Evaluating Professional Learning:
A Workshop Series Companion to the Tool

Phase 1: Preparing for Evaluation
Workshop 1A

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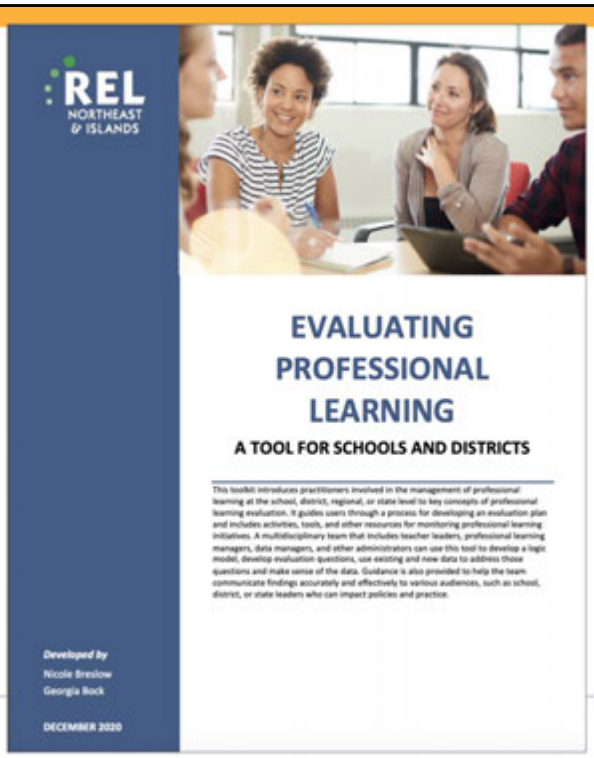
Evaluating Professional Learning Toolkit and related resources are available at:

https://ies.ed.gov/ncee/edlabs/regions/northeast/OurWork/Resource/7



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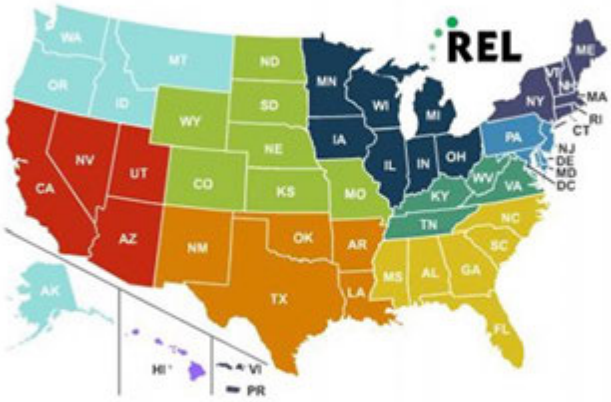
- Tell participants that this workshop series is based on the Evaluating Professional Learning Toolkit. This resource contains several fillable worksheets as well as guidance on how to complete them with your teams. This workshop will provide additional guidance to teams on how to evaluate professional learning.
- These resources were developed by the Regional Educational Laboratory Northeast & Islands.

The Regional Educational Laboratory Program

- 10 RELs nationwide
- Funded by the Institute of Education Sciences (IES) at the U.S. Department of Education



https://ies.ed.gov/ncee/edlabs/regions/northeast/Home

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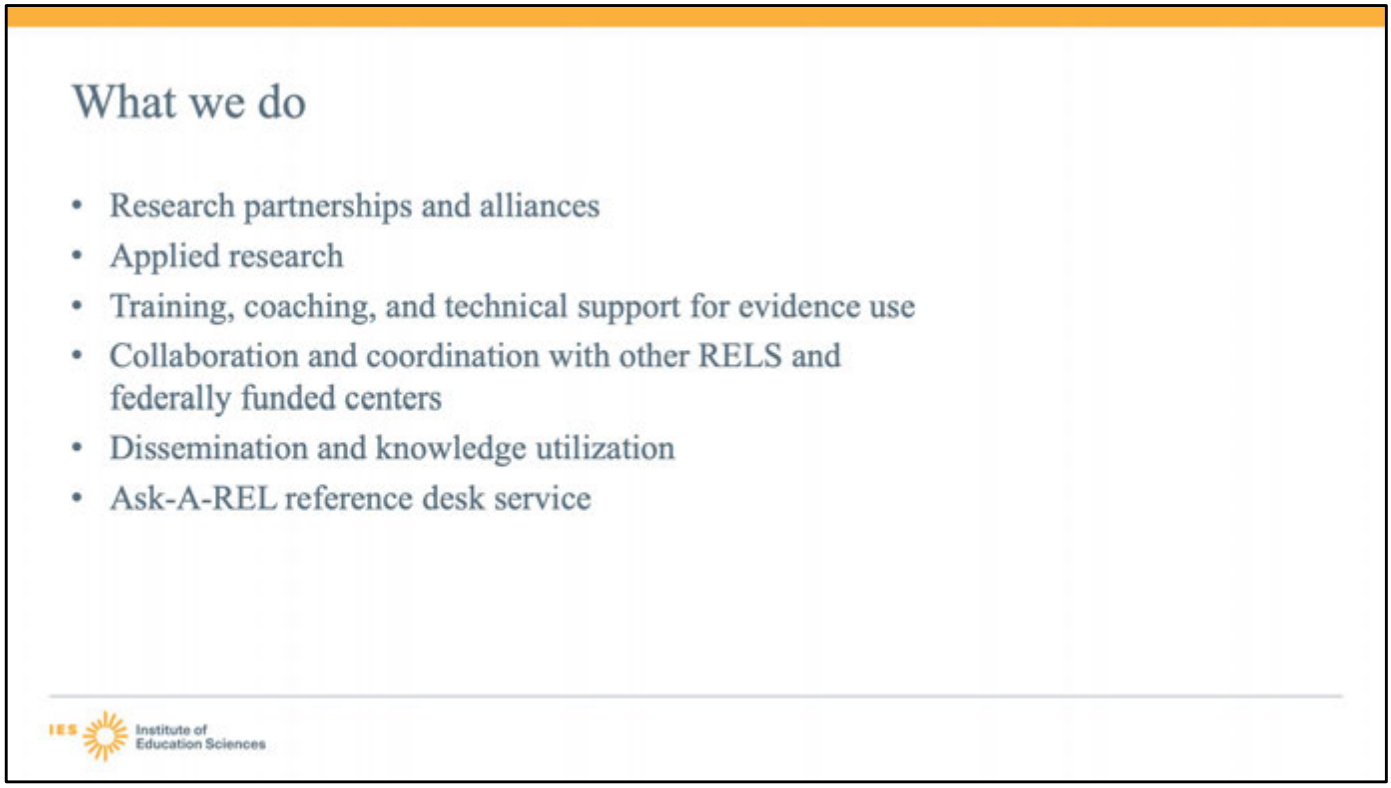
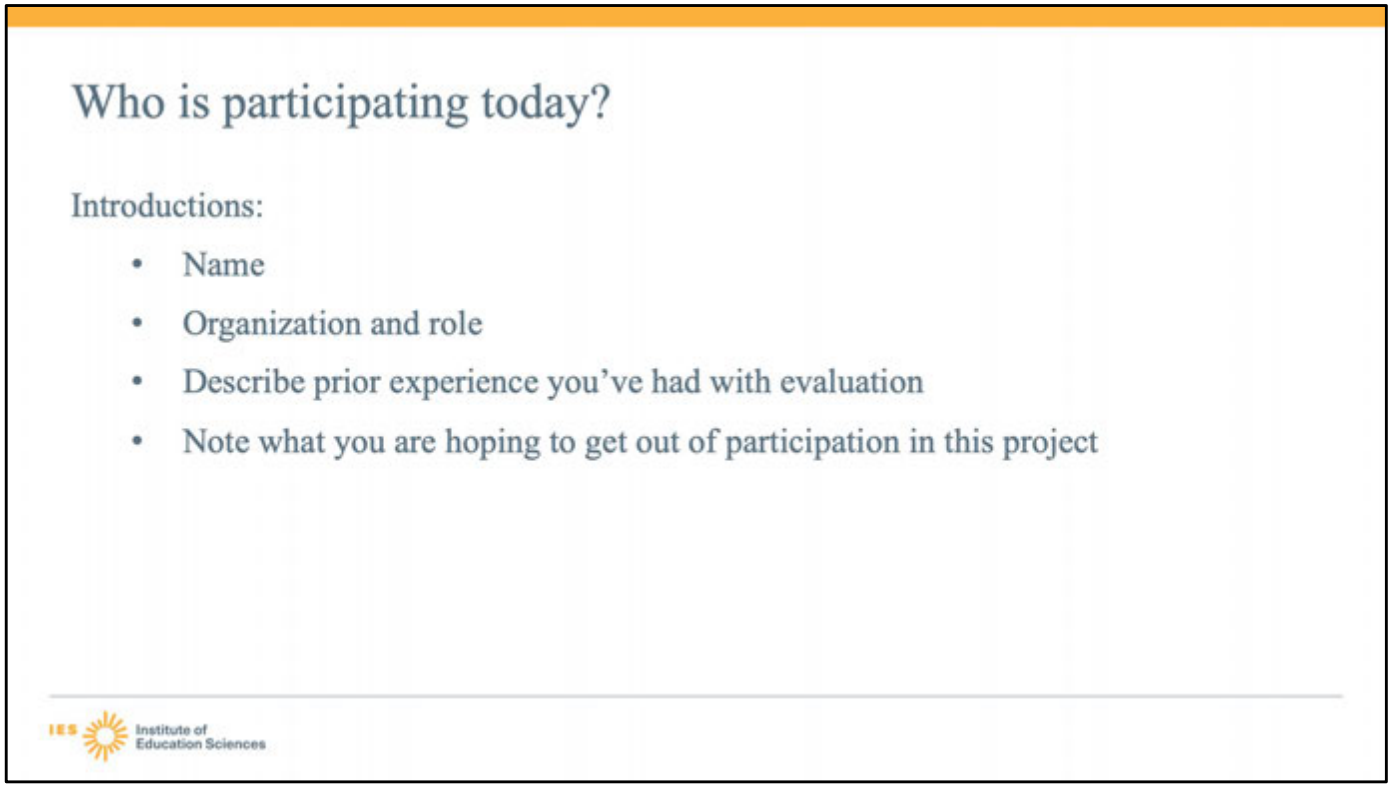
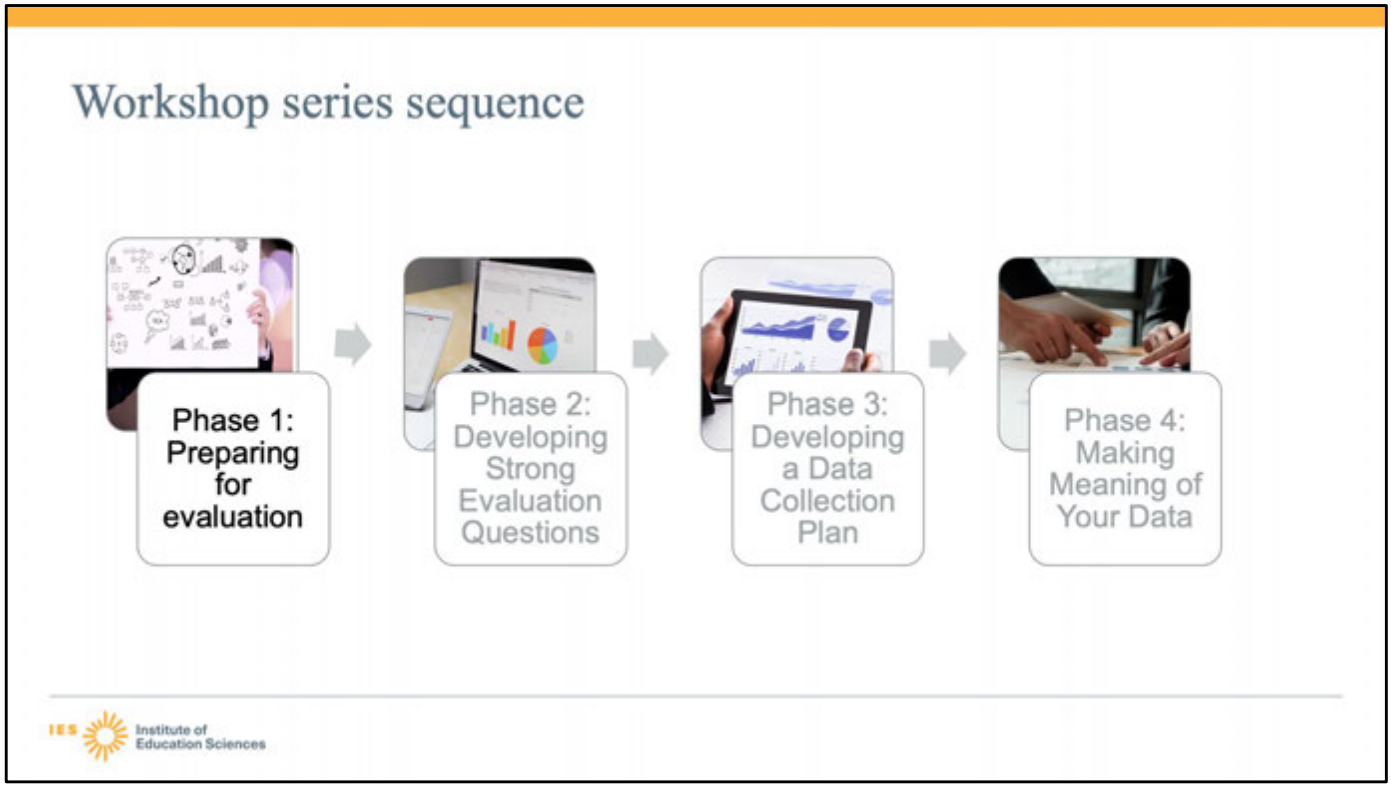
- Tell participants that the Regional Educational Laboratory Northeast & Islands is part of a network of 10 RELs across the country that help states and districts use research and data to inform policy and practice with the goal of improving student outcomes.
- The RELs are funded by USED Institute of Education Sciences.
- REL Northeast & Islands serves CT, MA, ME, NH, NY, RI, VT, PR, and VI.



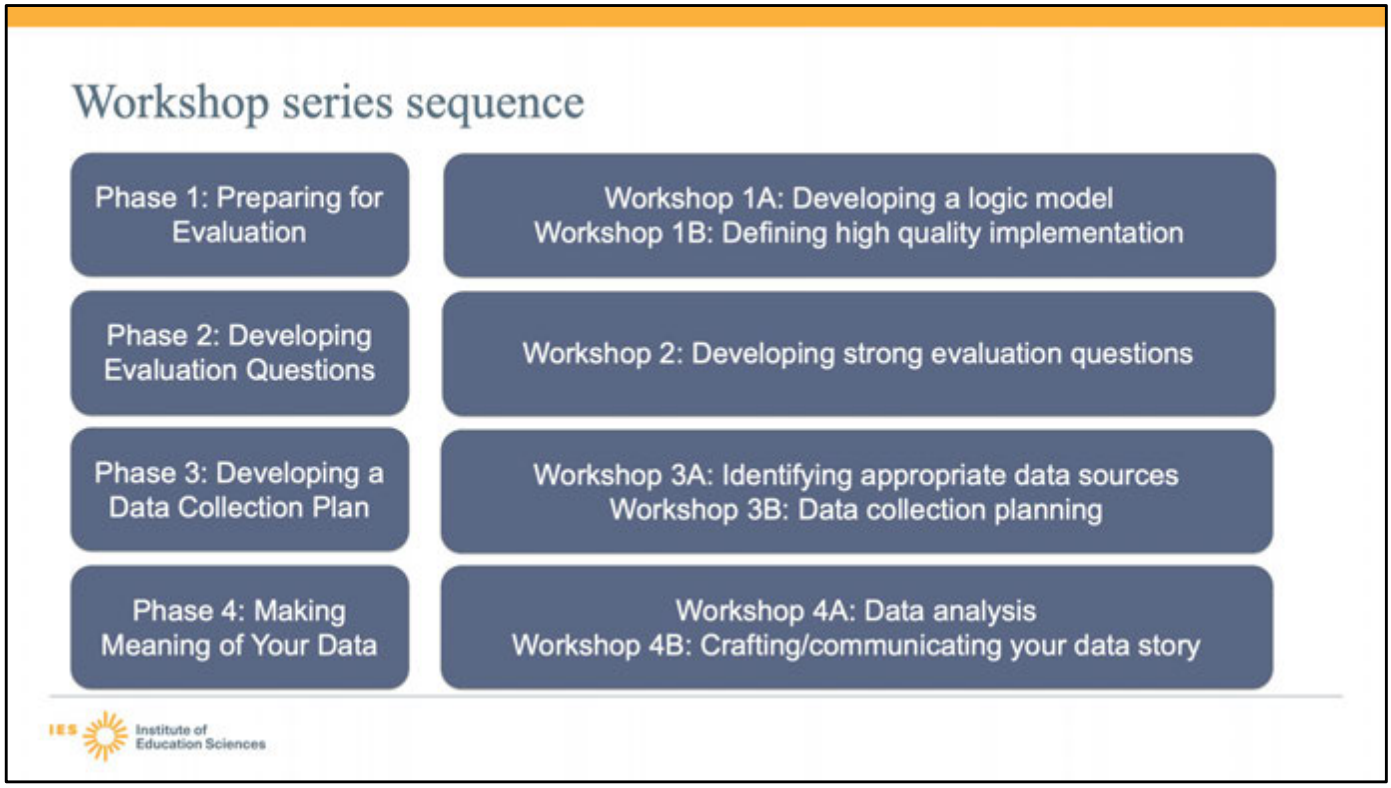
- Describe the major activities the REL engages in in partnership with regional stakeholders.



