

Part 4

Tools & Resources



I. Tools List

Part 1, Introduction to Training		<i>IV. Designing Process for PD</i>	
1(intro).1.	Ways to Help Your Community Understand Staff Development	2(proc).1.	Joyce B & Showers B. (1995) <i>Student Achievement Through Staff Development</i> . White Plains, NY: Longman, pp. 110-113. Includes Discussion Guide
1(intro).2.	Example of a Public Declaration	2(proc).2.	Design of Professional Development
1(intro).3.	School Improvement Staff Development: Evaluating Current Plans	2(proc).3.	Alpha District Case Study
Part 2, Tour of the Model Components		2(proc).4.	Operating Principles for Designing PD Process
<i>I. Collecting & Analyzing Data</i>		<i>V. Components of the Ongoing Cycle</i>	
2(data).1.	Generate Questions to Study Student Needs: a. Sample Q's to Ask of Data b. QIC Decide Tool c. What We Need to Know about Our Student	2(cycle).1.	Implementation Plan Worksheets
2(data).2.	Where to Find Answers to our Questions	2(cycle).2.	Examples of Others' Implementation Plans & Logs
2(data).3.	How to Find Answers for the Sample Questions	2(cycle).3.	Examples of How Others Have Monitored Their Implementation
2(data).4.	Maine Public Schools: Comprehensive Student Assessment System	2(cycle).4.	How Will You Monitor Your Implementation - Worksheet (Implementation Protocol)
2(data).5.	Organize and Analyze Data	2(cycle).5.	A Guide for Collaborative Structures
2(data).6.	MEA Item Analysis Summary	2(cycle).6.	How Three Schools Designed Collaborative Teams
2(data).7.	Additional Measures	2(cycle).7.	Examples: Collaborative Team Minutes and Logs
2(data).8.	Analyze & Report Data – Response Sheet	2(cycle).8.	Pine Valley : How One District Studied Its Implementation
2(data).9.	Operating Principles for Collecting/ Analyzing Data	2(cycle).9.	Finding Time for Training and Collaboration
<i>II. Goal Setting</i>		2(cycle).10.	Examples of School PD Calendars
2(goal).1.	Trajectories - State of Maine & District	2(cycle).11.	Examples of One Project's Plan for Collecting Formative Data
2(goal).2.	District-Level Professional Development Targets, with Worksheets	2(cycle).12.	Formative Data Plan Worksheet
2(goal).3.	Operating Principles for Collecting/ Analyzing Data	2(cycle).13.	Combining Your Own Implementation and Formative Data
<i>III. Selecting Content</i>		2(cycle).14.	Operating Principles for the Ongoing Cycle
2(content).1.	Slavin's <i>A Reader's Guide to Scientifically Based Research</i> ; Discussion Guide	<i>VI. Program Evaluation (Summative)</i>	
2(content).2.	Scientifically Based Research Activity, with Sample of a Completed Documentation Form and a Discussion Guide	2(eval).1.	Goal Oriented Summative Program - Evaluation Questions
2(content).3.	Examples of Processes to Follow to Select Content b. Examples of Processes -Selecting Content Example 1: Winfield-Mount Union & AEA16 Example 2: Mid-Continent School District	2(eval).2.	Program Evaluation Standards
2(content).4.	Operating Principles for Selecting Content	2(eval).3.	Guskey's 5 Levels of Evaluation
		2(eval).4.	Program Evaluation - Reporting Our Data
		2(eval).5.	Operating Principles for Program Evaluation
		Part 3, Maine Standards for PD & Teaching	
		3(stan).1.	Drafting the District Professional Development Plan, with Constant Conversation Q's
		3(stan).2.	Four Samples of Individual Professional Development Planning Tools
		General	
		gen-1.	Common Assessment Terminology
		gen-2.	Acronyms and Abbreviations
		gen-3.	Four Operating Principles

Tool 2(eval).1. Goal Oriented Summative Program - Evaluation Questions (one page)

Goal-Oriented Summative Program Evaluation

Several methods of goal-oriented summative program evaluation appear in the literature (i.e. Guskey (2000), Killion (2002), NCREL (2003), Thomas (1994), and United Way (1996)). The following list is a compilation of parts that appear in multiple models. Data Driven Leadership (DDL) is another place to look for information regarding many the steps involved in evaluation.

Define the purpose of the evaluation.

- What key questions need to be answered?
- Who will be the audience(s) for the results?
- How will the results be used?

