

Uniform Professional Development Evaluation in the Commonwealth: An Evaluation Guide and Template

The Expertise of Joellen Killion and the Learning of Esther B. Coleman

Dear Virginia Colleagues:

According to Joellen Killion, director of special projects for the National Staff Development Council (NSDC), "Evaluating the effectiveness of staff development and demonstrating its impact on student achievement are more important than ever. The language in staff development policies requires districts to show evidence of professional learning's ability to improve student learning." After many years of living and working in the Commonwealth of Virginia (primarily as a teacher and administrator in the Virginia Beach City Public Schools), I moved to Palm Beach, Florida, where I served as the Director of Instructional Enhancement in the School District of Palm Beach County (SDPBC).

With SDPBC, I had the distinct privilege of studying under Killion's tutelage through the Tri-County Professional Development Initiative (Miami-Dade, Broward, and Palm Beach), ***Connecting the Pieces: How to Ensure Your Professional Development Programs Impact Student Achievement***. As a professional development liaison, I developed training components based on Killion's professional development program evaluation process.

Once I returned to Virginia, I learned about the tremendous efforts of SAELP to standardize professional development uniformly through this professional development catalog. In consultation with the coordinators of the catalog, Dr. Diane Barker and Dr. Anne Meek, we decided to take this effort a step further by providing the following guide and template. This document provides a brief listing of the steps for planning program evaluation as taught to us by Killion and described in more detail in her article, ***8 Smooth Steps: Solid Footwork Makes Evaluation of Staff Development Programs a Song***. Included are illustrative charts taken from two training components I developed entitled: ***Teamwork Makes the Dream Work: Focus on 5s*** and ***Decreasing Third Grade Retention Rates***. In addition to Killion's comments, I include comments about "What I learned" along the way as a participant in the program evaluation sessions.

I remind you that these steps are best learned in comprehensive training sessions such as the one in which I participated. We are eager to respond to any questions you have regarding the process or the template; or we can discuss your in depth training needs. Feel free to call me at 561-707-6094 if you are interested. Also, Killion, through the National Staff Development Council, offers workshops periodically on Assessing Impact. You may check the web site (www.nsd.org) to find the schedule of programs available.

Sincerely,

Esther B. Coleman

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NSDC's Evaluation Process

Dr. Killion's Step 1: Assess Evaluability

Before evaluating any staff development program, the evaluator asks whether the program is feasible, clear, sufficiently powerful to produce the intended results, and worth doing. To determine whether a program is ready to be evaluated, an effective evaluator analyzes the program's goals, its standard of success, indicators of success, theory of change, and logic model.

Goals -- A staff development program's goals express its intended results in terms of student achievement. When the goals are expressed in terms of student achievement, the program's design is more likely to include sufficient actions to achieve them.

Standard of success -- A program's standard of success is the benchmark that defines its success. It typically is a number representing the performance increase that, when met, is sufficient to declare the program a success.

Indicator of success -- An indicator of success is the specific way success will be demonstrated. It is the way an evaluator will know if the standard of success has been achieved.

Theory of change -- A theory of change specifies how change is expected to happen, the program's components, their sequence, and the assumptions upon which the program is based (Killion, 2002). It is the big picture that serves as a planning tool, an implementation guide, a monitoring tool, and a tool for evaluating the program's success.

Logic model -- A logic model is a kind of action plan that specifies the inputs, activities, initial, intermediate, and intended outcomes that will accomplish the identified goal. A logic model provides a framework for conducting the formative evaluation as well as for the program design and identifies the benchmarks of progress toward a goal. A logic model has several components: inputs or resources assigned to a program including personnel, facilities, equipment, budget, etc.; activities or services the program provides to clients; initial outcomes or changes in the clients' knowledge and skill as a result of early activities; intermediate outcomes or changes in clients' attitudes, aspirations, and behavior as a result of the knowledge and skills acquired; and intended results or desired results of the program.

What I learned in the process...

Killion says that I have become an “evaluation convert.” She is right. Why should we, who are responsible for student growth and learning, develop a goal-oriented program if we do not, in fact, determine whether or not we actually met the goal? Further, it is as important to understand, when we fail to reach the goal, why we failed and to what degree. Until we think this way in planning, implementing, and evaluating programs, we will not adequately, appropriately, and equitably serve children. In our Tri-County sessions, Killion stressed to us how important this all is toward fulfilling our mission which is ensuring that all students learn what we determine they should. This is what we are paid to do. So she emphasized that our evaluation goals must be expressed in terms of student achievement results.

As an aside, Killion and the organizers of the Tri-County Initiative designed the program so that it featured three sessions in a six-month period with sessions being held every other month. In the intervening months, we were required to participate in meetings with our colleagues to review and discuss our follow-up assignments. I attended each one of these meetings and scheduled additional one-on-one meetings with Debbie Cooke, who is the manager of the staff development office in SDPBC as well as the president of the Florida Association for Staff Development. During our one-on-one meetings, Debbie and I would discuss my progress, flesh out answers to my questions, and refine my training components. In our collegial follow-up meetings, my colleagues and I talked about this idea of evaluating our programs in terms of how actual student gains compared to our projected gains or goals.