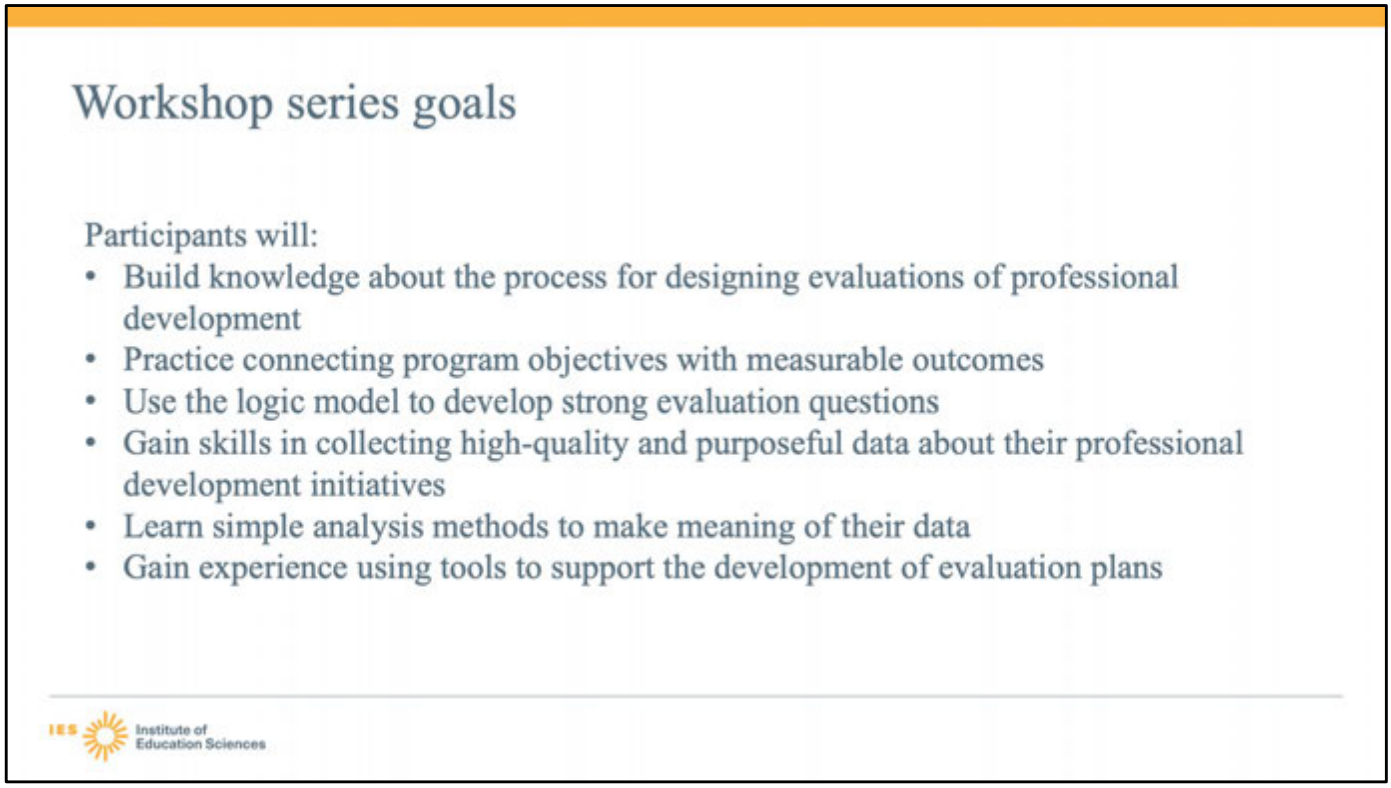
- If the participants don't already know each other, take a few minutes to have each person introduce themselves.
- Tell participants that you'd like to learn what they are hoping to get out of participating in this process and what experience with evaluation they may be bringing to this work (and totally fine if it's none).
- Each person should take 1-2 minutes to answer the following questions about themselves.



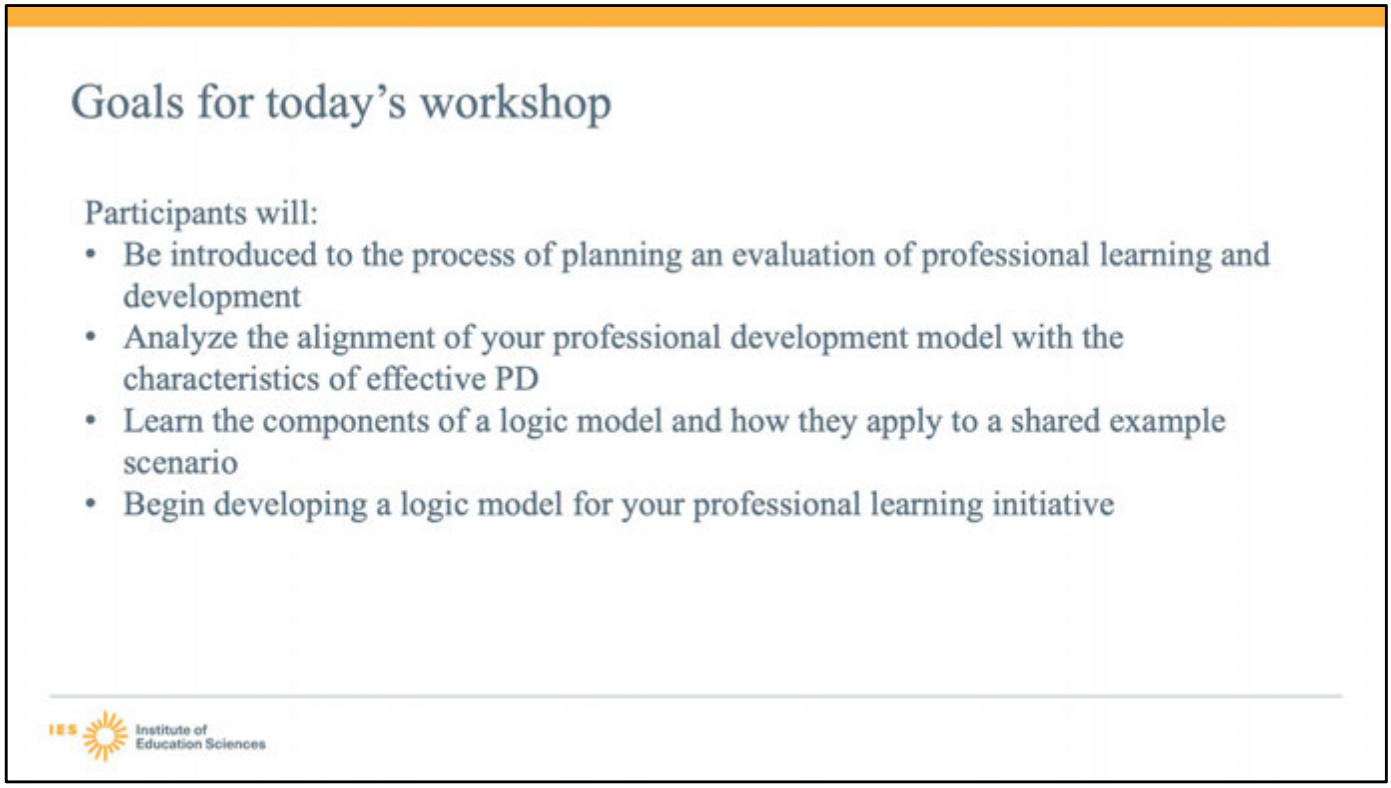
- Explain that the overall purpose of this workshop series is to
  1. Build the team's capacity to use data and evidence to evaluate their professional learning activities
  2. Develop and implement an evaluation plan for a professional learning initiative
- The workshop series will guide you through a four-phased evaluation process.
- In the first phase, which we'll start today, we'll focus on developing a logic model for your professional learning initiative.
- In the second phase, we'll identify the audience for your evaluation and identify evaluation questions that align with program outcomes and prioritize the needs of your stakeholders.
- The third phase focuses on developing a data collection plan. In this phase, you'll align existing data collection approaches with your evaluation questions and identify gaps in your data. You'll develop new tools and strategies to address these gaps and create an action plan for executing your data collection.
- In the fourth phase, you'll be introduced to some simple approaches to data analysis, engage in a collaborative data study to identify next steps, and develop a plan for communicating with stakeholders about your data.



Explain that this slide illustrates the workshops that align with each of the phases of the evaluation process. You'll see that the first phase of the process includes two workshops.

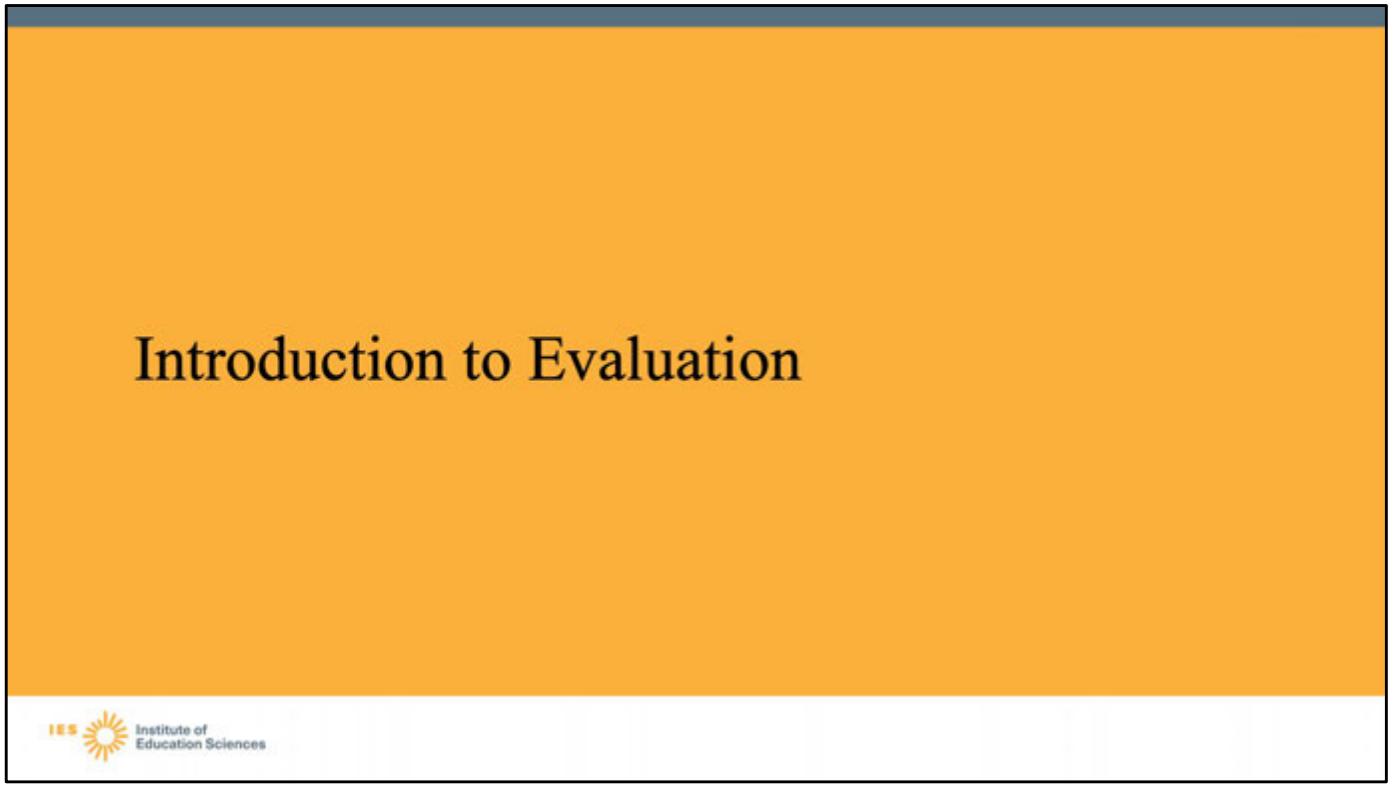


Describe the goals for the workshop series.



Describe the goals for today's workshop, workshop 1a.

Walk through the agenda



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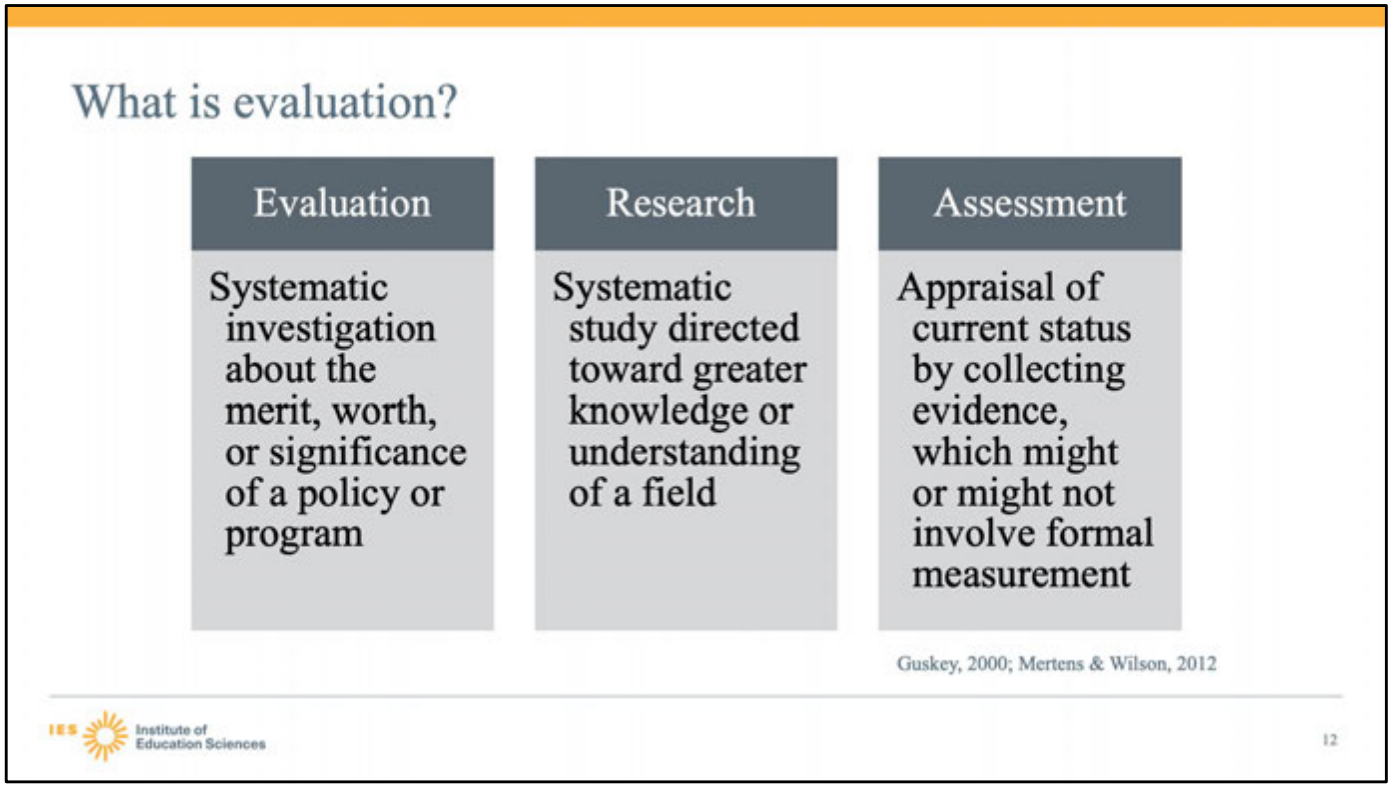
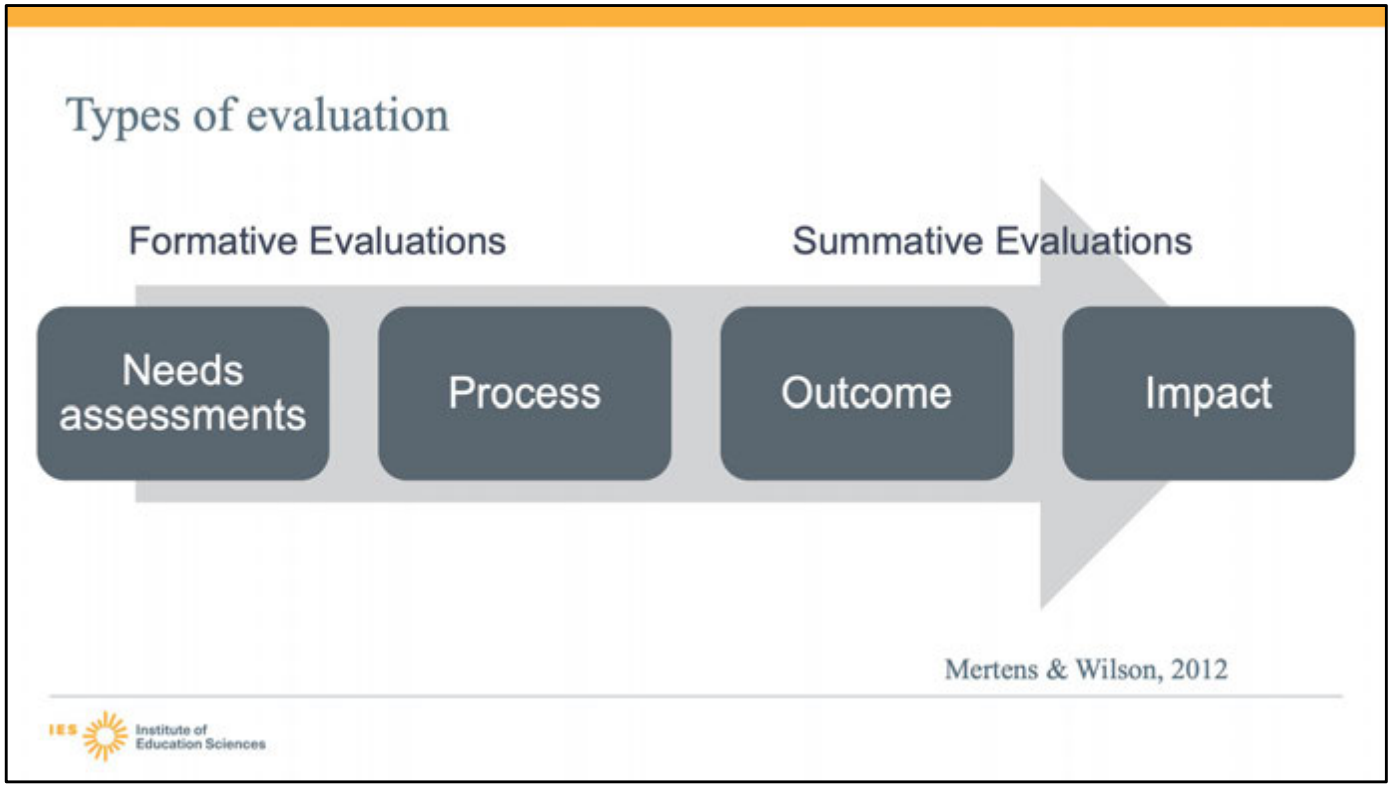
30 minutes for this section



- Explain that it can be helpful to distinguish between three commonly related terms: evaluation, research, and assessment.
- Note that while evaluation can also generate knowledge and understanding, usually it is about a specific program or policy, and might not contribute to generalizable knowledge for a field, which is what research aims to do.



