# Phase III: Assess the Impact of PD

The assessment of PD can be broken down into two stages: formative and summative. This document contains a description of key steps for both stages, guiding questions for each step, and a summary of key areas for assessment.

**Step 1: Create or select the assessment instruments (e.g., surveys, focus group questions, pre- and post- assessments)**

* Do data collection instruments meet basic standards for validity and reliability? Are they appropriate for the content and format of the PD activity?
* Examples of evaluation instruments are surveys, focus group protocols, and observation protocols. When appropriate, are pre- and post-assessments in place? Regardless of format, are all PD assessment instruments in place?

**Step 2: Collect and analyze formative PD assessment data**

* Does the assessment plan have a specific protocol, schedule, and system in place to collect formative data around the effectiveness of the PD? Are there policies in place to account for security and confidentiality of the data?
* Who will conduct the analysis of the formative assessment data?
* How will the findings from the formative assessment data analysis be used to inform refinements to the PD?
* What types of changes are suggested by formative assessment data?

**Step 3: Collect and analyze final outcome data**

* Will the summative assessment instruments differ from the formative assessment instruments?
* Does the PD assessment plan have a specific protocol, schedule, and system in place to collect summative data around the effectiveness of the PD? Are there policies in place to account for security and confidentiality of the data?
* Who will conduct the analysis of the summative assessment data?
* How will the findings from the summative assessment data analysis be applied to future school or district PD planning?
* What types of changes does the data suggest should be made to the school or district’s PD planning process?

# FORMATIVE & SUMMATIVE STAGES

# **The Formative Stage**

During the formative stage of the PD assessment, the PD team collects and analyzes data at a time when program changes can be made. The team seeks information about the implementation of professional development and the attainment of educator knowledge and skills. It is also during this stage that the team attempts to understand if there have been any changes in educator practice resulting from PD activities. The results of this analysis can be used to make immediate adjustments to PD and to ensure that the quality of the PD implementation is maintained throughout the execution of the PD plan.

**The formative stage of the PD assessment should be on-going and iterative, driving mid-course adjustments to the PD plan.**

Possible adjustments include:

* Modifications to PD content (e.g., the facilitator reorders the content)
* Changes in the overall PD design (e.g., additional workshops are added to support content knowledge)
* Changes to organizational structures and policies (e.g., the principal repurposes faculty meetings to allow more time for educators to meet in PLCs)

The formative phase of PD assessment is set in motion once the PD team begins implementing the PD activities and continues until all activities are complete. Data analysis can begin while data is being collected. Based on the results of the analysis, the PD team makes necessary mid-course corrections and documents their findings for later use in Phase IV.

# **The Summative Stage**

The summative stage occurs at the conclusion of all professional development activities, at a point when the team has access to the necessary outcome data to analyze whether the goals of the PD were met. It is during this time that student outcomes are analyzed to determine the impact of the PD on student learning. The PD team documents whether goals were met and uses the results of the summative assessment to identify changes that must be made to the PD plan.

Results of the summative phase of the assessment yield information that help PD teams:

* Determine the degree to which the professional development goals and objectives were achieved.
* Inform decisions about the future of the professional development program.

A Summary of What to Assess

| What to Assess: The Hierarchy of Questions for Evaluating PD | | |
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| Formative and Summative Assessment of PD | **PD Implementation**  *Did the professional development occur as planned?* | Inputs  Were the necessary resources (supplies, technology, etc.) available? |
| Activities  Were the planned activities implemented?  In what ways, if any, did the implemented activities differ from what was planned (e.g., number of meeting times, length of the PD)? |
| Participation  Did the expected (types of) educators participate?  Did more educators participate than expected? Fewer? |
| **Educator Knowledge, Skills, and Disposition**  *How did educator practice change as a result of the PD?* | Reactions  Were educators receptive to the PD offered?  Did educators find the PD relevant and useful?  Did the PD support attainment of Educator Evaluation goals? |
| Knowledge, Skills, Disposition  Did educators’ knowledge of the content area increase as a result of their participation?  Are educators more skillful in the PD area?  Are educators confident in their ability to apply what they learned? |
| District/School Organizational Practices that Support PD  Were the proper PD supports in place to ensure changes in practice?  Are there district/school policies that should be revised to enable the successful transfer of learning into practice (e.g., changes in scheduling, changes to priorities)? | |
| Educator Practices and Behavior  How did educator practice change as a result of participation? | |
| SA | Student outcomes  How did student learning improve? What evidence exists of the impact of the PD on student outcomes? | |

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Note: If the final outcome of the professional development focuses on educator outcomes and not students, the educator outcomes become the focal point of the summative phase of the PD evaluation.