	Parent and Community Engagement Strategies	MLK Day /Cinco de Mayo activities	Library materials for diverse learners
SRO Policing the Diverse Students	ELL team meetings	Guest speaker – Carl Boyd	Participate in Culturally Responsive Teaching Conference	New teacher orientation – Cultural Awareness workshop
Social worker team meetings with outside agencies	Inclusive lesson design workshop	Foreign exchange student programs/presentations	Educating Black Children Conference	
DEI team meetings				

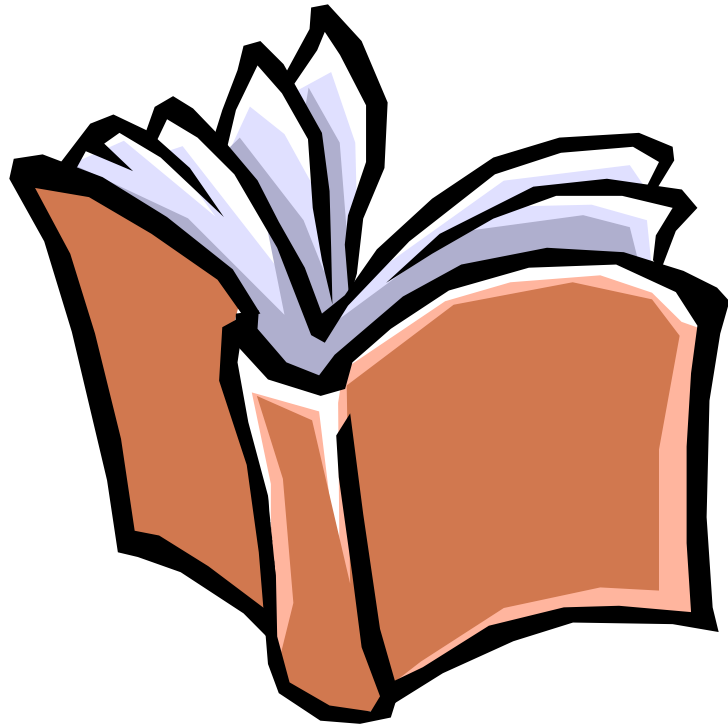


Back to the Progressives

Carleton Washburne

1898 - 1968

Review Support Materials



- Were resource materials created to support your school's needs
- Handouts should include:
 - Step by step directions
 - Additional info for self-directed learners
 - Where to go for help
- Short videos (need to be multimodal)

Instructor development

- Classroom teachers have credibility with classroom teachers
- Recruit good teachers not “technophiles”
- Support subject matter expertise with technical expertise
- Provide instructor incentives to teach
 - Online resources
 - Social media
 - Podcasts
 - Instructional coaching
 - Conferences, workshops, etc.