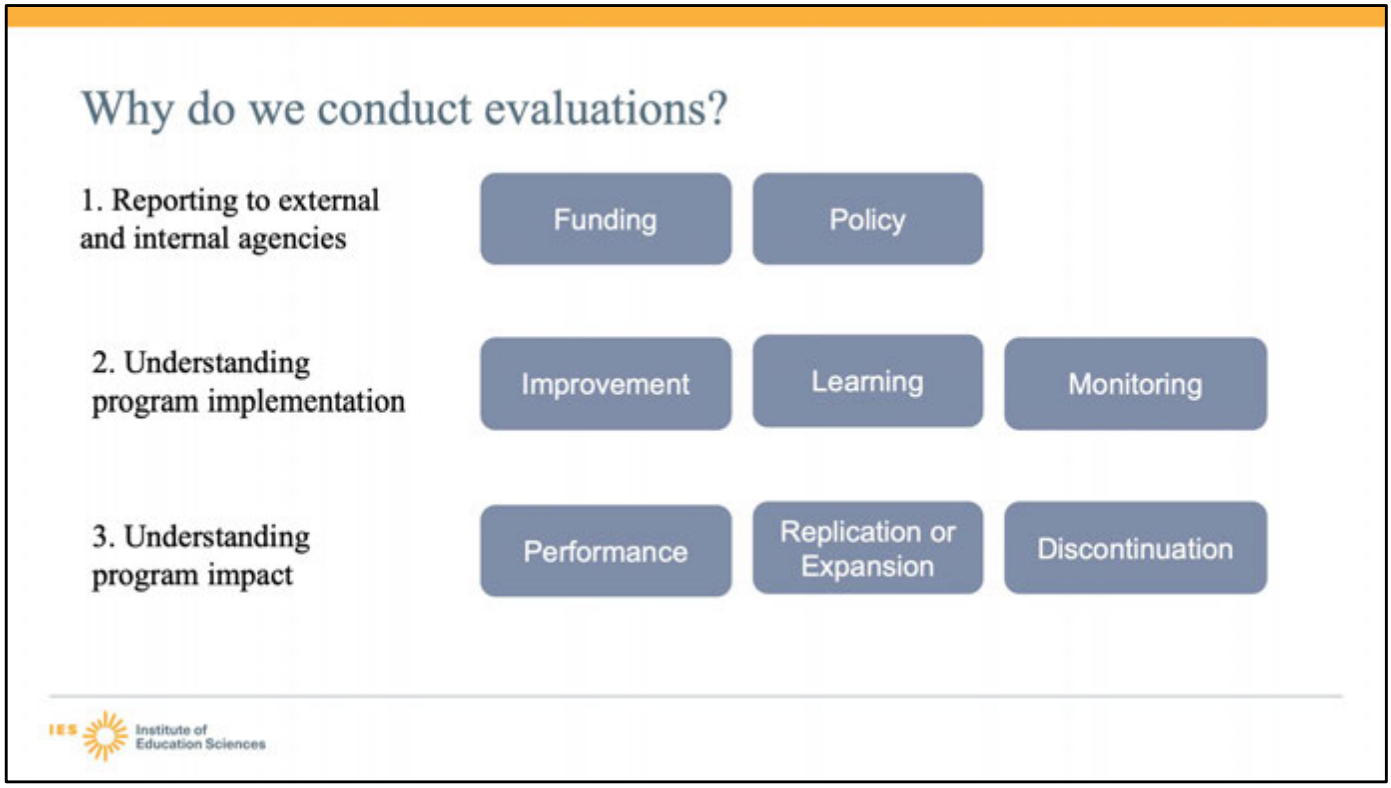
Explain that there are two general types of evaluations, formative and summative evaluations. Note that some evaluations can have both formative and summative components.

- **Formative evaluations** are for a program during development in order to make early improvements. Helps to refine or improve program; How well is the program being delivered? What strategies can we use to improve this program?
- **Summative evaluations** provide information on program effectiveness; Conducted after the completion of the program design; Examples of this type of evaluation: Should this program continue to be funded? Should we expand these services to all other after-school programs in the community?

Note that there are more specific purposes under each of these types.

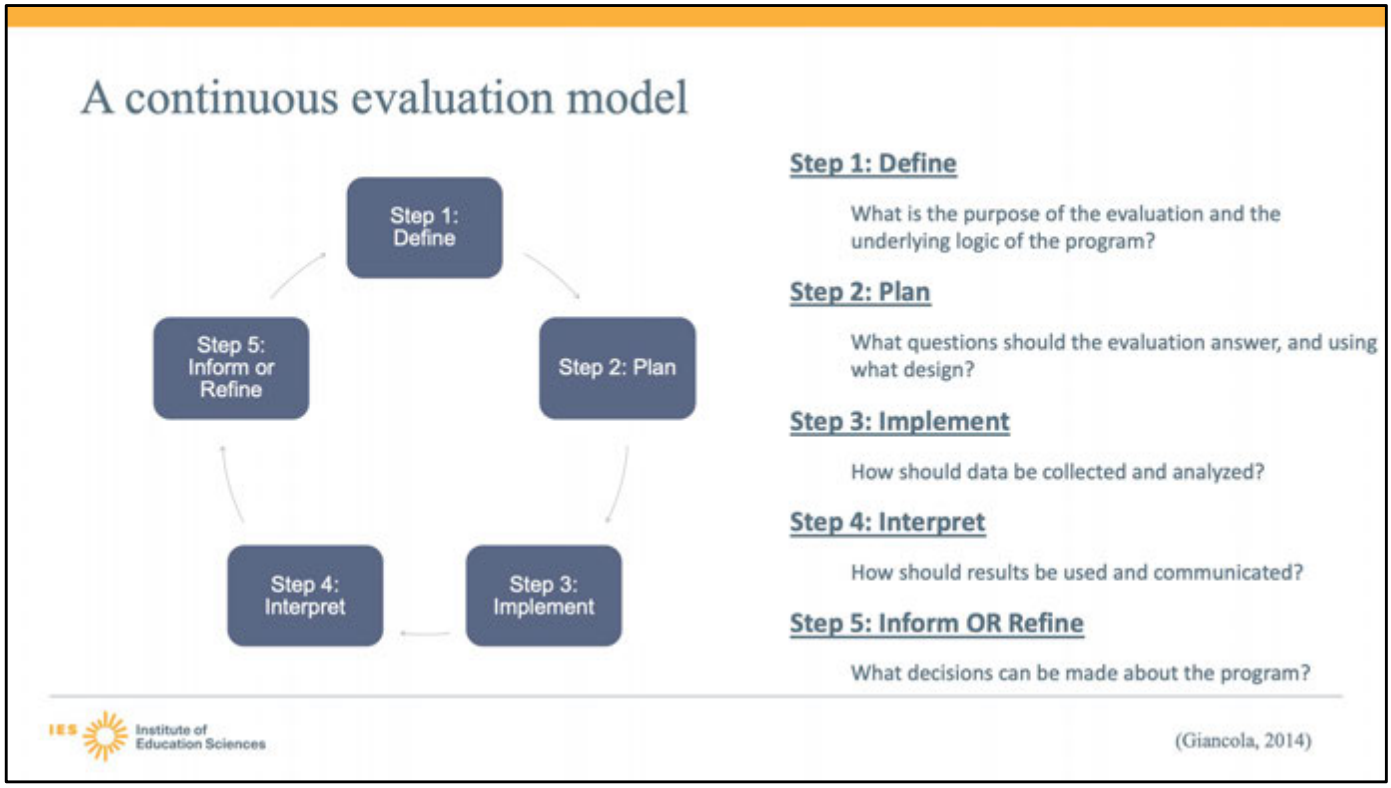
- **Needs Assessments** are for determining and addressing needs, or "gaps" between current conditions and desired conditions or "wants". Examples: What training is needed? What level of community engagement is needed?
- **Process evaluations** determine if specific program strategies were implemented as planned, and focus on program implementation. Examples: Did your program meet its goals for recruitment of program participants? Did participants receive the specified number of service hours?
- **Outcomes evaluations** are to document on the changes in comprehension, attitudes, behaviors, and practices that result from programs' activities; Examples: Did your participants report the desired changes after completing a program cycle? What are the short or long term results observed among (or reported by) participants?
- **Impact evaluations** focus on long term, sustained changes as a result of the program activities, both positive/negative and intended/unintended outcomes. Examples: What changes in your program participants' behaviors are attributable to your program? What

effects would program participants miss out on without this program?

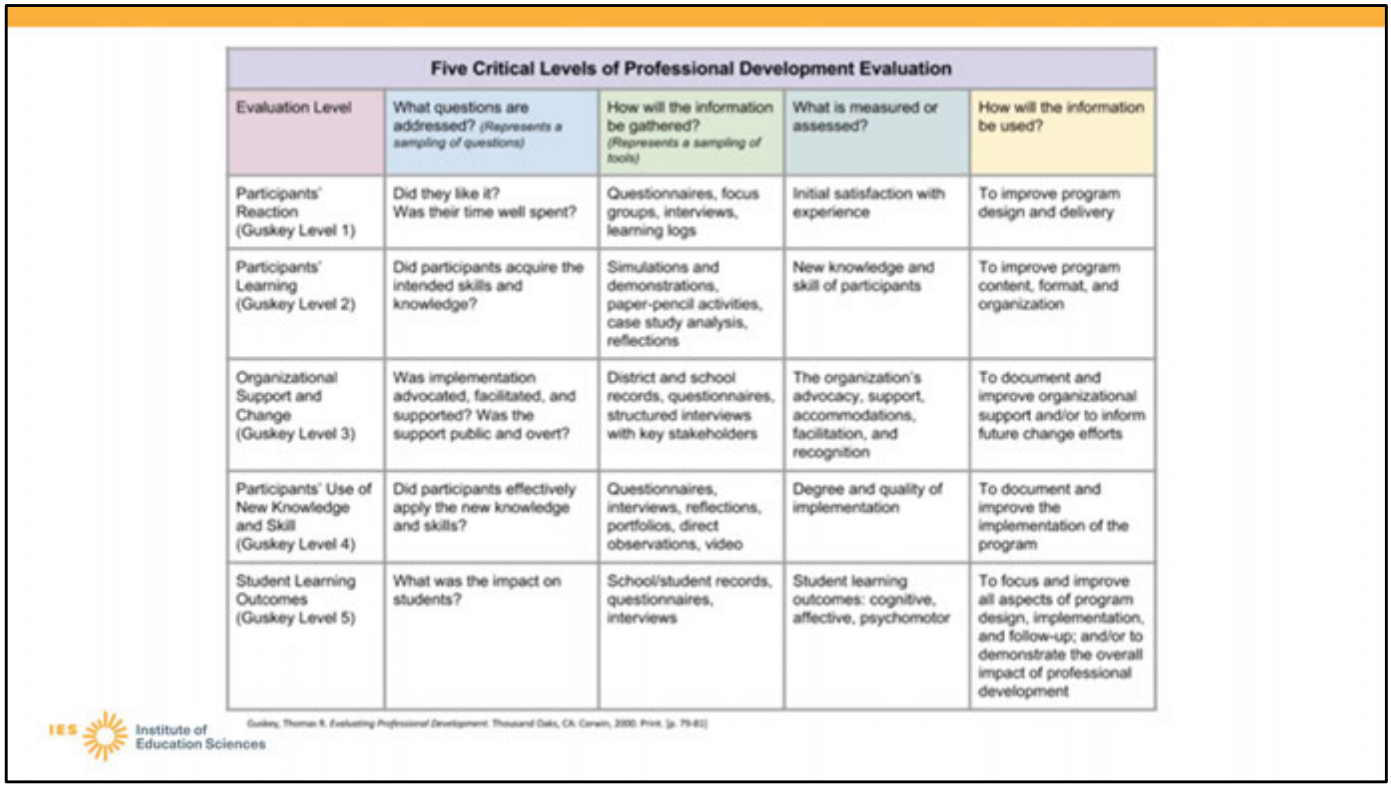


Explain that there are many reasons why we might conduct evaluations.

- **Reporting to External and Internal Agencies**
  - Continuing or beginning funding
  - Establishing or revoking a policy
- **Understanding Program Implementation**
  - Helping improve a program or initiative
  - Increasing or providing learning on a topic
  - Monitoring or tracking the progress and sustainability of a program or initiative
- **Understanding Program Impact**
  - Understanding how the program is performing and in what ways
  - Scaling up and/or replicating a model program, strategy or initiative
  - Debating the continuation or dissolution of a program or initiative



- Explain that this is one model of continuous evaluation that we are going to use as a framework for the evaluation planning process. It was created for the US Department of Education as a free guide for educators to use evaluation.
- Walk through the five steps of the model and explain that the process we will be using map onto these steps.



Five Critical Levels of Professional Development Evaluation

Evaluation Level	What questions are addressed? *(Represents a sampling of questions)*	How will the information be gathered? *(Represents a sampling of tools)*	What is measured or assessed?	How will the information be used?
Participants' Reaction (Guskey Level 1)	Did they like it? Was their time well spent?	Questionnaires, focus groups, interviews, learning logs	Initial satisfaction with experience	To improve program design and delivery
Participants' Learning (Guskey Level 2)	Did participants acquire the intended skills and knowledge?	Simulations and demonstrations, paper-pencil activities, case study analysis, reflections	New knowledge and skill of participants	To improve program content, format, and organization
Organizational Support and Change (Guskey Level 3)	Was implementation advocated, facilitated, and supported? Was the support public and overt?	District and school records, questionnaires, structured interviews with key stakeholders	The organization's advocacy, support, accommodations, facilitation, and recognition	To document and improve organizational support and/or to inform future change efforts
Participants' Use of New Knowledge and Skill (Guskey Level 4)	Did participants effectively apply the new knowledge and skills?	Questionnaires, interviews, reflections, portfolios, direct observations, video	Degree and quality of implementation	To document and improve the implementation of the program
Student Learning Outcomes (Guskey Level 5)	What was the impact on students?	School/student records, questionnaires, interviews	Student learning outcomes: cognitive, affective, psychomotor	To focus and improve all aspects of program design, implementation, and follow-up; and/or to demonstrate the overall impact of professional development

Guskey, Thomas R. *Evaluating Professional Development*. Thousand Oaks, CA: Corwin, 2000. Print. [p. 79-81]

Tell participants that Thomas Gusky outlines five levels of data necessary for effectively evaluating professional learning. These levels build on one another, so success at lower levels is often necessary for success at higher levels. When planning for an evaluation, it is important to ask questions about each of the five levels and ensure that each of these elements are represented in the logic model for the initiative.

