

# Evaluating the Impact of Professional Learning

- Are teachers constructing new knowledge from professional learning experiences?
- Are they applying that learning in classroom practice?
- Are changes in teaching impacting student learning?
- Do you have evidence that supports the student achievement results you're seeking?
- Can you measure the return on your investment in professional learning?

ALL IN  
GOOD  
FORM

WE MAKE IT  
PERSONAL

IT'S  
ALL ABOUT  
ACCOUNTABILITY

SEE THE  
BIGGER  
PICTURE

DO IT  
BETTER WITH  
TECHNOLOGY!

*“MLP has helped us organize our information, so that we can better understand how our PD affects students.”*

—Walter Carter, Director of Professional Development, Blue Valley School District, Kansas



If you're grappling with questions about the effectiveness and impact of your professional learning offerings, you're not alone. Based on more than 20 years of building relationships with over 600 school districts, we know that educators have lots of ideas about how to evaluate professional learning. At the same time, there are many possible approaches, and limited time and resources to figure out the mechanics. **MyLearningPlan offers a suite of integrated tools to help districts gather data to measure the effectiveness of professional learning in terms of student achievement.** The highly flexible templates and collaborative tools are coupled with best practice insight, in order to assist districts in designing and managing customized professional learning evaluations. Together, we can tackle these questions head-on.

## Plan

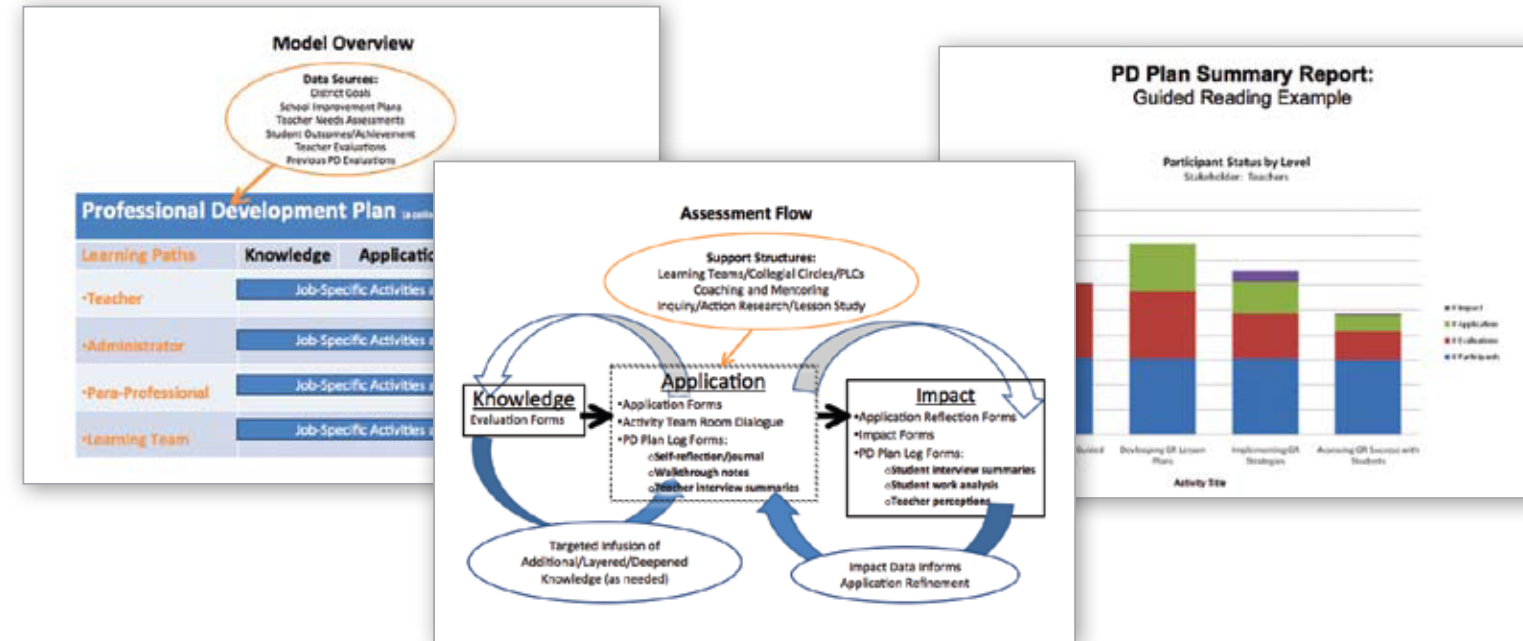
Evaluating outcomes begins with effective planning. To start, MyLearningPlan provides an online Survey Designer to assess professional development needs from the staff viewpoint. This information may influence school and district professional development goals and offerings. Next, educators identify their own aligned goals using an Individual Professional Development Plan.