Design the assessment including criteria and indicators.

- What do you plan to measure?
- Who will be responsible?
- How will you know if change has occurred?
- Do you have sufficient money, time, and people to complete as designed?

Identify data sources and strategies for gathering evidence.

- What data will you collect?
- When will it be collected?
- Did you include implementation evidence?
- What additional information will help you understand your results?

Organize, analyze and interpret the data.

- Do you see patterns in the data?
- What does our data tell us about student performance?

Consider the relationship between your goal and your outcomes.

- What change was observed?

Use and report your evaluation outcomes.

- What form will your report take?
- What will be the uses of the evaluation?

Evaluate your evaluation.

Note

Program Evaluation Standards

The Program Evaluation Standards, established by sixteen professional associations, identify evaluation principles that, when addressed, should result in improved program evaluations containing the four attributes of utility, feasibility, propriety, and accuracy described below. Guidelines and illustrative cases to assist evaluation participants in meeting each of these standards are provided in *The Program Evaluation Standards* published by Sage (1994). The cases discussed are based in a variety of educational settings that include schools, universities, medicine, business, government, and law.

Utility Standards

The utility standards are intended to ensure that an evaluation will serve the information needs of intended users.

Stakeholder Identification. Persons involved in or affected by the evaluation should be identified, so that their needs can be addressed.

Evaluator Credibility. The persons conducting the evaluation should be both trustworthy and competent to perform the evaluation, so that the evaluation findings achieve maximum credibility and acceptance.

Information Scope and Selection. Information collected should be broadly selected to address pertinent questions about the program and be responsive to the needs and interests of clients and other specified stakeholders.

Values Identification. The perspectives, procedures, and rationale used to interpret the findings should be carefully described, so that the bases for value judgments are clear.

Report Clarity. Evaluation reports should clearly describe the program being evaluated, including its context, and the purposes, procedures, and findings of the evaluation, so that essential information is provided and easily understood.

Report Timelines and Dissemination. Significant interim findings and evaluation reports should be disseminated to intended users, so that they can be used in a timely fashion.

Evaluation Impact. Evaluations should be planned, conducted, and reported in ways that encourage follow-through by stakeholders, so that the likelihood that the evaluation will be used is increased.

Tool 2(eval).2. Program Evaluation Standards (p. 2 of 3)

Feasibility Standards

The feasibility standards are intended to ensure that an evaluation will be realistic, prudent, diplomatic, and frugal.

Practical Procedures. The evaluation procedures should be practical, to keep disruption to a minimum while needed information is obtained.

Political Viability. The evaluation should be planned and conducted with anticipation of the different positions of various interest groups, so that their cooperation may be obtained, and so that possible attempts by any of these groups to curtail evaluation operations or to bias or misapply the results can be averted or counteracted.

Cost Effectiveness. The evaluation should be efficient and produce information of sufficient value, so that the resources expended can be justified.

Propriety Standards

The propriety standards are intended to ensure that an evaluation will be conducted legally, ethically, and with due regard for the welfare of those involved in the evaluation, as well as those affected by its results.

Service Orientation. Evaluations should be designed to assist organizations address and effectively serve the needs of the full range of targeted participants.

Formal Agreements. Obligations of the formal parties to an evaluation (what is to be done, how, by whom, when) should be agreed to in writing, so that these parties are obligated to adhere to all conditions of the agreement or formally to renegotiate it.

Rights of Human Subjects. Evaluations should be designed and conducted to respect and protect the rights and welfare of human subjects.

Human Interactions. Evaluators should respect human dignity and worth in their interactions with other persons associated with an evaluation, so that participants are not threatened or harmed.

Complete and Fair Assessment. The evaluation should be complete and fair in its examination and recording of strengths and weaknesses of the program being evaluated, so that strengths can be built upon and problem areas addressed.

Disclosure of Findings. The formal parties to an evaluation should ensure that the full set of evaluation findings along with pertinent limitations are made accessible to the persons affected by the evaluation, and any others with expressed legal rights to receive the results.

Conflict of Interest. Conflict of interest should be dealt with openly and honestly, so that it does not compromise the evaluation processes and results.

Fiscal Responsibility. The evaluator's allocation and expenditure of resources should reflect sound accountability procedures and otherwise be prudent and ethically responsible, so that expenditures are accounted for and appropriate.

Tool 2(eval).2. Program Evaluation Standards (p. 3 of 3)

Accuracy Standards

The accuracy standards are intended to ensure that an evaluation will reveal and convey technically adequate information about the features that determine worth of merit of the program being evaluated.

