

Part 2

Maine Professional Development Model A Tour of the Components

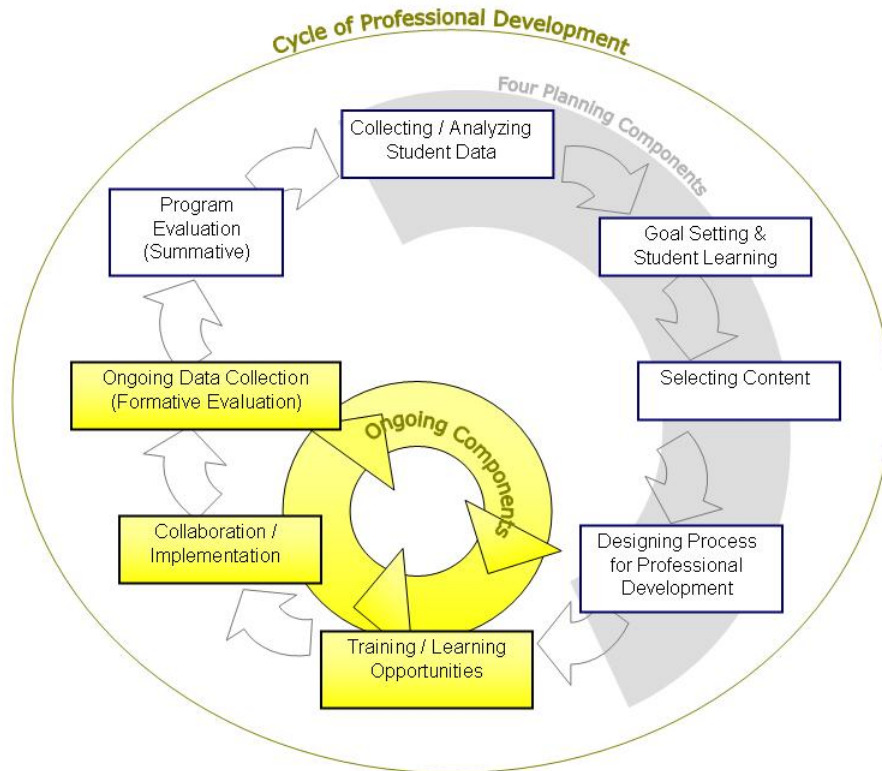


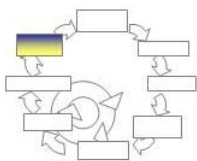
Maine Professional Development Model

Student Learning – the Center of School Improvement and Staff Development

Operating Principles

- √ Focus on Curriculum, Instruction and Assessment
- √ Participative Decision-making (School & District)
 - √ Leadership
 - √ Simultaneity





VI. Program Evaluation (Summative)

The effectiveness of professional development is judged by student learning outcomes. Determination of the efficacy of a professional development program is based on two factors: whether or not the content was implemented as planned and whether or not students acquired the desired knowledge/skills/behaviors. This judgment is based on both formative and summative evaluation data. The quality of the evaluation is contingent upon having clearly stated goals that target improvement in student performance. A professional development program is successful when it achieves its student learning goals.

A. Overview of the Component

While ongoing data collection (formative evaluation) entails frequent measurement of targeted outcomes and guides training decisions and program adjustments, program (summative) evaluation address the question “Does this intervention work?”

Measures of program effectiveness generally occur at greater intervals—perhaps yearly—or on whatever schedule the district/school has established for taking stock of its progress toward student achievement goals. Regardless of how the program is evaluated, these data are used in the school’s decision-making as it plans next steps.

Next Few Pages:

- A. Overview of Component
- B. Applying the Model’s Operating Principles
- C. Steps to Consider

B. Applying the Model’s Operating Principles

The actions listed below are examples of how the four Operating Principles may be applied to support program evaluation. *After studying this component, you will want to develop your own operating principles:*

Operating Principles

- √ Focus on Curriculum, Instruction and Assessment
- √ Participative Decision-making (School & District)
 - √ Leadership
 - √ Simultaneity

Focus on Curriculum, Instruction and Assessment

- ❑ The measurement of the effectiveness of the professional development program is focused on student results in the goal area. The outcomes of the initiative are judged on student learning results.
- ❑ Assessment instruments used to set goals are used to measure outcomes.
- ❑ Instruments used may include standardized achievement tests as well as student performance assessments in the area being addressed in professional development.

Participative Decision-making

- ❑ All teachers responsible for instruction should know the intended outcomes of the professional development from the onset of the initiative as well as how the professional development will be evaluated.

- ❑ The PD leadership team works with the faculty and administration to inform the entire faculty, board, and other interested parties about what was learned through the summative evaluation.