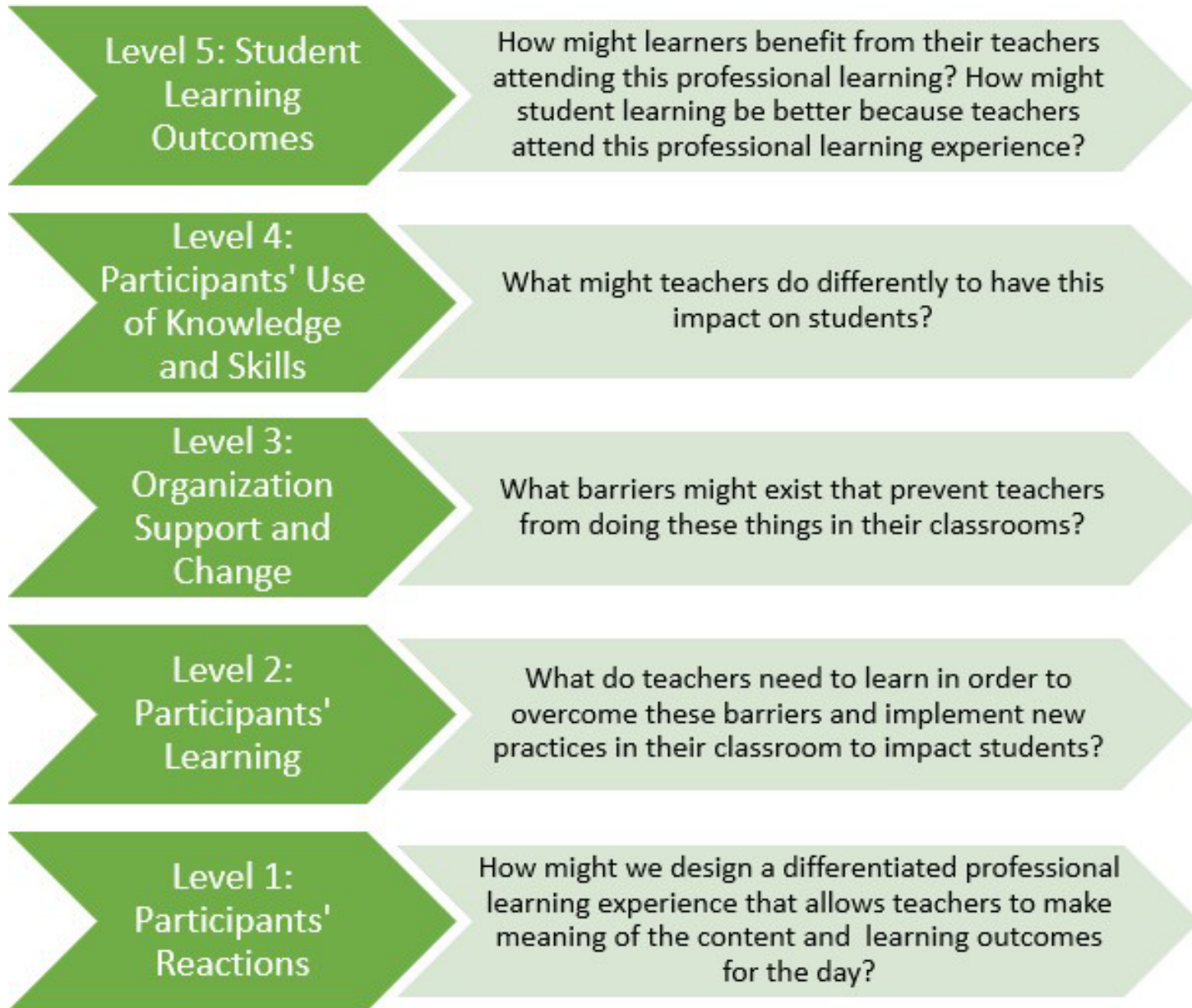


Follow- up

- Provide participants with a contact for problem solving
- Discuss options for further training
- Trainer should follow up with participants
- Honest forthright information is important
- Update & fine tune goals
- Did the learning effect the organization

Evaluation

- Provide for course evaluation
- Summarize issues with the instructor(s)
- Provide for long term evaluation of the program in addition to course evaluation



What is it?

Thomas Guskey's 5-Level Model for Evaluating Professional Development (1999)

Comparing Evaluation Models

[The extent to which the organization supports and facilitates successful implementation]

Guskey



(Terry Johanson Consulting, 2020)

Kirkpatrick



(Kirkpatrick & Kirkpatrick, 2021)

Slide modified from Swanson, A. & Whitmer, S. (2022). Professional Development Model



Evaluation Models for PD



(Kirkpatrick & Kirkpatrick, 2021)

Beginning of Course Survey

- What are three things I can do during this course to help build your confidence and ensure your success?
- Are there specific things you would like to learn from this course?
- Do you have any specific questions that didn't get answered tonight?
- How would you rate your technology skills? *This could be swapped out with cultural literacy, etc.*



Level 1:
Participants'
Reactions

How might we design a differentiated professional learning experience that allows teachers to make meaning of the content and learning outcomes for the day?

- **Was the instruction useful?**
- **Were the refreshments good?**
- **Did all the technology work?**
- **Was the space conducive to training?**



Level 2:
Participants'
Learning

What do teachers need to learn in order to overcome these barriers and implement new practices in their classroom to impact students?

As the best educators tend to be reflective practitioners, it is best to conduct this evaluation a week or more after the initial evaluation. That gives the participants time to fully reflect on how they will potentially integrate the new skills and knowledge into their extant instructional plans.