Designing or Selecting High-Quality Professional Development

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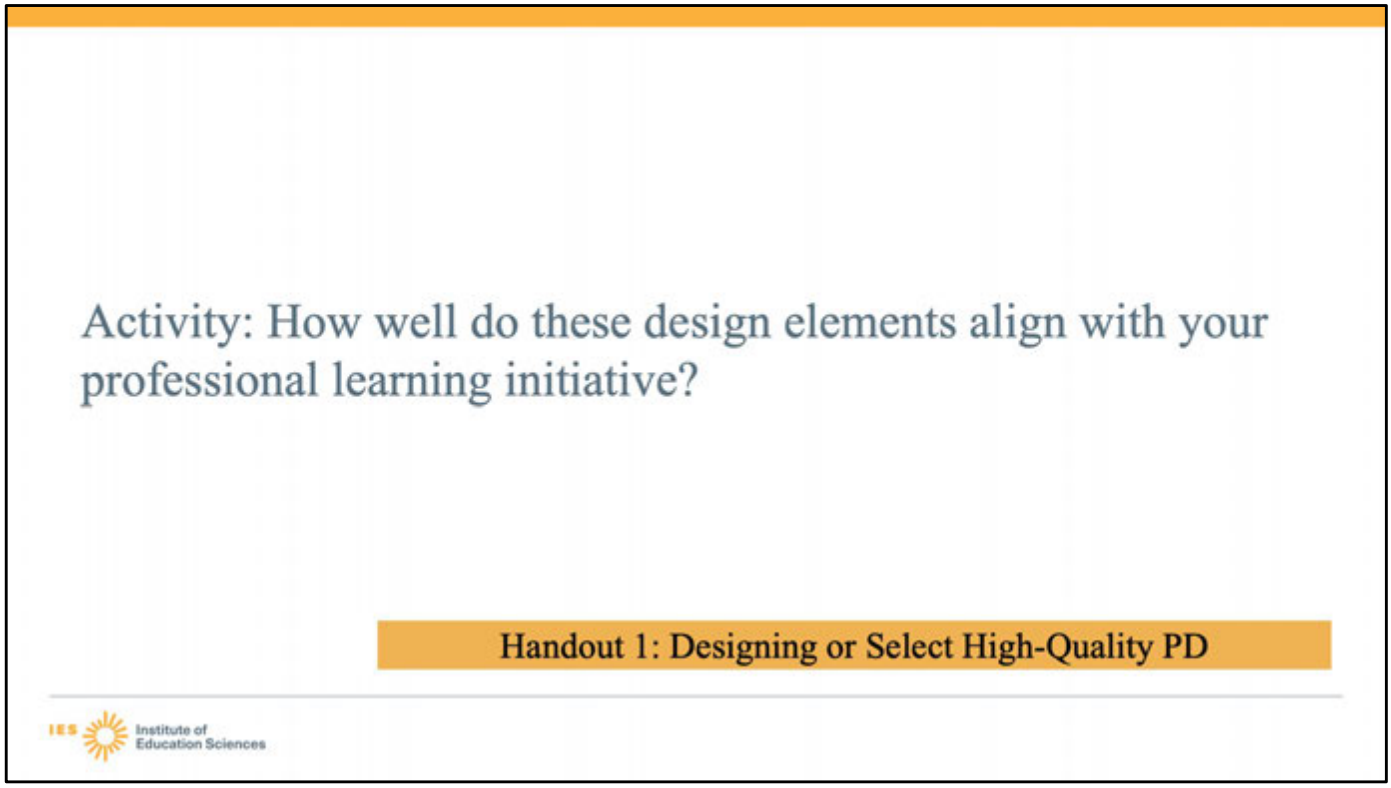
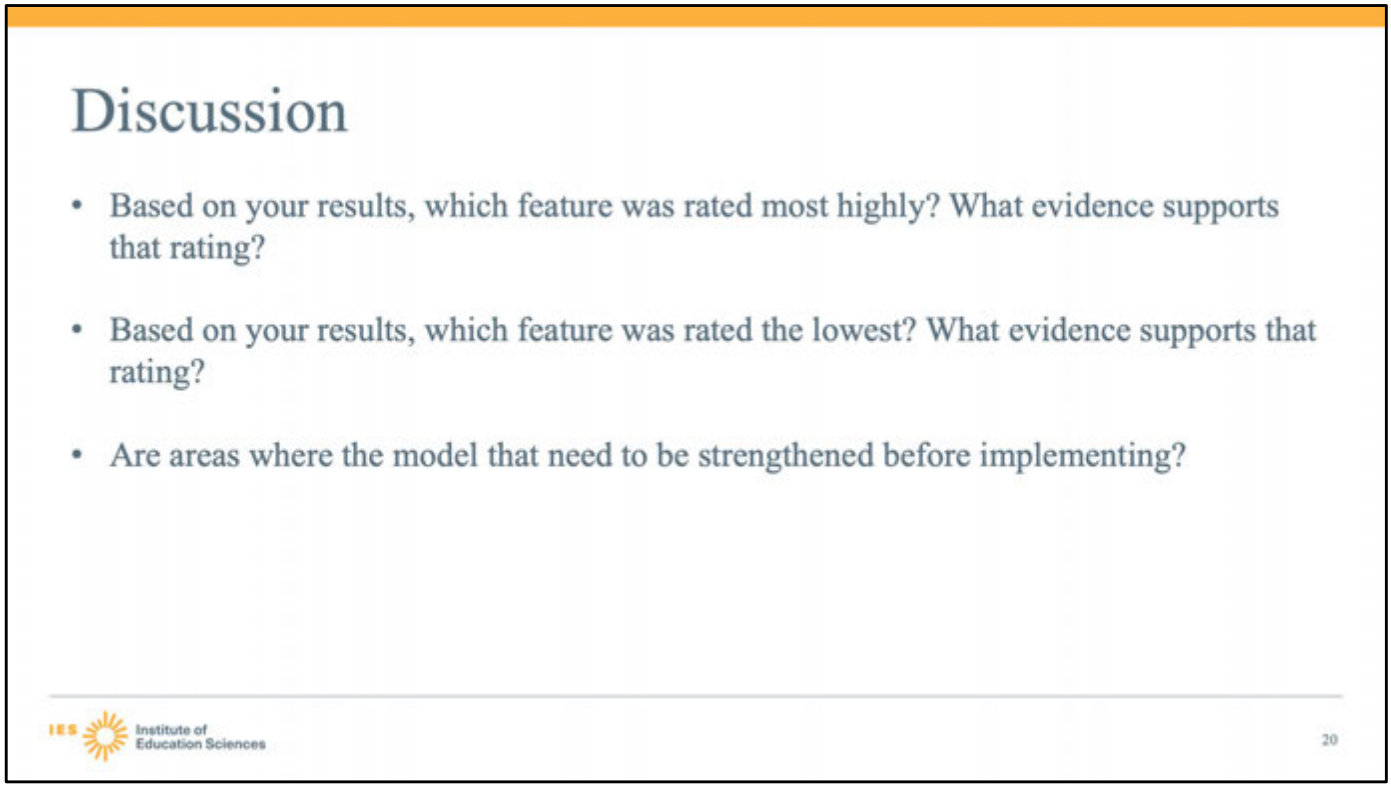
- Tell participants that before investing the time and resources to evaluate a professional learning initiative, it is important to examine the initiative to ensure that it aligns with the characteristics of high-quality professional learning.
- According to a comprehensive review of the research by Darling-Hammond, Hyler, and Gardner in 2017, effective professional development shares the following features (listed on the slide).
- Briefly describe each feature. You can refer to page 4 of the toolkit for a description of each feature (https://ies.ed.gov/ncee/edlabs/regions/northeast/pdf/NE_5.3.5_Evaluation_PD_Brief_12-22-20_accessible.pdf).



Give participants 10 min to individually complete the handout rating their professional learning model on each of the design features.
Share the results of participants' ratings. Consider using a poll, if the workshop is being conducted virtually, or capture ratings on chart paper with a show of hands if in person.



- Based on the results, select one highly rated feature and one rated less highly and discuss using evidence.
- Ask if there are any areas where the professional learning model may need to be strengthened before implementing.

Using Logic Models in Evaluation

Logic model toolkit

Available from:
https://ies.ed.gov/ncee/edlabs/projects/project.asp?ProjectID=401

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- Note that the logic model part of our workshop draws on a logic model toolkit that was created by REL Northeast and Islands.
- This resource provides more in-depth information about how to develop a logic model if you would like to explore this topic further.

What is a logic model?

A logic model:

- Provides a simplified picture of the relationships between the program inputs and the desired outcomes of the program
- Is a framework for:
  - Planning
  - Implementation
  - Monitoring
  - Evaluation
- Is a graphic and explicit representation of relationships, assumptions, and rationale

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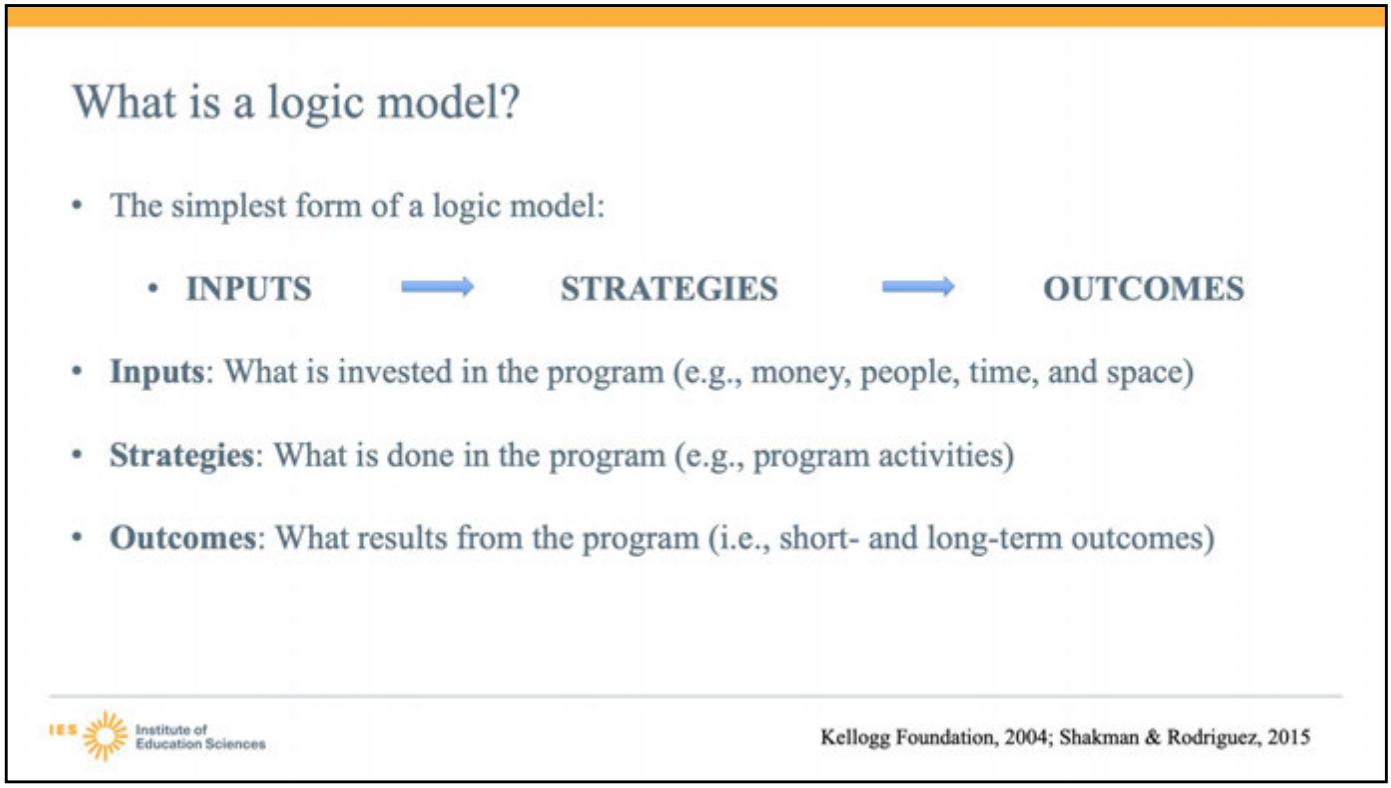
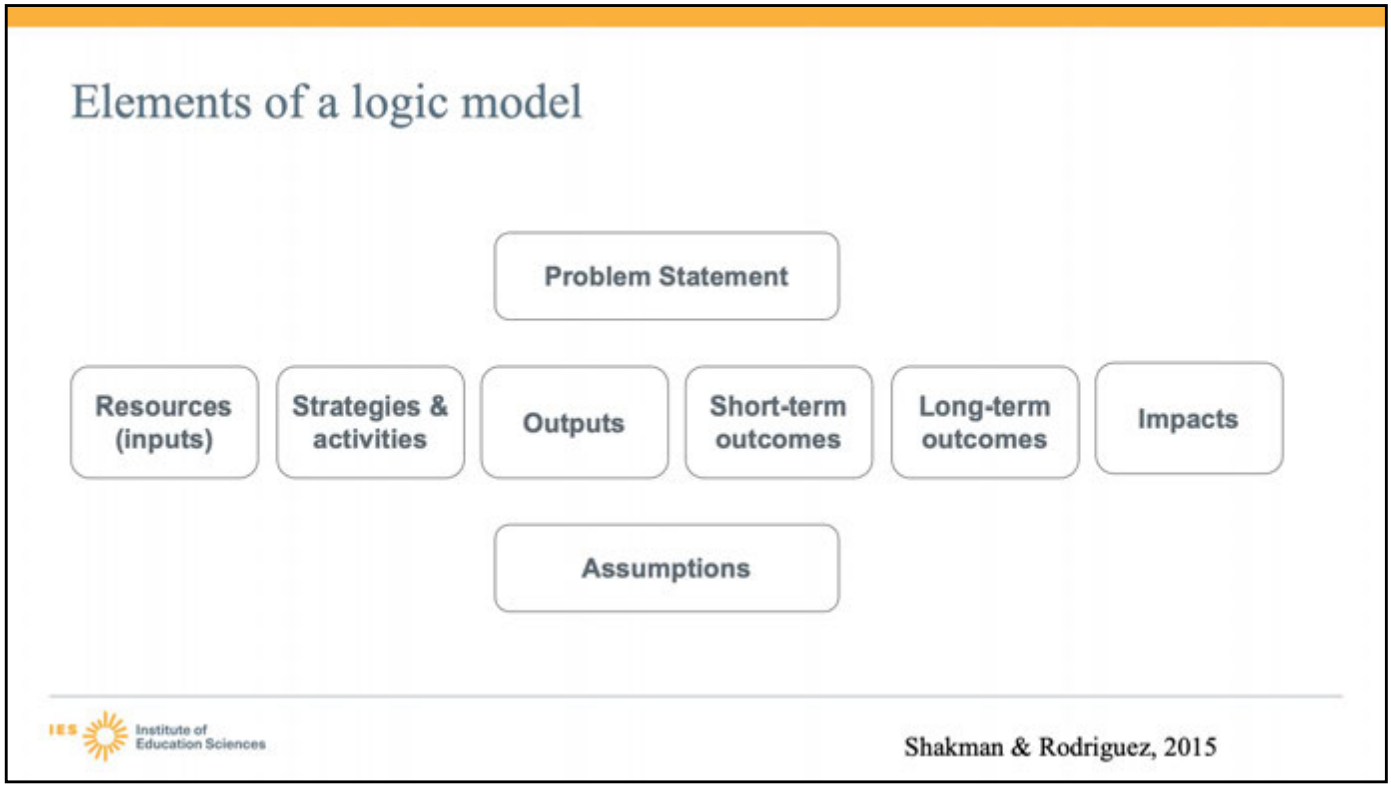
(Kellogg Foundation, 2004; Shakman & Rodriguez, 2015)

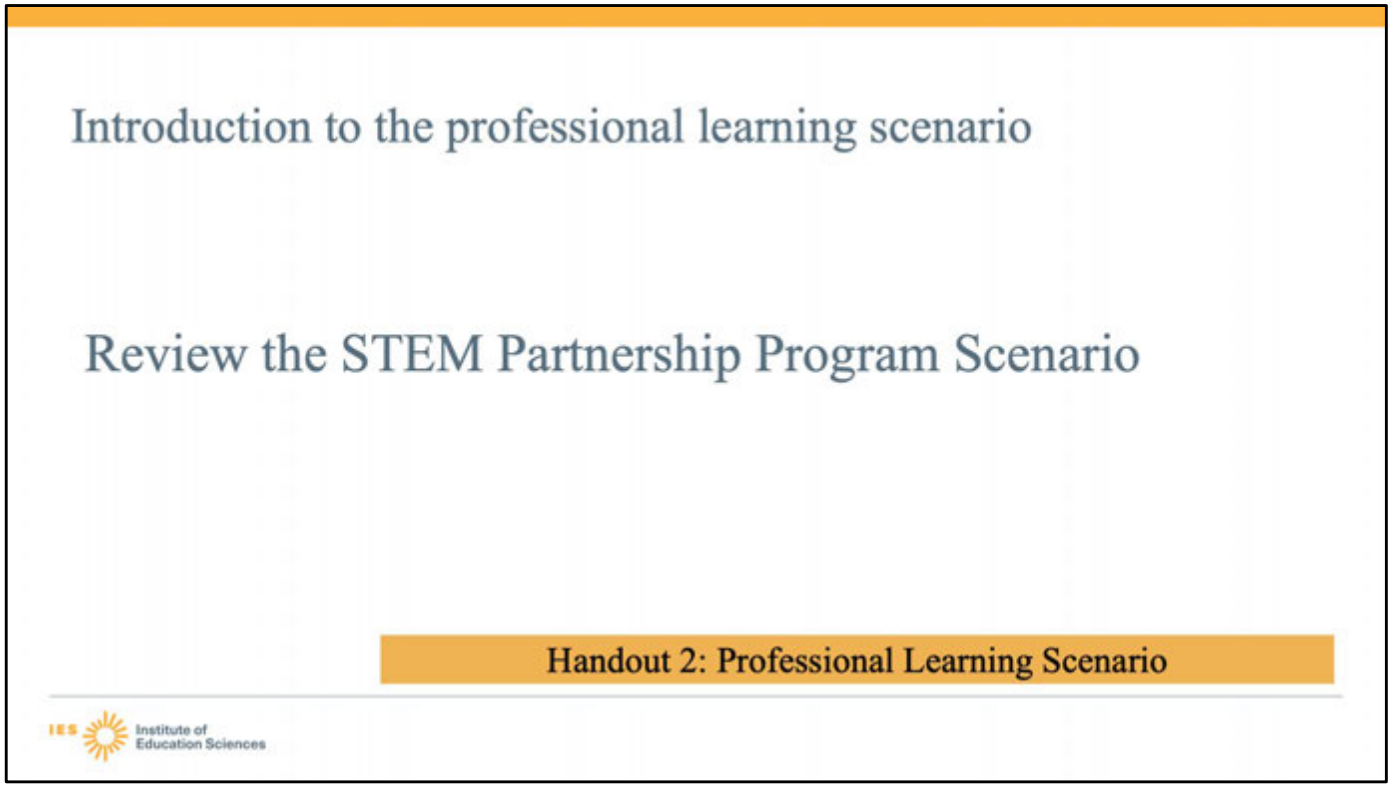
- Explain that logic models are one of the best resources for defining a program before implementation. They can also be used to check progress during implementation, monitoring, and evaluation.
- Logic models are a way to diagram the theory behind the program, what one might expect to happen because of the program as well as how much and kind of resources that are needed.
- Logic models are roadmaps which help to provide a systematic way of evaluating a program.