Leadership

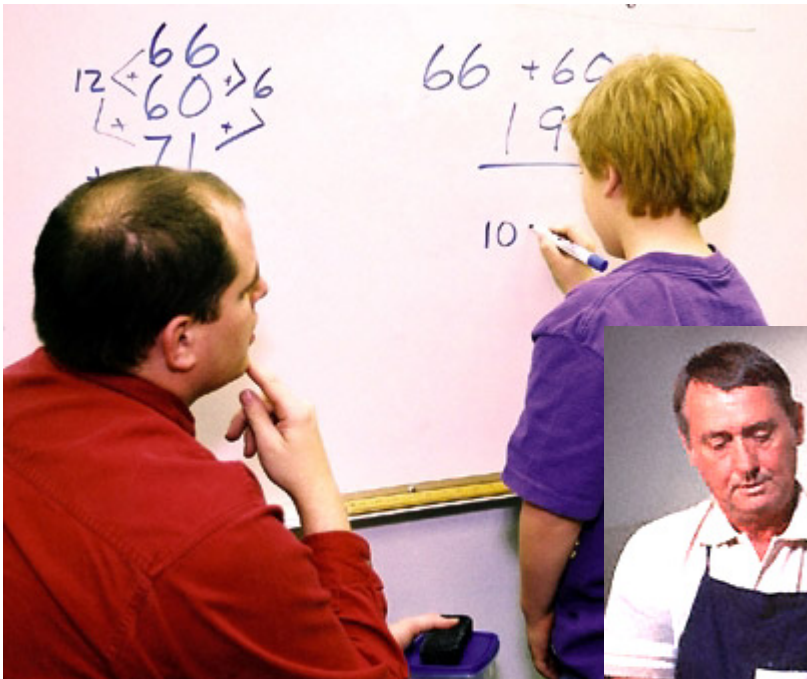
- ❑ Leaders use summative data to make decisions about next steps and future professional development actions.

Simultaneity

- ❑ Communication with stakeholders continues throughout the cycle.

Common Pitfalls

- ❑ Decisions are made to discontinue a professional development initiative without considering whether or not professional development was fully implemented.
- ❑ Evaluators look at teacher perceptions of student benefit rather than actual student performance as measured by a pre and post assessment.
- ❑ Evaluators judge the effectiveness of professional development based on teacher satisfaction with training events and do not include actual measures of implementation.



C. Steps to Consider – Program Evaluation (Summative)

The following steps are offered as a suggested guide to help local districts evaluate their planning of professional development. The professional development planning process will not always follow a linear sequence, so the sequence below is not critical. The Tools and Resources suggested for each step are available in the Appendix.

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| <ul style="list-style-type: none"> ❑ Define and design the program evaluation plan for the evaluation. <ul style="list-style-type: none"> ○ Review the Technical Assistance for the District Professional Development Program Evaluation Plan as part of the CSIP (See Constant Conversation Question 3 and 4 and CSIP Goal Oriented Approach to Program Evaluation) ○ Review Goal-Oriented Summative Program Evaluation questions. ○ Consider the Program Evaluation Standards as you plan. (The Program Evaluation Standards are considered the “gold standard for the process of program evaluation.) ○ Record plan for program evaluation in the District Professional Development Plan.
 ❑ Organize, and display formative & summative data
 Show results throughout the implementation of the program.
 Include: <ul style="list-style-type: none"> ○ Teacher implementation data; ○ Student performance data.
 ❑ Analyze findings <ul style="list-style-type: none"> ○ Following district protocol, engage staff in interpreting results from data collected. ○ Utilize staff input to form decision statement (include justification).
 ❑ Summarize findings <ul style="list-style-type: none"> ○ Answer the questions established in the Data Collection and Goal Setting stages. (Was progress made on indicators?)
 ❑ Facilitate discussion by the PD leadership team to determine the status of the initiative: <ul style="list-style-type: none"> ○ Continue the initiative as is; ○ Continue the initiative with changes; ○ Consider the initiative complete and begin decision-making process to select another professional development target. | <p>In Part 4, Tools and Resources</p>
<p>Part 1, p. 6, Constant Conversation Questions #3 and #4</p>
<p>2(eval).1. Goal Oriented Summative Program - Evaluation Questions</p>
<p>2(eval).2. Program Evaluation Standards</p>
<p>3(stan).1. District Professional Development Plan Worksheet</p>

<p>2(data).1c. QIC - Decide Protocol</p>

<p>2(eval).3. Program Evaluation - Reporting Our Data</p> |
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- ❑ **Communicate the decision to all stakeholders**
 - Record summary and distribute results through user-friendly opportunities such as school board meetings, PTA meetings, State of the District presentations, web site, letters to parents, news releases, etc.
- ❑ **Add data to Constant Conversation Question #1 in the next CSIP cycle**
- ❑ **Review the Operating Principles for Program Evaluation and design actions needed to support program evaluation.**

2(eval).4. Operating Principles for Program Evaluation



Notes