Program Documentation. The program being evaluated should be described and documented clearly and accurately, so that the program is clearly identified.

Context Analysis. The context in which the program exists should be examined in enough detail, so that its likely influences on the program can be identified.

Described Purposes and Procedures. The purposes and procedures of the evaluation should be monitored and described in enough detail, so that they can be identified and assessed.

Defensible Information Sources. The sources of information used in a program evaluation should be described in enough detail, so that the adequacy of the information can be assessed.

Valid Information. The information gathering procedures should be chosen or developed and then implemented, so that they will assure that the interpretation arrived at is valid for the intended use.

Reliable Information. The information gathering procedures should be chosen or developed and then implemented, so that they will assure that the information obtained is sufficiently reliable for the intended use.

Systematic Information. The information collected, processed, and reported in an evaluation should be systematically reviewed and any errors found should be corrected.

Analysis of Quantitative Information. Quantitative information in an evaluation should be appropriately and systematically analyzed, so that evaluation questions are effectively answered.

Analysis of Qualitative Information. Qualitative information in an evaluation should be appropriately and systematically analyzed, so that evaluation questions are effectively answered.

Justified Conclusions. The conclusions reached in an evaluation should be explicitly justified, so that stakeholders can assess them.

Impartial Reporting. Reporting procedures should guard against distortion caused by personal feelings and biases of any party to the evaluation, so that evaluation reports fairly reflect the evaluation findings.

Metaevaluation. The evaluation itself should be formatively and summatively evaluated against these and other pertinent standards, so that its conduct is appropriately guided and, on completion, stakeholders can closely examine its strengths and weaknesses.

Tool 2(eval).3. Program Evaluation Standards (p. 1 of 2)

Critical Levels of Professional Development Evaluation*

Level	Description	Example
Level I – Participants Reaction	Questions at this level focus on whether participants liked a particular professional development activity. When they completed the experience, did they feel their time was well spent? Did the material make sense? Were the activities meaningful? Was the leader or instructor knowledgeable and helpful? Do they believe what they learned will be useful?	
Level II - Participant’s Learning	This level focuses on measuring the knowledge, skills, and perhaps the new attitudes that participants gained.	
Level III – Organizational Support and Change	Questions at this level focus on the organizational characteristics and attributes necessary for success. Was the advocated change aligned with the organization’s mission? Was change at the individual level encouraged and supported at all levels? Did the program or activity affect organizational climate and procedures? Was administrative support public and overt? Were problems addressed quickly and efficiently? Were sufficient resources made available, including time for sharing and reflection?	

	Were successes recognized and shared?	
Level IV – Participants’ Use of New Knowledge and Skills	Here the central question is: Are participants using what they learned, and using it well?	
Level V – Student Learning Outcomes	Here we address “the bottom line” in education: What was the impact on students? Did the professional development program or activity benefit students in any way?	

* From:
“The Age of our Accountability”, Thomas R. Guskey, Journal of Staff Development, Fall 1998, Volume 19, Number 4
 Notes

Tools **2(eval).4.** Program Evaluation - Reporting Our Data (one page)

Program Evaluation - Reporting Our Data

School/District Name: _____ Data Analyzed By: _____
Data Collection Period: _____ Date of Analysis: _____

Student Data
Record results or attach a report

____ MEA
____ Diagnostic:
____ List all indicators for CSIP goals

Implementation Data
Record results or attach a report

____ _____
____ _____
____ _____
____ _____
____ Other: _____

Other Data

____ Other: _____

-
- 1. What do you notice when you look at these data?**
Do you have data for all students? ...Do you have data for all teachers?
What are you comfortable saying about student achievement based on these results?
Did our students grow as anticipated during the period of implementation of our new content?
Did all students grow equally, or did our professional development content work better for some groups of students?
What are you comfortable saying about the implementation of professional development based on these results?
Did all teachers implement equally, or did some teachers implement the new content more frequently or more accurately than others?
Are these results consistent with our formative evaluation?
 - 2. What additional questions do these data generate?**
 - 3. What do these data indicate students need to improve?**
Do we need to set new goals and a new professional development target?
Based on these data, what can we infer teachers/administrators need to improve?
Do we need to plan additional supports to facilitate implementation?
 - 4. What do the results and their implications mean for your district's comprehensive school improvement plan/district career development plan?**
Should we continue the professional development initiative as is?
Should we continue the initiative with changes?
Should we consider the initiative complete and begin the decision making process to select another professional development target?