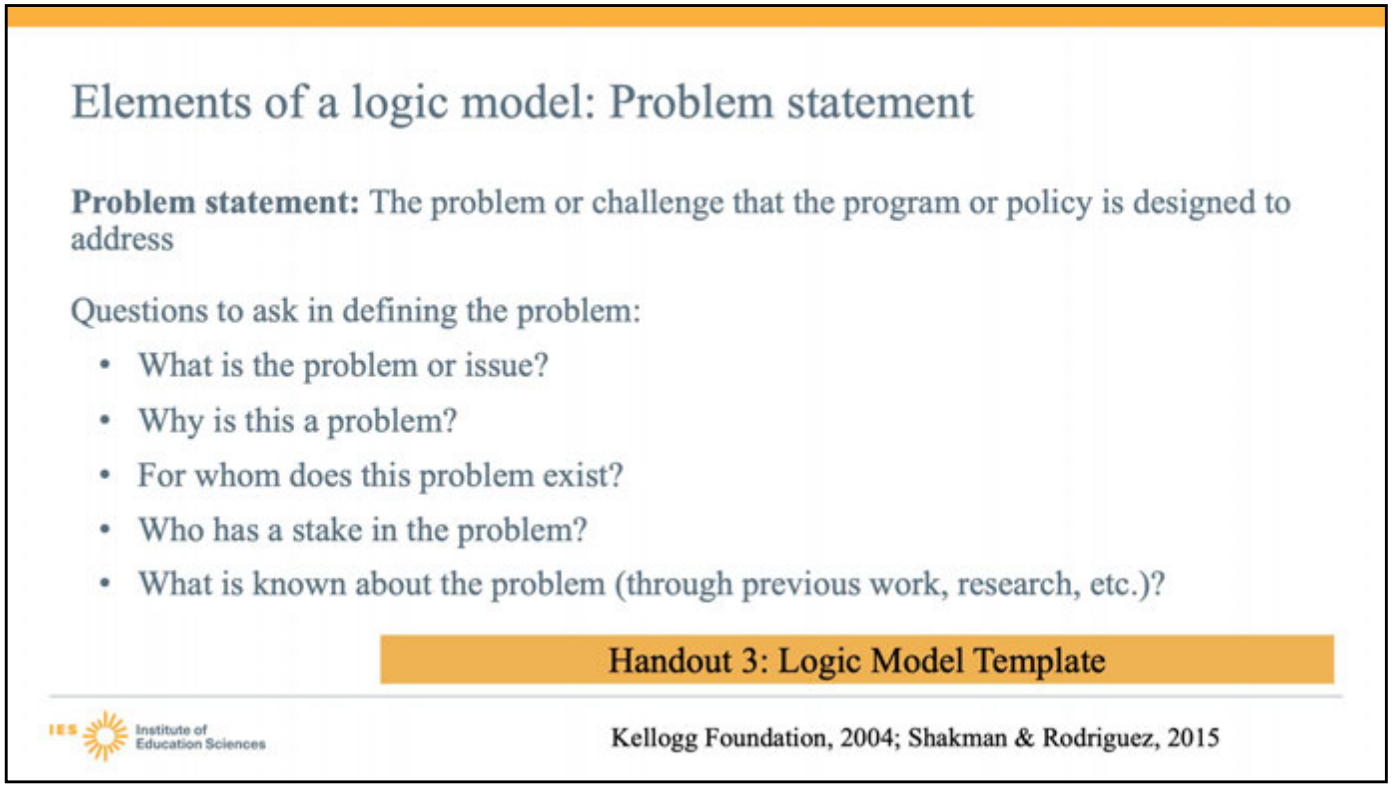
- Explain that in its simplest form, a logic model contains three parts – the inputs, strategies, and outcomes. Walk through the definitions on the slide.



- Explain that these are the basic components of a logic model. We will go into each component in more depth.
- Note that logic models don't necessarily have to be linear: sometimes they have multiple intersecting arrows.



- Provide participants with a copy of the case study (Handout 2: Professional Learning Scenario) and give them a few minutes to read it.
- Note that we will use this scenario in our discussion of each of the elements of a logic model.
- Also provide Handout 3: Logic model template.



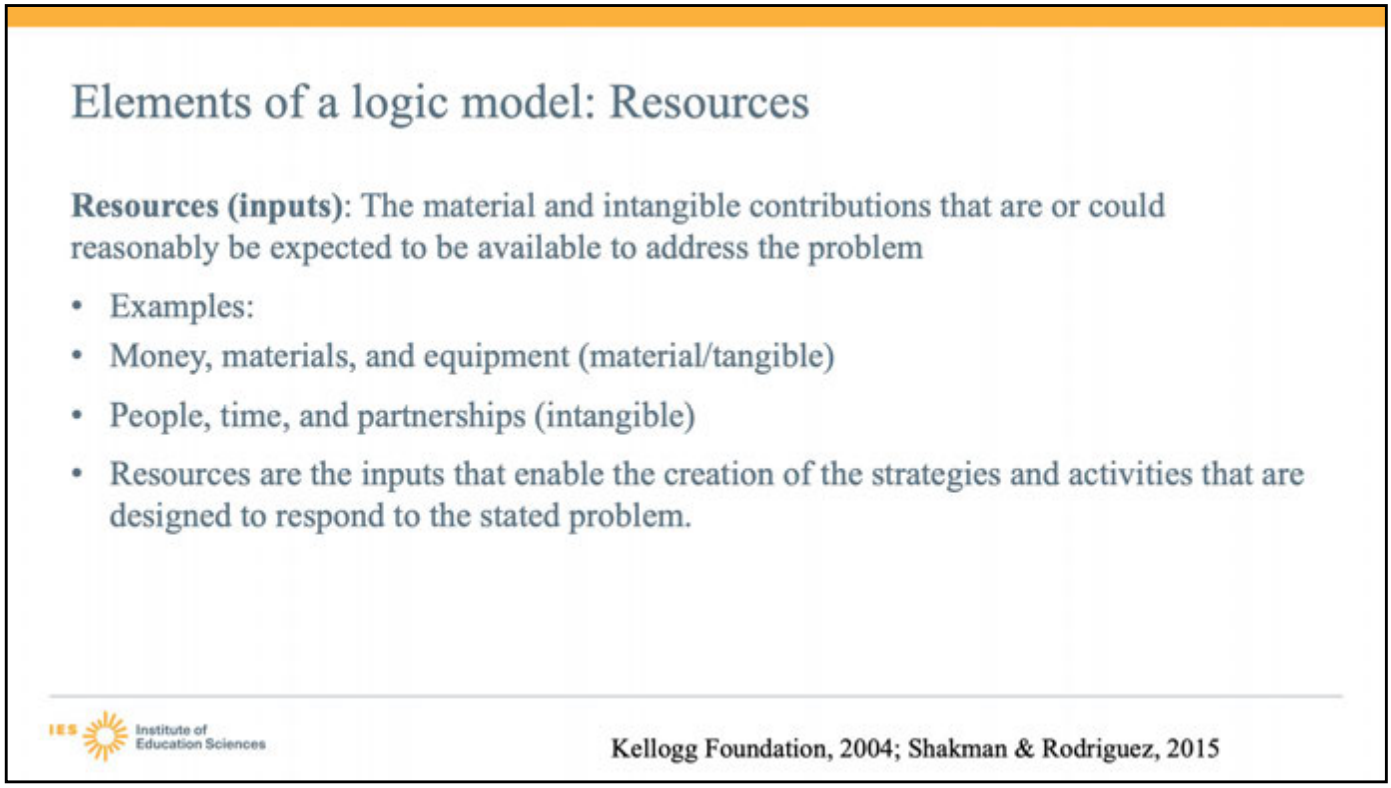
- Explain that the problem statement really is about the antecedents to the program. How did the program come into being? What was the history of the problem? Why address it now? Why is this program or initiative the best strategy to address the problem?
- Give participants a few minutes to jot down a problem statement for the Professional Learning Scenario (handout 2) on the Logic Model Template (handout 3). Then have 2 or 3 participants share out what they wrote.

Logic model example

Problem Statement: Students in the district do not have enough access to high-quality learning experiences in science, technology, engineering, and mathematics (STEM) as they transition from middle to high school.

Resources	Strategies and activities	Outputs	Short-term outcomes	Long-term outcomes	Impacts
Assumptions:					

Compare participants' problem statements to the pre-written one.

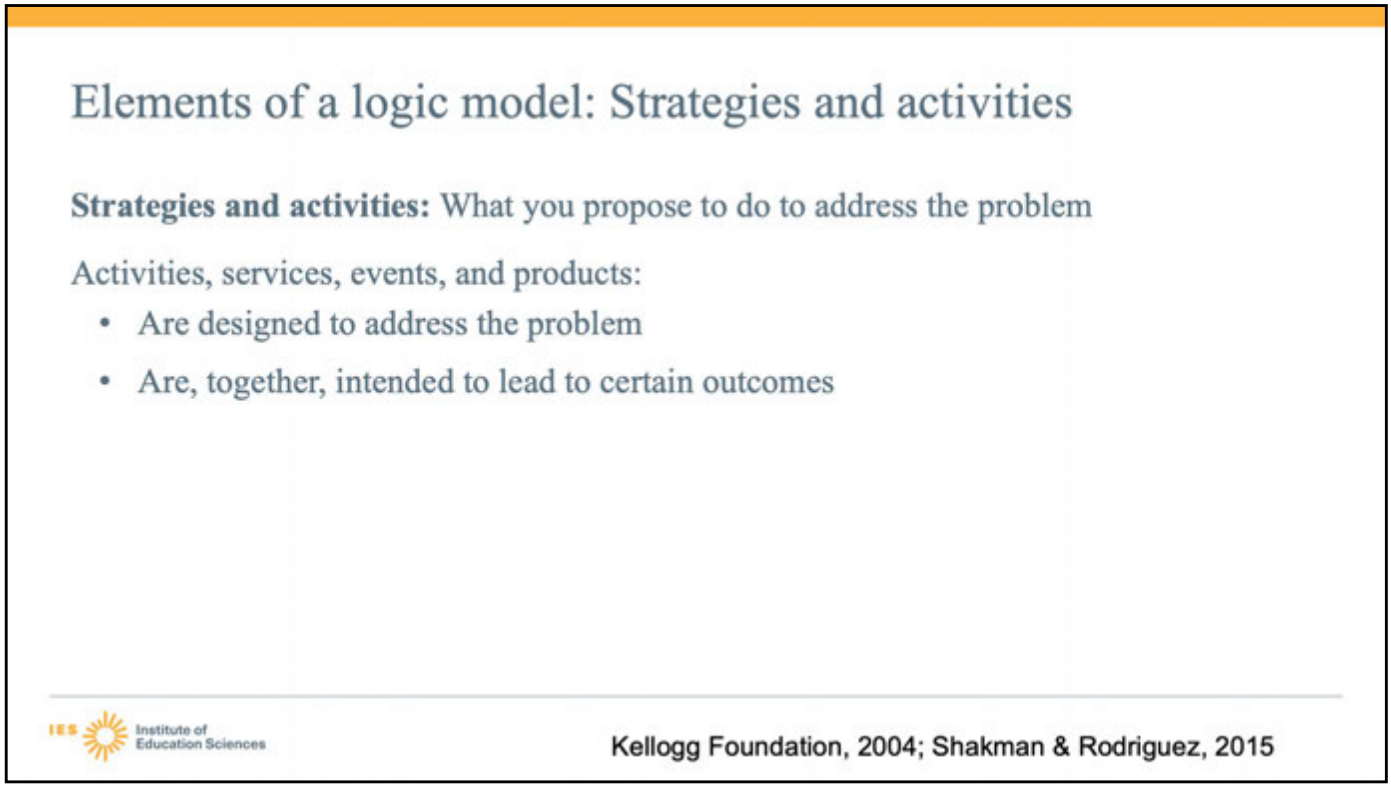


- Explain the resources component of the logic model.
- Give participants a few minutes to jot down resources for the Professional Learning Scenario (handout 2) on the Logic Model Template (handout 3). Then have 2 or 3 participants share out what they wrote.

Problem Statement: Students in the district do not have enough access to high-quality learning experiences in science, technology, engineering, and mathematics (STEM) as they transition from middle to high school.

Resources	Strategies and activities	Outputs	Short-term outcomes	Long-term outcomes	Impacts
• Middle & high school educators & students • University facilities & staff • Local STEM businesses • Community partners • Funding from NSF					
Assumptions:					

- Compare participants' resources to the pre-written one.

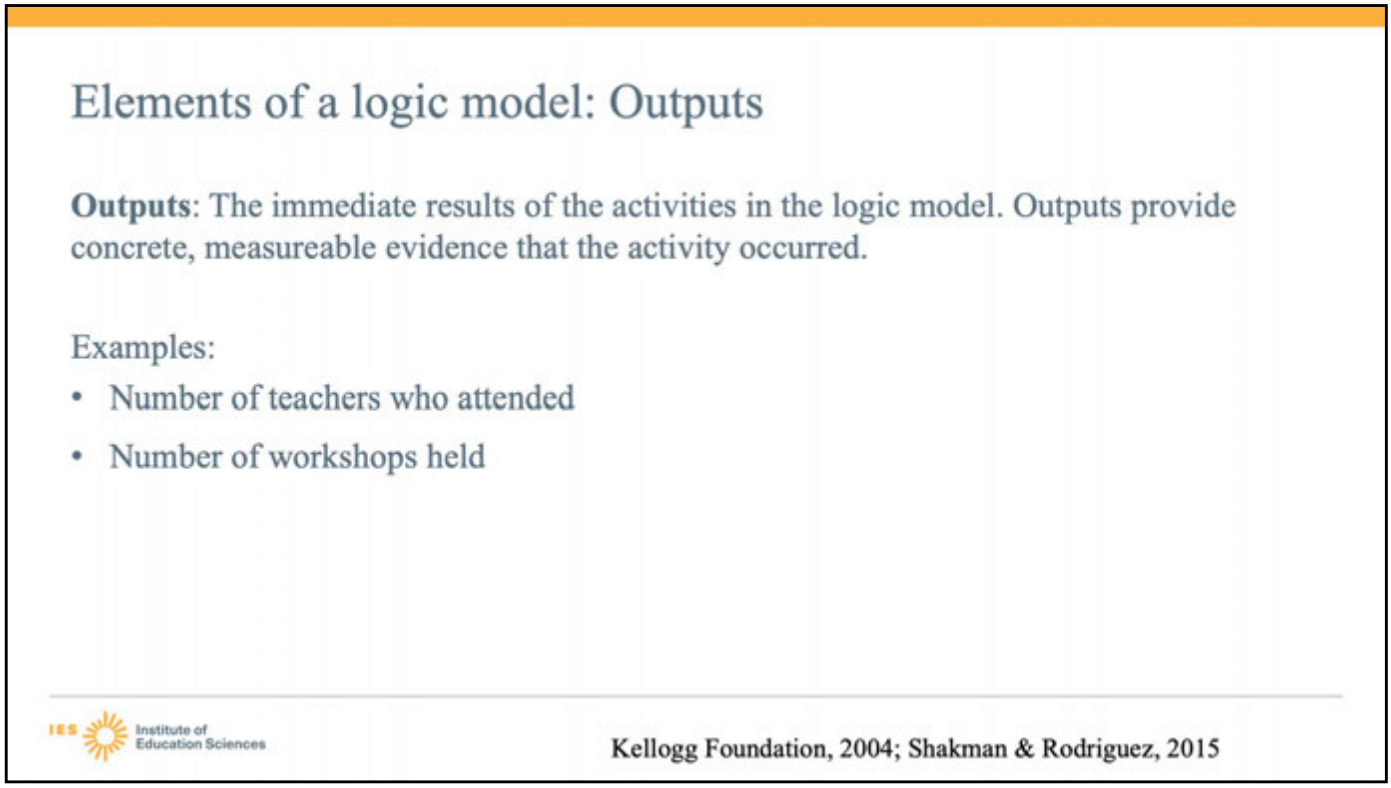


- Explain the strategies and activities component of the logic model.
- Give participants a few minutes to jot down resources for the Professional Learning Scenario (handout 2) on the Logic Model Template (handout 3). Then have 2 or 3 participants share out what they wrote.