Level 3:
Organization
Support and
Change

What barriers might exist that prevent teachers from doing these things in their classrooms?

What to evaluate?


- **Logistics**
- **Systematic barriers (time, access, schedules)**
- **Personnel issues**


Level 4:
Participants' Use
of Knowledge
and Skills

What might teachers do differently to have this impact on students?


- **What the teachers had learned?**
- **How did the student experience improve?**

Classroom observations, LMS data, and surveys are all potential options here.

5. Please list any other professional development technology needs.  0

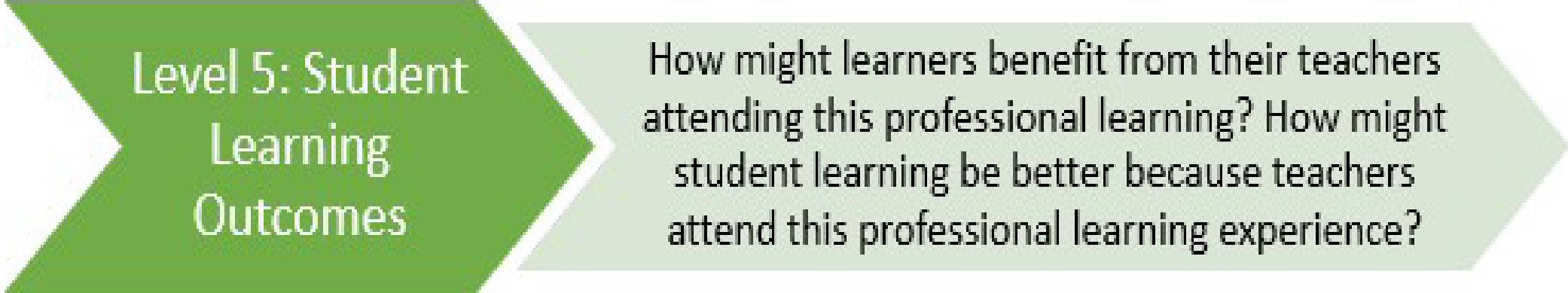
6. How would you rate your overall comfort level and proficiency with technology?  0

- Other people come to me as a technology resource
- I am a strong user
- I know enough to get by
- I am technologically challenged

7. Is there any technology equipment or software that you would like to see added to your classroom that could impact student learning?  0

8. How often do you use instructional technology in your job assignment and for what purposes? (Check all that apply.)

 0



Level 5: Student Learning Outcomes

How might learners benefit from their teachers attending this professional learning? How might student learning be better because teachers attend this professional learning experience?

What to evaluate?

- **Student achievement data**
- **Student feedback**
- **Other stakeholder feedback**
- **PBIS (or similar behavior) data**

PD evaluation can be done by a combination of observation, data analysis, and teacher surveys

Key Performance Indicators

- **Teacher retention rates**
- **Professional development participation rates**
- **Usage rates of online PD tools**

- **Student achievement rates**
- **Graduation rates**
- **Decrease in achievement gaps**
- **Behavior data**

Overall Evaluative Considerations

- **Relevance to Current Needs**
- **Alignment to Mission & Goals**
- **Instructor Expertise**
- **Interactive & Engaging Content**
- **Opportunities for Collaboration**
- **Practical Application**
- **Continuity and Follow-up**
- **Feedback and Evaluation Mechanisms**
- **Accessibility and Flexibility**
- **Evidence of Effectiveness**
- **Effective tie into PLNs**

Evaluation Scheme

	Trainer	Materials	Relevance to goals	Opportunities for collaboration	Assessment Literacy	Coaching Effectiveness	Cultural Competence
Immediately	X	X		X			
Short term	X	X	X	X		X	
Mid-term		X	X			X	
Annually		X	X	X		X	

Where do you get development ideas for PD

- PD instructor feedback
- Statutory requirements
- Community needs
- Participant feedback and surveys
- Help desk tickets and help desk feedback
- Leadership goals; strategic plan; building improvement plans

Some Thoughts about Train the Trainer

- Diversify your training team
- Know your audience
- Define clear objectives & concrete examples
- Engage your learners
- Consider adult learning principles
- Provide feedback and next level support

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