Leaders may generate PD Plans to establish the district or school's primary professional learning initiatives, such as Differentiating Instruction or Elementary Mathematics. Each Plan includes fields for noting baseline student data, educator learning goals, and student goals. The Plan includes the team and individual learning experiences that will be offered, and the measures and tools that will be used to evaluate the results.

## Manage

After PD Plans are established, learning opportunities are posted to the online catalog for enrollment. PLCs or Learning Teams may add their own team-initiated meetings that are aligned to the goals of a particular PD Plan.

To support assessment at the knowledge level, the Evaluation Designer is used to measure initial outcomes related to changes in teacher knowledge and skills. Customizable Application and Impact forms establish indicators for transfer of knowledge to classroom practice, and capture data about the impact on student learning.



## Learn and Apply

While educators engage in professional learning, increased teacher knowledge is identified through online evaluation forms and summary reports. This formative feedback helps to modify learning opportunities and supports PD Plan refinements. Educators collaborate via threaded dialogue in TeamRooms, and reflect using Log forms and Application summary forms. Through these tools, adult learners record how they are applying knowledge to change their practice and evidence of the related student impacts.

Administrators can access all of these records for timely analysis before approval of application hours is granted.

## Evaluate and Report

To understand how changes in practice contribute to enhanced student learning, the Impact form describes the measures teachers will use to identify progress towards the student learning goals. Outcome data from multiple measures are compiled into reports that can be easily disaggregated and shared with instructional leaders to assist in making connections between district/school goals, professional development, teacher practice, and student learning.

Finally, you will know if professional learning is generating tangible results, and if the current learning opportunities are not yielding the return you're seeking, you will have a multi-faceted data set to base well-informed improvements.

## Gilbert Public Schools Demonstrates Impact

The goal of professional development in Gilbert, Arizona is to “help move professional practice forward,” and district leaders have been thinking about what that means in terms of ensuring that professional learning reaches the student level.

Specifically, to support application from a brain development course, the district employed a custom Application form for teachers to record their plans for applying new learning in their classrooms and to note sources of evidence to detect changes in their practice and impacts on student outcomes. Over a four-month period, educators collaborated about what they were applying via online TeamRoom discussions, in addition to face-to-face meetings.

At the end of the year, participants used MyLearningPlan to reflect, and they examined attendance records, anecdotal notes, and student work to look for

evidence of improved student outcomes. All reported that they changed their practice in at least one way. In addition, most of the respondents stated that grades had improved and that students had enhanced their problem solving skills.

Gilbert leaders set up multiple measures to draw from, yet the electronic report-writer enabled them to amass all of the data in a single, simple interface for efficient analysis. MyLearningPlan was used to share information among the teacher groups and to provide administrators with a summary of both the expressed expectations and actual results.

The district leveraged the outcome data to modify subsequent offerings, and they have expanded the use of the application process to many other courses across content areas. In addition, classroom walkthroughs have been added to the process as another source of evidence to corroborate impact.

### Gilbert Public Schools Gilbert, AZ

- Grades: K–12
- Schools: 40
- Enrollment: 39,495
- Staff: 5,100
- Racial/ethnic mix:
  - White: 72%
  - Hispanic: 17%
  - Black: 5%
  - Asian/Pacific Islander: 5%
  - Native American: 1%
- Limited English Proficient: 4%
- Languages spoken: English, Spanish, Vietnamese, Chinese, Urdu, Farsi, and others
- Free/reduced lunch: 22%
- Special education: 13%

*“MyLearningPlan<sup>®</sup> has helped us to take steps to gauge the effectiveness of professional learning based on student indicators, rather than only teacher perceptions of satisfaction with PD. With budget cuts, every dollar must be maximized, and I need to know that teachers are making changes in their practice, and that our expenditures are truly impacting our students.”*

—Andrew Szczepaniak, Professional Development Director, Gilbert Public Schools, Arizona

Please contact MyLearningPlan<sup>®</sup> today to begin a conversation about evaluating the impact of professional learning.