

# Is it working? Tracking outcomes of Professional Development

Title I & Title IIA Statewide Conference  
June 3, 2016

MASSACHUSETTS DEPARTMENT OF  
ELEMENTARY AND SECONDARY  
**EDUCATION**



# Agenda

- ★ Overview of PD cycle
- ★ Approaches to measuring outcomes
- ★ Leicester Public Schools
- ★ Cohasset Public Schools
- ★ Questions



# Context

- ★ Nationally, measures of PD quality are not reassuring
- ★ There are useful practices in MA and elsewhere
- ★ Upcoming TIIA workbook:

Data to be collected to monitor staff and/or student outcomes (check all applicable):

- |   |  |   |  |
|---|--|---|--|
| <input type="checkbox"/> Educator evaluation          | <input type="checkbox"/> Educator survey | <input type="checkbox"/> Student behavior | <input type="checkbox"/> Educators' post-PD assessment of learning |
| <input type="checkbox"/> State assessment             | <input type="checkbox"/> Student survey  | <input type="checkbox"/> Student work     | <input type="checkbox"/> Learning walks                            |
| <input type="checkbox"/> Local assessment (describe): | <input type="text"/>                     |   | <input type="checkbox"/> Other: <input type="text"/>               |

- ★ Standard 4: "High-quality PD is assessed to ensure that it is meeting the targeted goals and objectives"



# PD Cycle

After selecting PD initiatives...

- ★ Create/select the assessment instruments
- ★ Analyze formative PD assessment data
- ★ Collect and analyze final outcome data
- ★ [www.doe.mass.edu/pd/PlanAssess/](http://www.doe.mass.edu/pd/PlanAssess/)



*Title IIA can fund initiatives to determine the effectiveness of PD, as this is part of the Needs Assessment process*



# Who measures it?

While some districts hire consultants, or have data analysts track PD outcomes, others may want to increase their current staff's capacity.

# How do we measure it?

- ★ May supplement quantitative data with qualitative data
- ★ Keep in mind the **data that informed the decision** to fund this PD in the first place



# What's the metric?

1. Participant reactions/satisfaction
2. Participants' learning
3. Organizational change & support
4. Participants' application of new skills
5. Student outcomes

## How some districts

### measure levels 4 & 5:

- ★ Look-for ← This doesn't tell us whether PD met its goals, but it's a start
- ★ Impact on achievement gaps for SPED & ELLs
- ★ Pre- and post-assessments of students, purposefully aligned to PD ← Changes showing up in observations
- ★ Student work
- ★ Evaluations pertinent to PD initiatives ← End goal of the PD

**It's not about proving 100% causality**

Adapted from Guskey, T. *Does it make a difference? Evaluating professional development.*



# Purposeful Professional Development

Leicester Public Schools



# Getting started

We have a Professional Development Committee made up of central office staff, administrators, and teachers that meet on a regular basis to discuss district PD

The PD Committee began by looking at the Massachusetts Standards for High Quality Professional Development

Using sticky notes, members of the committee were asked to prioritize the High Quality Indicators

A sideways bar graph showed immediate trends in 4 areas (2, 5, 6 & 10)

The consensus for these areas shaped our district's [HQPDP Focus Goals](#)

## Massachusetts Standards for High Quality Professional Development (HQPDP)

### Characteristics of High Quality PD:

- 1 Has SMART goals relevant to student outcomes
- 2 Aligned with goals and priorities
- 3 Designed based on the analysis of data
- 4 Assessed to ensure goals met
- 5 Promotes collaboration
- 6 Advances an educator's ability to apply learnings
- 7 Models good pedagogical practice
- 8 Makes use of relevant resources to meet goals
- 9 Facilitated by knowledgeable professionals
- 10 Is coherent and connected

[See the full standards for more information](#)





# Feedback

We provided our staff with [Professional Development Feedback Sheets](#) that directly correlated with HQPD indicators.

Feedback from all schools was reviewed at Professional Development Committee Meetings.

Learning Walk findings and trends were communicated with staff in 1-2 days.