Problem Statement: Students in the district do not have enough access to high-quality learning experiences in science, technology, engineering, and mathematics (STEM) as they transition from middle to high school. Students of color and female students tend to be under-represented in STEM fields in higher education.

Resources	Strategies and activities	Outputs	Short-term outcomes	Long-term outcomes	Impacts
• Middle & high school educators & students • University facilities & staff • Local STEM businesses • Community partners • Funding from NSF	• Summer workshops • Mentoring • Professional learning communities • Inquiry-based lessons • STEM field trips & activities				
Assumptions:					

Compare participants' strategies/activities to the pre-written one.

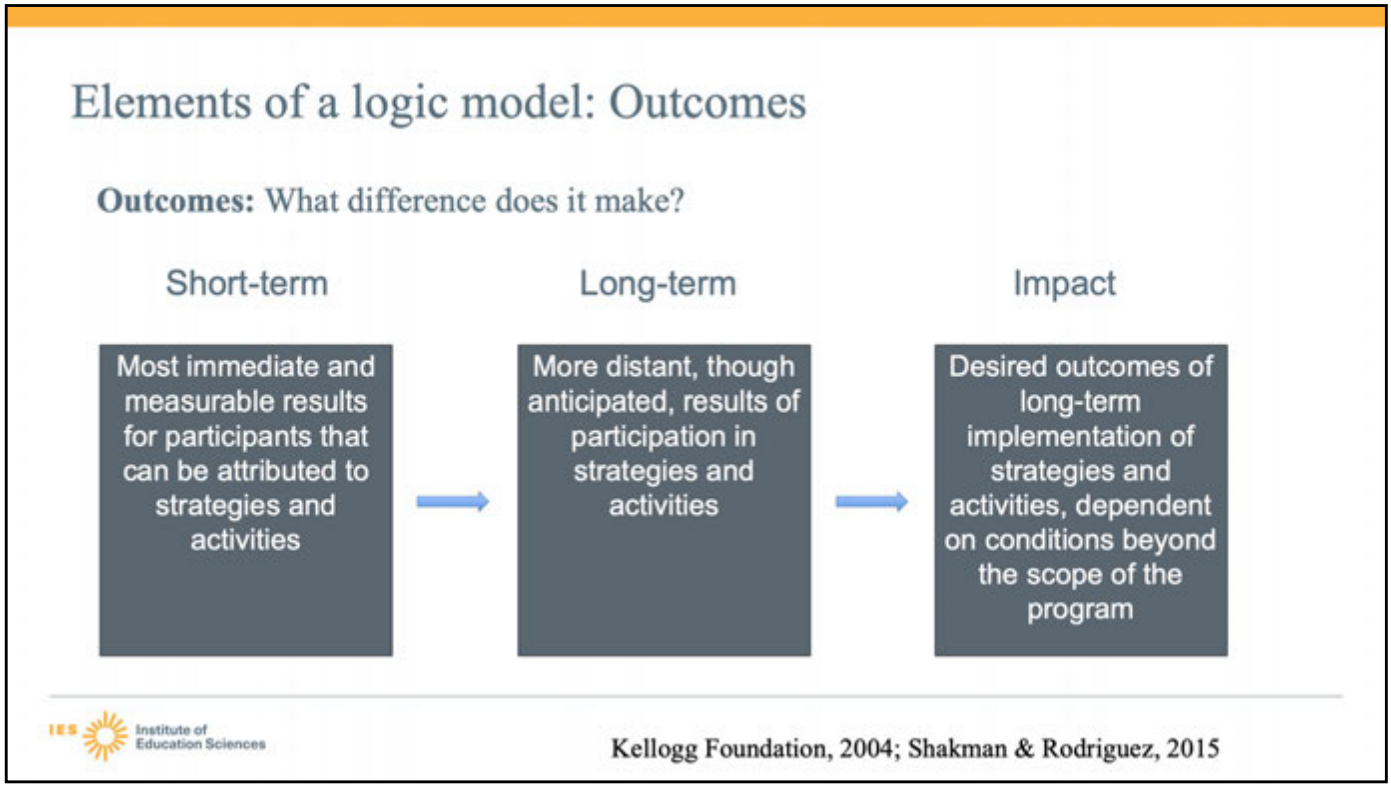


- Explain the outputs component of the logic model. Note the distinction between outputs and outcomes. Outputs may represent evidence that you are doing what you intended in the program but may not address the problem specifically. You can do everything you were supposed to but still not see any change in teacher behavior or student outcomes. That's the difference between outputs and outcomes. The former just "keeps you honest" while the latter, outcomes, demonstrates that you are achieving your goals, in that you have evidence of solving the problem you've defined.
- Give participants a few minutes to jot down resources for the Professional Learning Scenario (handout 2) on the Logic Model Template (handout 3). Then have 2 or 3 participants share out what they wrote.

Problem Statement: Students in the district do not have enough access to high-quality learning experiences in science, technology, engineering, and mathematics (STEM) as they transition from middle to high school. Students of color and female students tend to be under-represented in STEM fields in higher education.

Resources	Strategies and activities	Outputs	Short-term outcomes	Long-term outcomes	Impacts
• Middle & high school educators & students • University facilities & staff • Local STEM businesses • Community partners • Funding from NSF	• Summer workshops • Mentoring • Professional learning communities • Inquiry-based lessons • STEM field trips & activities	• # of teachers participating • # of summer workshops and PLCs • # of lessons created • # of university mentors • # of new activities • # of field trips			
Assumptions:					

- Compare participants' problem outputs to the pre-written one.



- Explain the outcomes component of the logic model. Often people get confused between outcomes and impact. Outcomes are immediate and based on the program. Impacts are beyond the program and usually very difficult to link to the program itself (fraught with competing factors that could make change). Think of Impacts as long term, likely not to show up very soon, and dependent on many factors beyond the program.

Problem Statement: Students in the district do not have enough access to high-quality learning experiences in science, technology, engineering, and mathematics (STEM) as they transition from middle to high school. Students of color and female students tend to be under-represented in STEM fields in higher education.

Resources	Strategies and activities	Outputs	Short-term outcomes	Long-term outcomes	Impacts
• Middle & high school educators & students • University facilities & staff • Local STEM businesses • Community partners • Funding from NSF	• Summer workshops • Mentoring • Professional learning communities • Inquiry-based lessons • STEM field trips & activities	• # of teachers participating • # of summer workshops and PLCs • # of lessons created • # of university mentors • # of new activities • # of field trips			
Assumptions:					

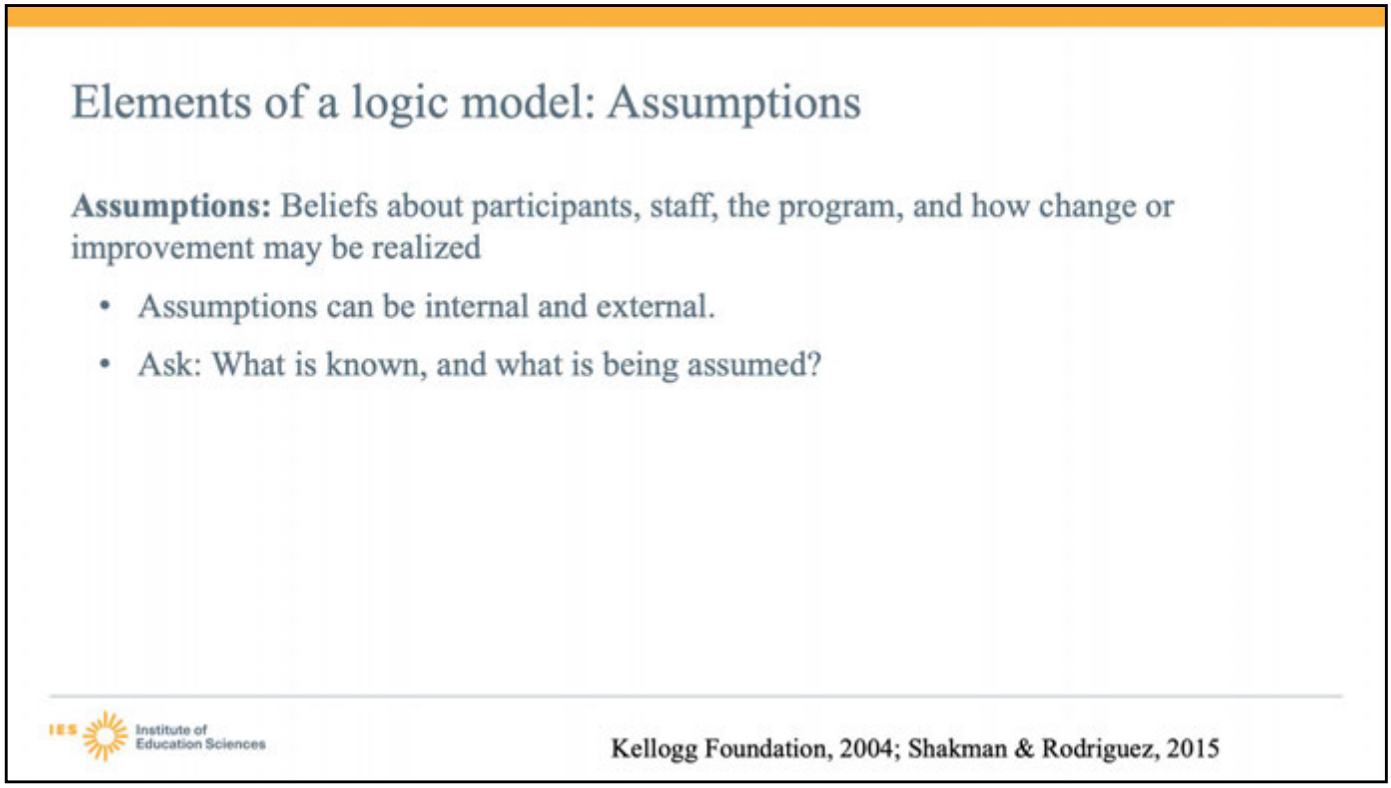
What are some possible outcomes for the STEM Partnership?

- Give participants a few minutes to jot down short-term outcomes, long-term outcomes, and impacts for the Professional Learning Scenario (handout 2) on the Logic Model Template (handout 3). Then have 2 or 3 participants share out an example of each kind of outcome.
- If there is time, consider breaking into small groups or partners to do this activity collaboratively.

Problem Statement: Students in the district do not have enough access to high-quality learning experiences in science, technology, engineering, and mathematics (STEM) as they transition from middle to high school. Students of color and female students tend to be under-represented in STEM fields in higher education.

Resources	Strategies and activities	Outputs	Short-term outcomes	Long-term outcomes	Impacts
• Middle & high school educators & students • University facilities & staff • Local STEM businesses • Community partners • Funding from NSF	• Summer workshops • Mentoring • Professional learning communities • Inquiry-based lessons • STEM field trips & activities	• # of teachers participating • # of summer workshops and PLCs • # of lessons created • # of university mentors • # of new activities • # of field trips	• Teachers report satisfaction with PLD • Teachers create inquiry-based curriculum • PLC members report positive experience • Students participate in STEM activities • Students report interest in STEM	•STEM PLCs become routine •Quality of STEM curricula increases •Teachers & university staff feel connected to STEM community •Student learning outcomes in STEM improve	More students pursue STEM in higher education
Assumptions:					

Compare participants' outcomes to the pre-written one.



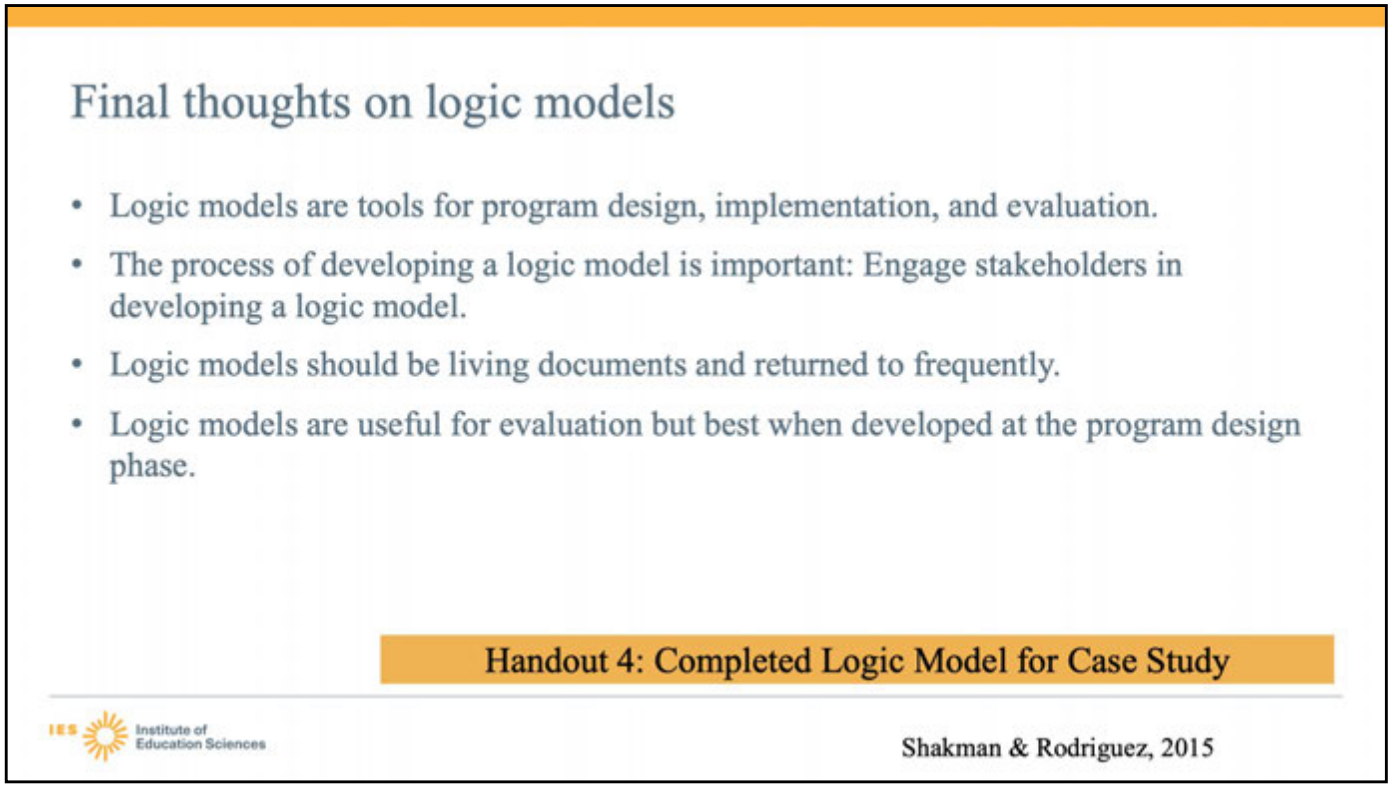
- Explain the assumptions component of the logic model.
- Give participants a few minutes to jot down assumptions for the Professional Learning Scenario (handout 2) on the Logic Model Template (handout 3). Then have 2 or 3 participants share out what they wrote.

Problem Statement: Students in the district do not have enough access to high-quality learning experiences in science, technology, engineering, and mathematics (STEM) as they transition from middle to high school. Students of color and female students tend to be under-represented in STEM fields in higher education.

Resources	Strategies and activities	Outputs	Short-term outcomes	Long-term outcomes	Impacts
• Middle & high school educators & students • University facilities & staff • Local STEM businesses • Community partners • Funding from NSF	• Summer workshops • Mentoring • Professional learning communities • Inquiry-based lessons • STEM field trips & activities	• # of teachers participating • # of summer workshops and PLCs • # of lessons created • # of university mentors • # of new activities • # of field trips	• Teachers report satisfaction with PLD • Teachers create inquiry-based curriculum • PLC members report positive experience • Students participate in STEM activities • Students report interest in STEM	•STEM PLCs become routine •Quality of STEM curricula increases •Teachers & university staff feel connected to STEM community •Student learning outcomes in STEM improve	More students pursue STEM in higher education

Assumptions: 1) The professional learning is of high-quality; 2) The district and university leaders provide support for the STEM Partnership; 3) Teachers can apply what they have learned into inquiry-based curricula; 4) The PLCs are productive spaces for educator learning; 5) Local businesses and the community are open to hosting students during field trips.

Compare participants' assumptions to the pre-written one.



Summarize the final thoughts on this slide – remember that logic models help you describe the program as well as plan for its evaluation.

Developing Your Logic Model

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Problem Statement:					
Resources	**Strategies and activities**	**Outputs**	**Short-term outcomes**	**Long-term outcomes**	**Impacts**
Assumptions:					

- Give participants 2-3 minutes to jot down a problem statement for their own professional learning initiative on a second blank logic model template.
- Share out ideas and record on a shared logic model template that everyone can see. Consider using a google doc so that team members can continue to contribute to it after the workshop.
- Note that you don't need to come to a consensus at this time. The goal is to get the group started in thinking about each logic model component.

Problem Statement:					
Resources	**Strategies and activities**	**Outputs**	**Short-term outcomes**	**Long-term outcomes**	**Impacts**
Assumptions:					

- Give participants 5-7 minutes to jot ideas for resources, strategies/activities, and outputs.
- Share out a few ideas and record on the shared logic model template.
- Again, the goal is to get started on each component, not to complete them.
- Return to the element slides as needed to remind participants how they are defined.