Notes

2(eval).5. Operating Principles for Program Evaluation (one page)

Attention to Quality Standards for Program Evaluation

List actions taken to support program evaluation.

1. Identify technical assistance needed to ensure that this component of the Maine Professional Development Model is fully supported.
2. Consider possible pitfalls and strategies to avoid them.

Focus on Research to Drive Curriculum, Instruction and Assessment

Technical Assistance Needed:

Focus on Participative Decision Making

Technical Assistance Needed:

Focus on Organizational Alignment

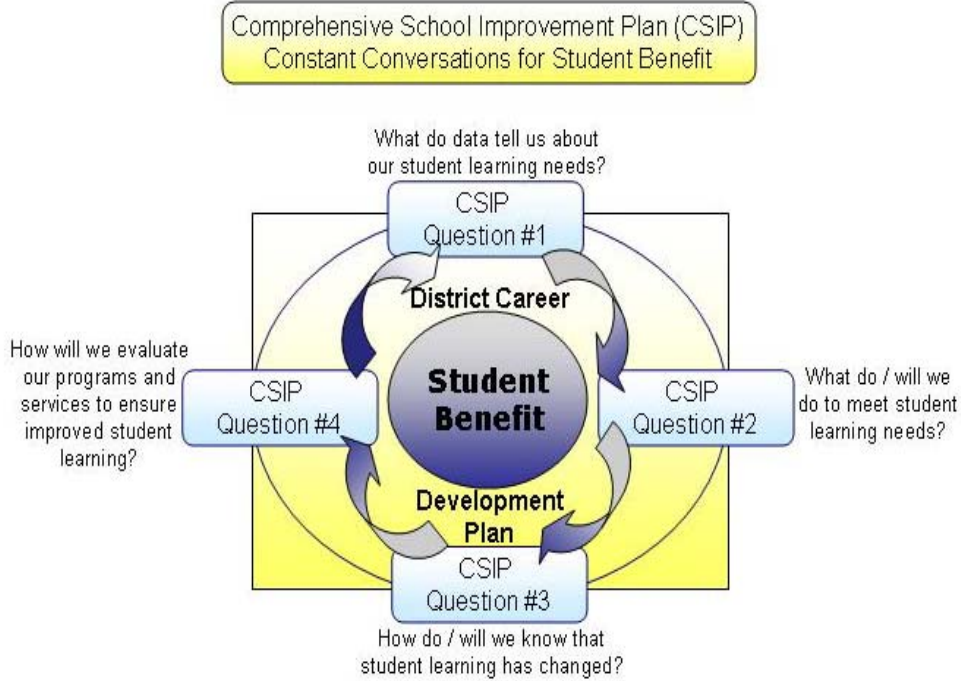
Technical Assistance Needed:

Focus on Results

Technical Assistance Needed:



Comprehensive School Improvement Plan (CSIP)
Constant Conversation Questions for Student Benefit
 Framework to Guide Thinking



School districts can develop a CSIP framed around the following four questions that represent the common teaching and learning connections among all state and federal programs. The sub-questions represent only one way to think through the processes that will lead to a clear and usable plan focused on student benefit.

1. What do data tell us about our student learning needs?

- A. What data do we collect?
- B. How do we collect and analyze data to determine prioritized student learning needs?
- C. What did we learn through this data analysis?
- D. From the data analysis, what are our prioritized student needs?
- E. How will we develop goals and actions based upon the prioritized needs?

2. What do/will we do to meet student learning needs?

- A. What long-range goals have been established to support prioritized student needs?
- B. What process will be used to determine what we will do to meet the long-range goals?
- C. What is our current practice to support these long-range goals?
- D. How is our current practice aligned with or supported by the research base?
- E. What gaps exist between our current practice to support long-range goals and the research base (include curriculum and instruction)?
- F. What actions/activities will we use to address prioritized needs, established goals, and any gaps between current and research-based practice?
- G. How will we support implementation of the identified actions?

3. How do/will we know that student learning has changed (student data)?

- A. How will we know student learning has changed over time in relation to our long-range goals?

4. How will we evaluate our programs and services to ensure improved student learning (implementation data)?

- A. What strategies/process will we use to evaluate how well the activities were implemented?
- B. What implementation data will we collect, analyze, and use to determine how well each program/service has been implemented to support our CSIP goals?