# Next Steps... Increasing Two Way Communication

## Root Cause Analysis

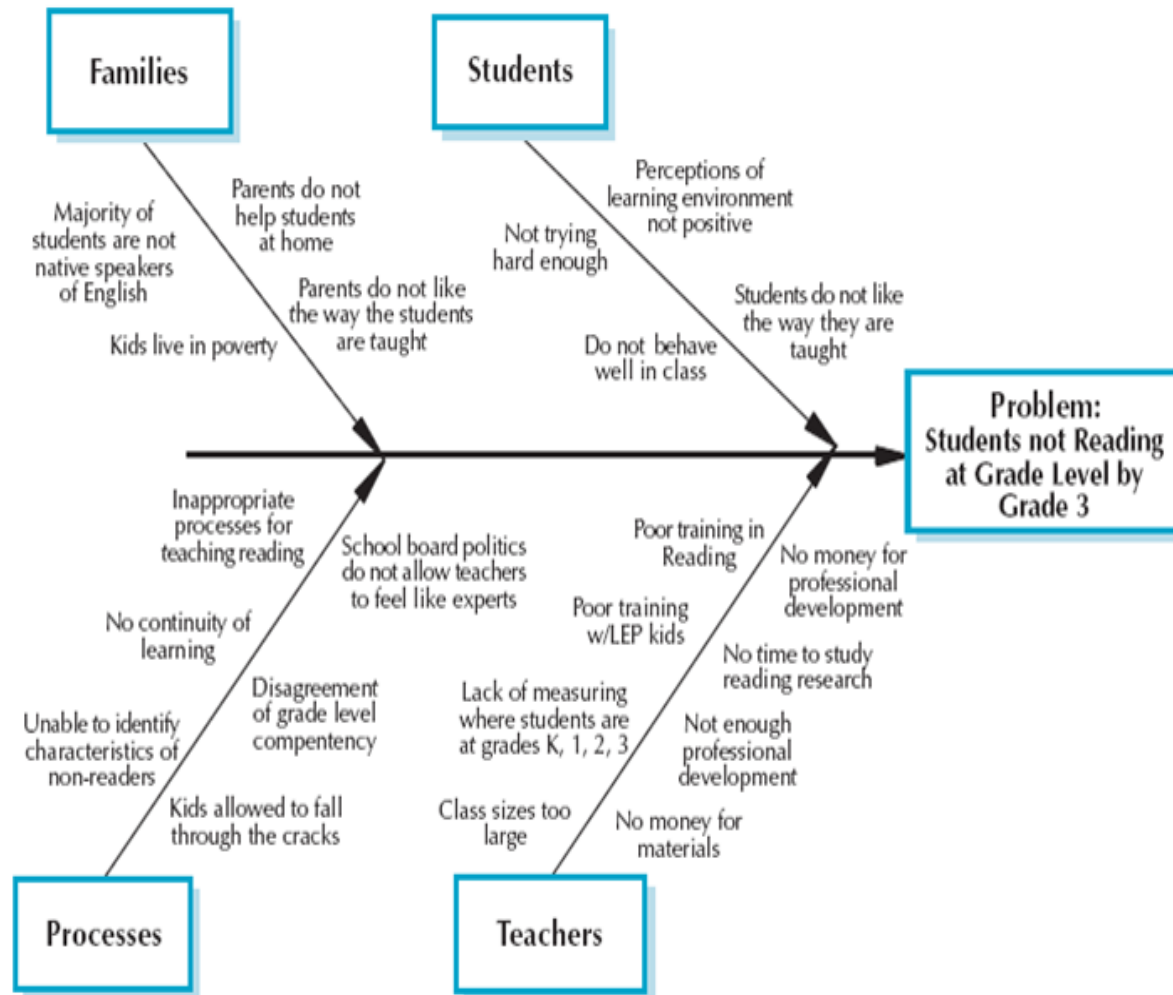
- Fish Bone Activity
- Progress Monitoring Matrix

Completing these analysis activities with our Teacher Leaders, who will in turn bring the information to their grade level teams for feedback

*How will you grow?*



# Fishbone Activity



# Progress Monitoring Model/Graph

<b>Action Step Progress Indicator</b>	<b>Benchmark/ Progress Monitoring Data</b>	<b>Results</b>	<b>Questions</b>	<b>Next Steps</b>

# **COHASSET PUBLIC SCHOOL DISTRICT**

## **TITLE IIA**

### **ASSESSMENT OF PROFESSIONAL DEVELOPMENT**

# ASSESSMENT OF PROFESSIONAL DEVELOPMENT

## Enduring Understandings:

- All participants are part of the decision and planning of the Professional Development
- The initiative fits into the district global needs and other initiatives (Strategic Plan)
- All Professional Development initiatives are periodically reviewed and repeated if needed
- All Professional Development must either have a resulting product or data evaluation

## **INITIAL STEPS:**

- Survey, email, etc. of staff and/or have committees identify major professional development needs
- Initiatives selected address district goals
- Educators who are involved in the Professional Development are aware and in agreement: it is strongly supported or initiated by educators

## **ESSENTIAL QUESTION THAT DRIVES PD:**

How do we know that the Professional Development plan includes all stakeholders' input, impacts teaching and learning, is measurable, and is sustainable?



# PD Initiatives

- Wilson Reading
- Technology
- Positive Behavior Intervention Support  
[IAM \(PBIS: FISH\)](#)

# Questions?



# Parting words

“Keep in mind, too, that good evidence is not that hard to come by **if you know what you're looking for before you begin**. If you do a good job of clarifying your goals up front, most evaluation issues pretty much fall into line. The reason many educators think



evaluation at Levels 4 and 5 is so difficult, expensive, and time-consuming, is because they are coming in after the fact to search for results. It is as if they are saying, ‘We don't know what we are doing or why we are doing it, but let's find out if anything happened.’ **If you don't know where you are going, it's very difficult to tell if you've arrived.**” -Guskey, T. *Does it make a difference?*

*Evaluating professional development. ASCD 59(6) March 2002 p. 45-51*



# Parting words

"There is no question that evaluating the impact of professional development is more complex than evaluating the effectiveness of a new drug or medical treatment. There are more intervening steps... But hard is not impossible."

"The payoff will come not only in **increased teacher productivity and satisfaction**, but also, and more importantly, in **increased student learning and growth**." – Noyce, P. Sept. 12, 2006. *Professional Development: How Do We Know if it Works? Education Week. 26 (3) pp. 36-37.*



# Thank you!

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