Problem Statement:					
Resources	**Strategies and activities**	**Outputs**	**Short-term outcomes**	**Long-term outcomes**	**Impacts**
Assumptions:					

- Give participants 5-7 minutes to jot ideas for short-term outcomes, long-term outcomes, and impacts.
- Share out a few ideas and record on the shared logic model template.
- Again, the goal is to get started on each component, not to complete them.
- Return to the element slides as needed to remind participants how they are defined.
- Remind participants that each strategy/activity should relate to at least one outcome and that each outcome should map back to at least one strategy/activity.

Next Steps

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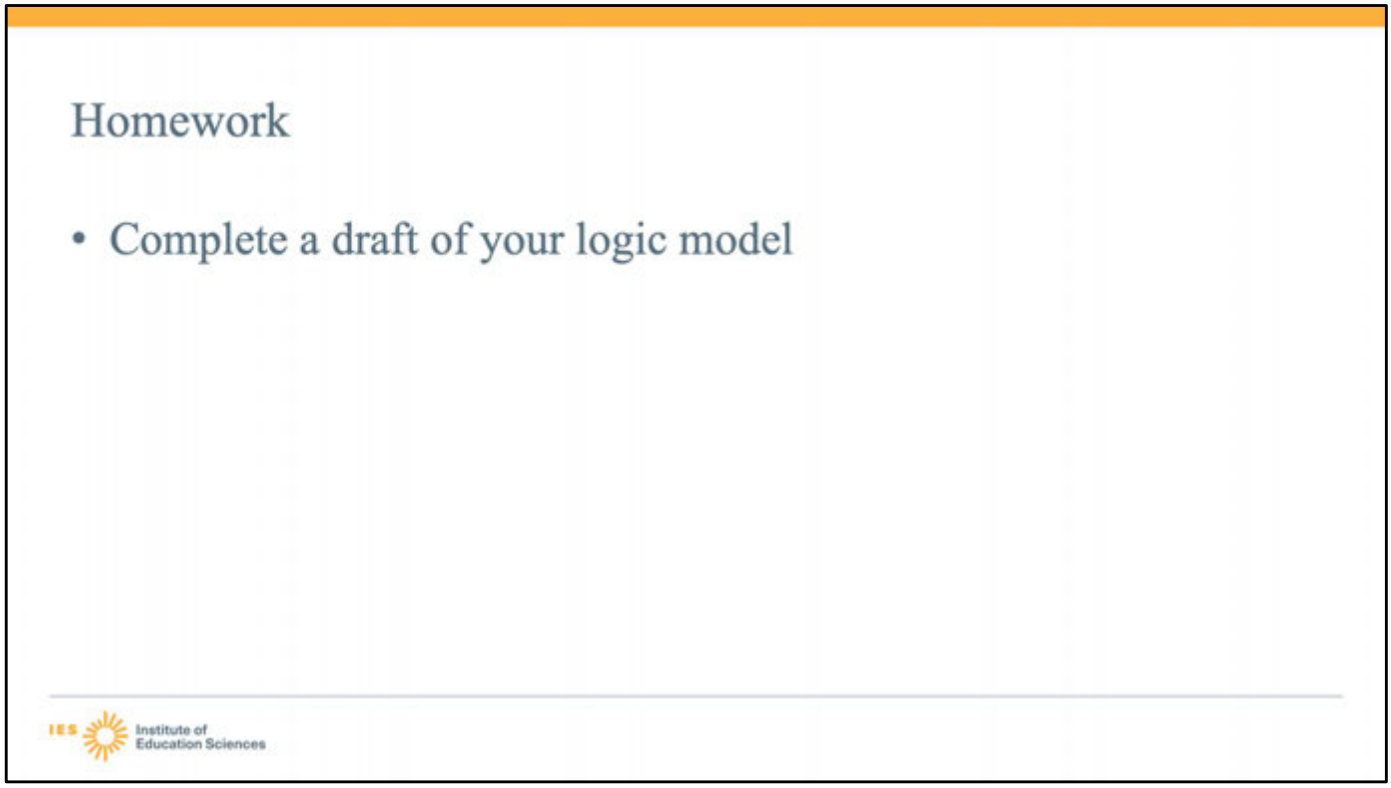

- Determine how and when the group will complete a draft of the logic model before the next workshop. One option is to create a google doc of the logic model and have the group complete it asynchronously. Another option is to find a time for the group or a sub-group to meet to complete it together.
- Make sure there is a team lead who will be responsible for following up on next steps after each workshop.
- Remind the group of the date, time, and place of the next workshop, workshop 1b.

Evaluating Professional Learning:
A Workshop Series Companion to the Tool

Phase 1: Preparing for Evaluation
Workshop 1B

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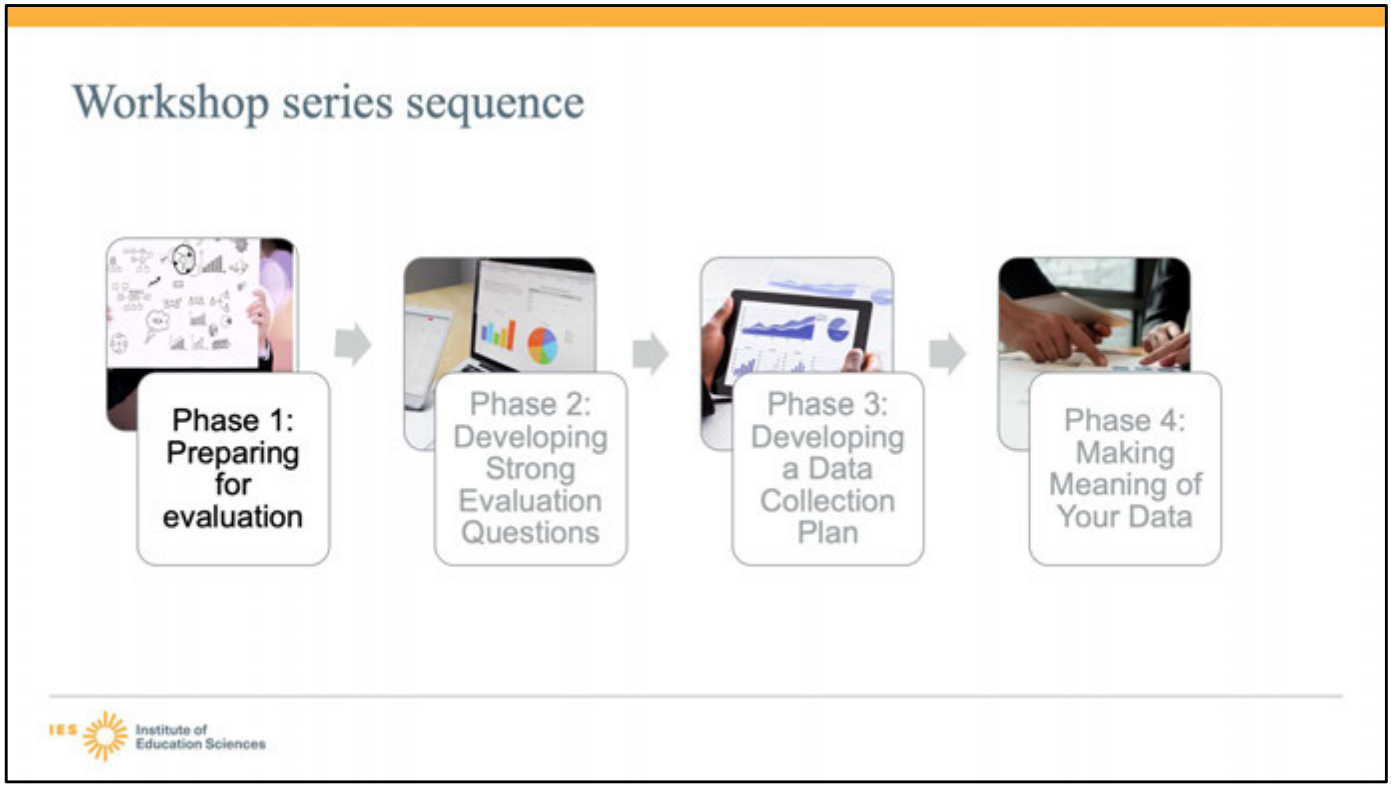
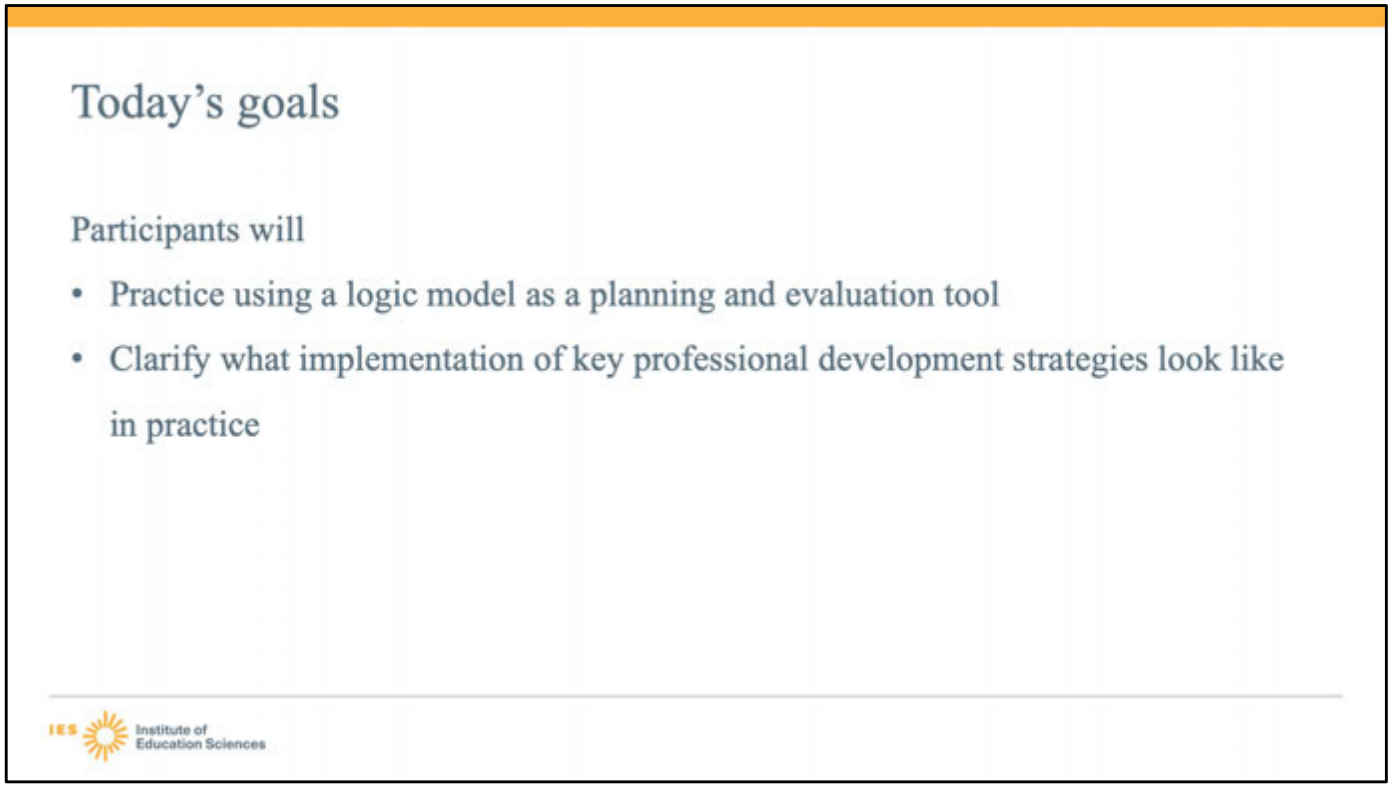
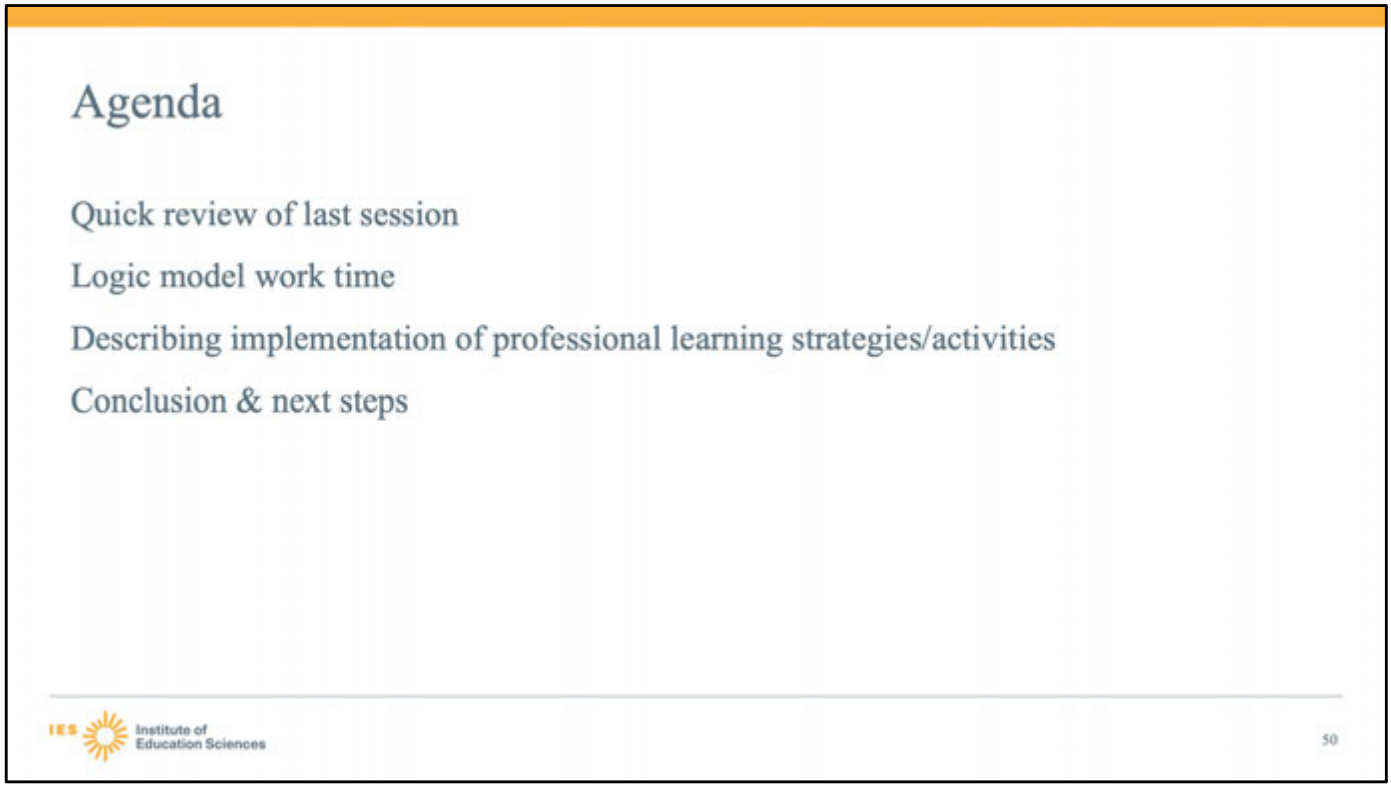


- Remind participants of this workshop series will guide you through a four-phased evaluation process.
- Today, we will complete the first phase, which includes developing a logic model and defining effective implementation.
- Briefly remind participants of the three phases ahead.



Review the goals for today's workshop



Review the agenda for today's workshop

Logic Model Work Time

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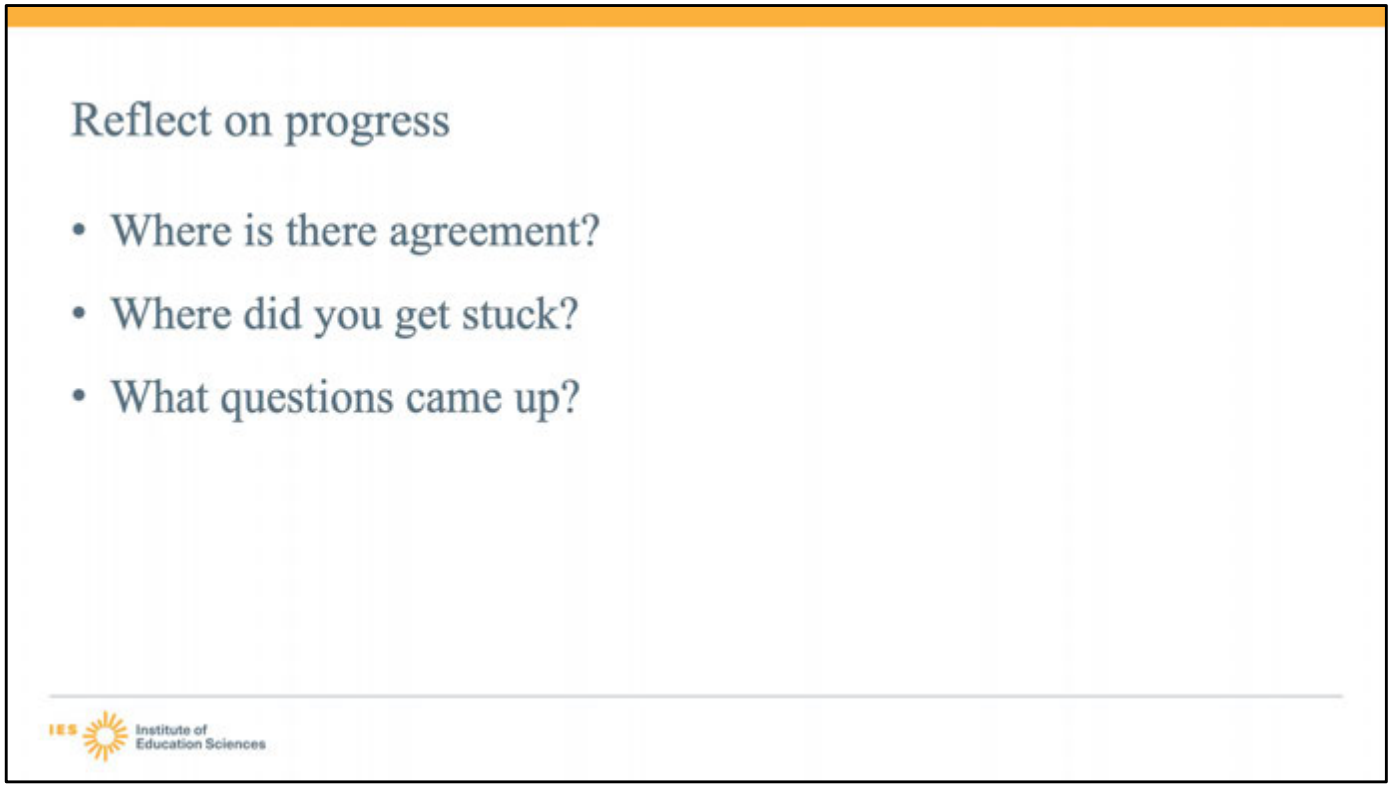

- Bring up logic model that was completed for homework. Ask participants to share any questions, challenges, and thoughts about the logic model process. Provide feedback and ask questions to help the group clarify and refine their logic model.
- Be sure to that the different components of the logic model connect to one another. In particular, be sure that there is at least one activity/strategy is connected to each outcome and vice versa.
- Remind the group that logic models are working documents and that we will continue to revisit it and refine it throughout the process.

Describing Implementation of PD Strategies/Activities

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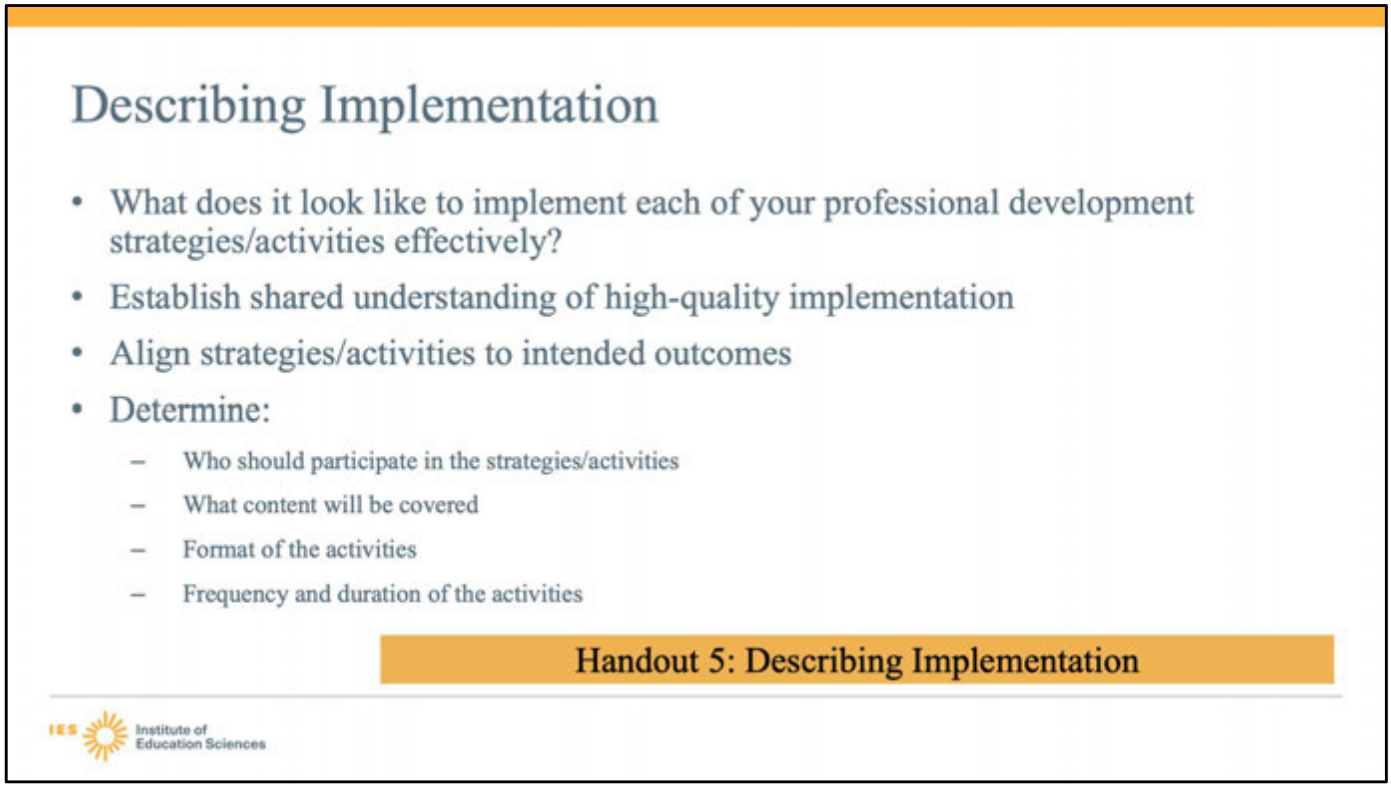
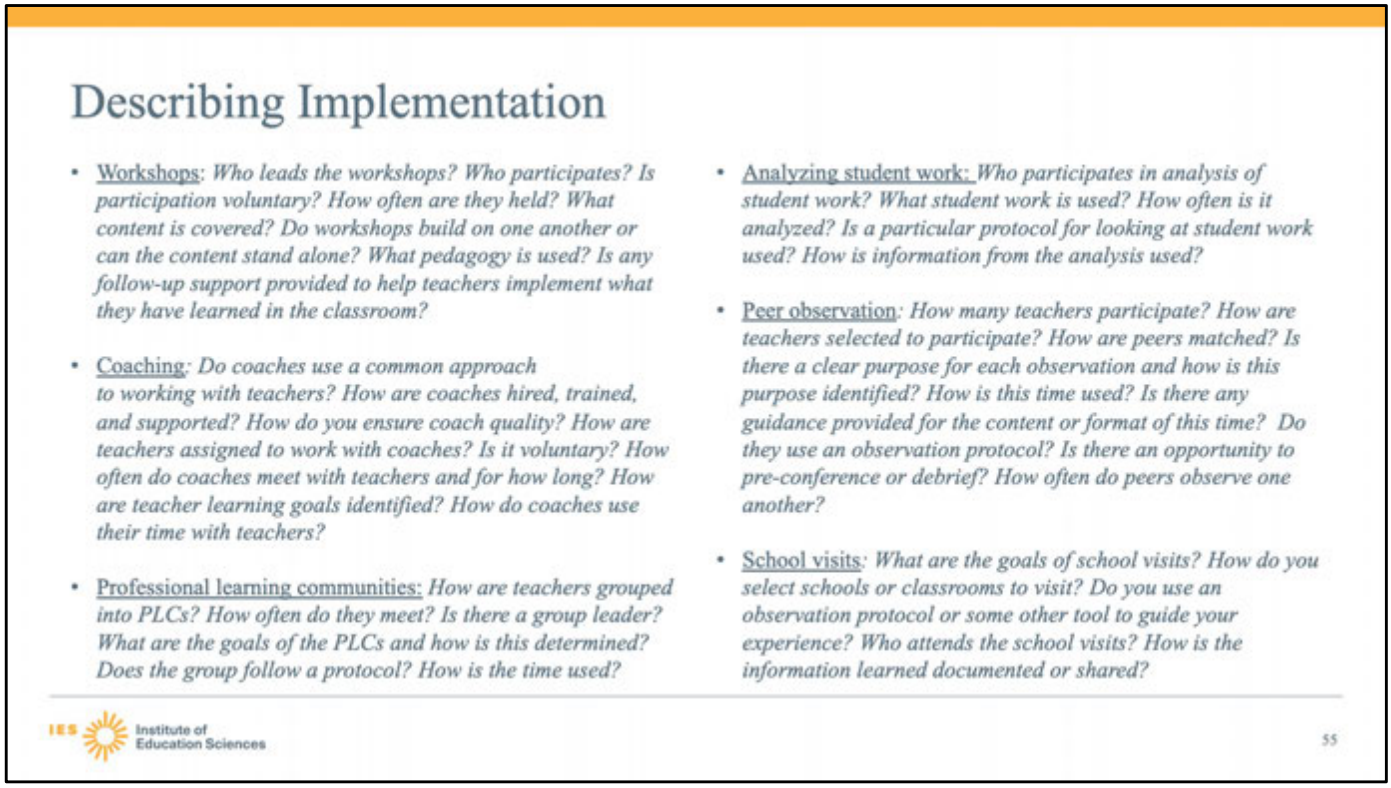
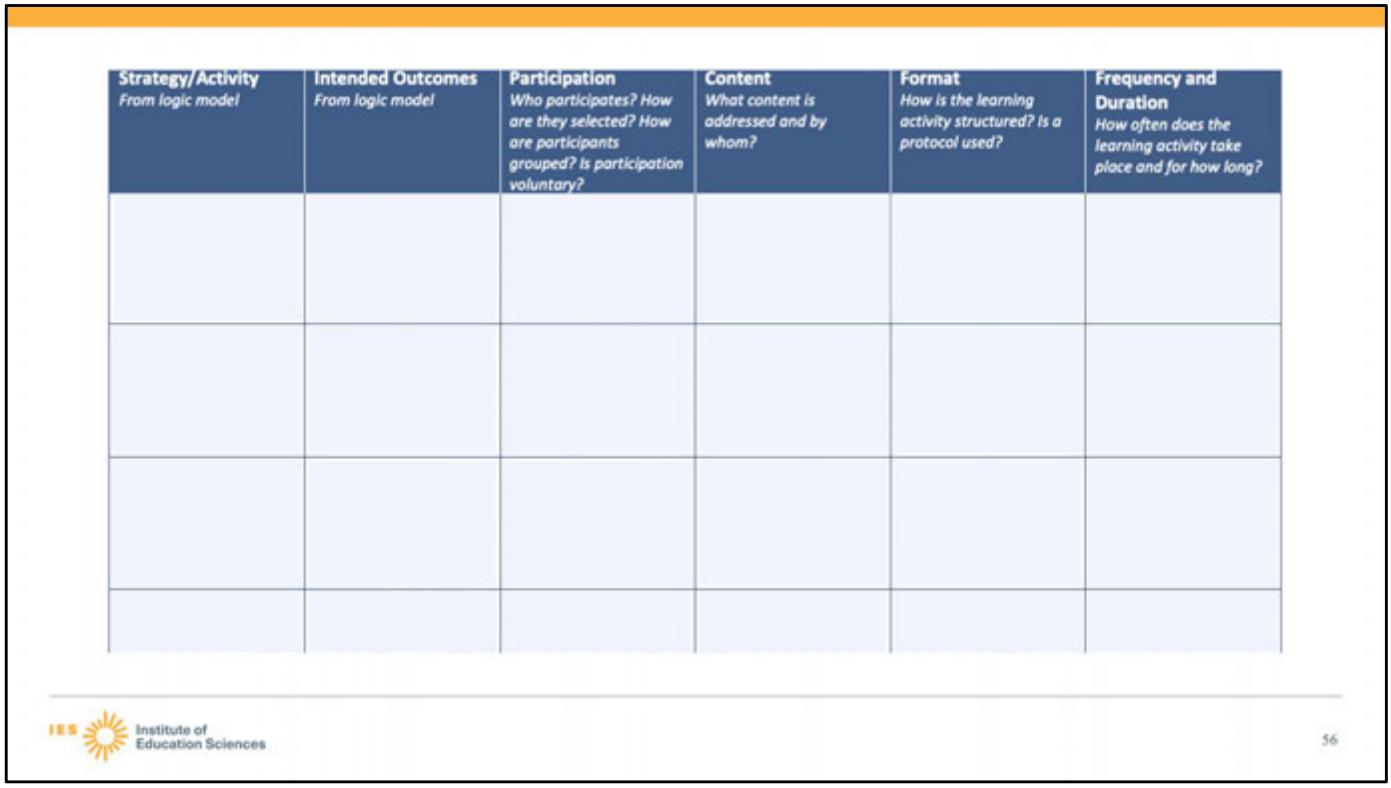


- Explain that establishing a clear understanding of the components of effective implementation that is shared among your team is critical to ensuring strong and consistent implementation and successful evaluation.
- In an evaluation, it is important that you are able to determine the extent to which implementation happened as intended. If an outcome isn't achieved, knowing whether the related strategy or strategies were implemented well will help you determine next steps. If a strategy wasn't implemented as intended, next steps should focus on improving implementation. But if the strategy was implemented appropriately and the outcome wasn't achieved, you may need to modify the strategy in your logic model.
- Distribute handout 5.
- The activity on handout 5 guides you to articulate what good implementation looks like for each of the strategies/activities in your logic model.

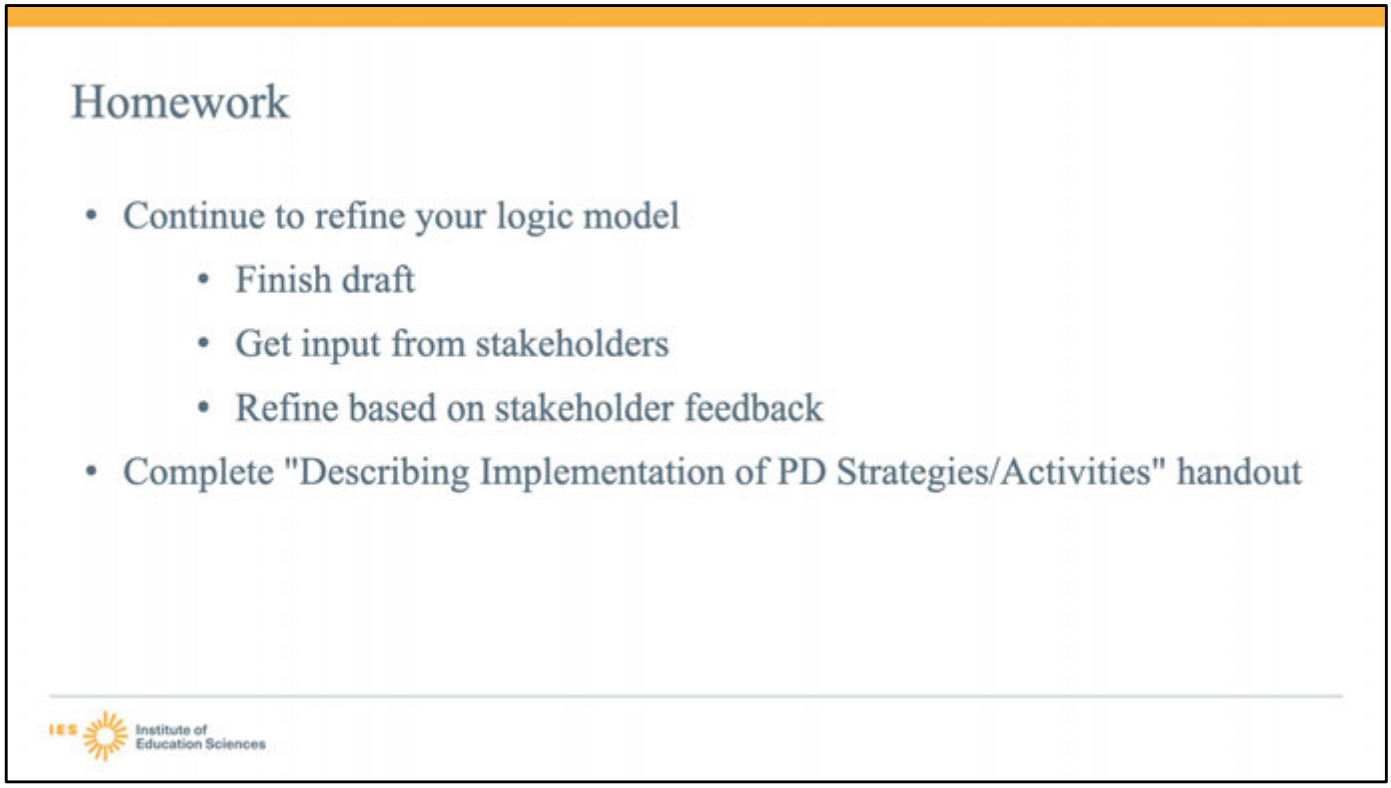


- Tell participants that these are some of the prompts included on your handout to prompt your thinking about implementation of each of your strategies/activities.
- Walk through a few examples and give participants a minute or two to read the others.



- Select one strategy/activity from the logic model and complete the chart, soliciting suggestions from participants.
- Continue this for each of the strategies/activities from the logic model. Or, consider breaking into partners or small groups to complete the remaining strategies/activities in the logic model, with each group working on different strategies/activities. Then, return to the whole group and have each group or pair share out. Come to agreement among the whole group for the descriptions of strong implementation.

Next Steps



- Review homework and identify next steps.
- Tell participants that it is good practice to share logic models with other stakeholders to get their feedback and input. Ask participants to identify other perspectives that are not represented on the team that they might want to include in the logic model development process.

- Tell participants that the next workshop will focus on developing strong evaluation questions that are aligned with your logic model.
- Tell the participants the date and time of the next workshop.

References and resources

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