One of the most profound discussions I recall having with Killion in the sessions, and later with Debbie Cooke, was around this notion of “How high should I set my student gain goals?” I learned that we should aim high even when the temptation is to lower our own expectations so that it does not appear that we have failed. I have decided that once we get beyond these egotistical fears and set high though attainable standards of success and indicators of success, as well as the ultimate expectations of the final results, then we really get into the business educating children. We have to remember that even if we fall short of reaching the standard, the task becomes to find out why and what we can do to ensure that we do. I believe that this is when we adjust the theory of change and the logic model, but not necessarily the goal, the standards, nor the indicators of success – not if they were worthy in the first place.

Every step in Killion’s evaluation process is important, but for me Step 1 is the most critical. During our sessions, the standards of success, indicators of success, the theory of change, and the logic model were relatively easy to understand -- although it took a couple of sessions for the light bulb to go on for me in terms of differentiating between a standard and an indicator. However, developing the theory of change is, quite possibly, my favorite part of the process; because it requires a clear understanding of and in-depth analyses/research of human development and adult learning theory both of which I have always found fascinating. In other words, I enjoy thinking and learning about how people think and change. The KASAB which we will look at later helps fortify and clarify these understandings.

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Learning Communities Decreasing Third Grade Retention Rates -- Program Goal

Goal/Type of Change	Standard of Success	Indicators of Success
<ul style="list-style-type: none"> ➤ By May 2006, student retention rates in third grade will decrease in targeted district schools. 	<ul style="list-style-type: none"> ➤ By May 2006, the number of third grade students retained in the targeted schools in May 2005, and still retained in December 2005, will decrease by forty percent (40%) as compared to the number still retained in May 2005. ➤ By September 2005, 70% of individual third grade teachers in the targeted schools will demonstrate a conceptual understanding of research on district 3rd grade retention rates and national programmatic responses to research with 90% accuracy. ➤ By September 2005, 70% of individual third grade teachers in the targeted schools will set recommended goals and indicators of success. ➤ By early October 2005, 70% of third grade teachers in the targeted schools will share their ideas and reactions to the research with their colleagues through the group discussion board. ➤ By early October 2005, 70% of third grade teachers in the targeted schools will set recommended goals and indicators of success for improving retention rates. ➤ By early October 2005, 70% of third grade teachers in the targeted schools will share their recommended goals and indicators of success with their colleagues through the group discussion board. ➤ By early October 2005, 70% of third grade teachers in the targeted schools will exchange and will react to their colleagues' recommendations. 	<ul style="list-style-type: none"> ➤ By August 2005, seventy percent (70%) of third grade teachers in targeted schools will have participated in problem solving through the online course. ➤ By September 2005, seventy (70%) of individual third grade teachers in the targeted schools will study the research on district third grade retention rates and will engage in self-reflection and action research. ➤ By September 2005, seventy (70%) of individual third grade teachers in the targeted schools will develop individual ideas and reactions to the research. ➤ By early October 2005, seventy percent (70%) of third grade teachers in the targeted schools will share their ideas and reactions to the research with their colleagues through the group discussion board. ➤ By early October 2005, seventy percent (70%) of third grade teachers in the targeted schools will set recommended goals and indicators of success for improving retention rates. ➤ By early October 2005, seventy percent (70%) of third grade teachers in the targeted schools will share their recommended goals and indicators of success with their colleagues through the group discussion board. ➤ By early October 2005, seventy percent (70%) of third grade teachers in the targeted schools will exchange and will react to their colleagues' recommendations. ➤ By January 2006, ninety percent (90%) of participants will have participated in problem solving through the online course. ➤ By mid-October 2005, ninety percent (90%) of third grade teachers in the targeted schools will develop recommended strategies for improving retention rates and will share their recommended strategies with their colleagues through the group discussion board. ➤ By mid-October 2005, ninety percent (90%) of third grade teachers in the targeted schools will exchange and will react to their colleagues recommended strategies. ➤ By mid-October 2005, ninety percent (90%) of third grade teachers in the targeted schools will implement the strategies and will formally document the impact of these strategies on student achievement.

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Learning Communities Decreasing Third Grade Retention Rates -- Theory of Change

Change will be effected through an intra-grade, inter-school learning community strategy focusing on results, standards, and the daily work of teaching in grades K through 3 in targeted schools with an emphasis upon improving third grade instructional ideas and resulting in increased student performance.

GOAL: By May 2006, student retention rates in third grade will decrease in targeted district schools.

Laying the Foundation

Teachers will study the research on district 3rd grade retention rates and national programmatic responses to research. Teachers will engage in self-reflection and action research and will develop individual ideas and reactions to the research. Teachers will share their ideas and reactions to the research with their colleagues through the group discussion board.

Assumptions

Teachers working in Collaborative Teams:

- facilitate gains in student achievement
- develop higher quality solutions to problems
- experience increased confidence and competence
- test new ideas
- experience higher levels of support from colleagues and administrators
- expand the pool of ideas and methods

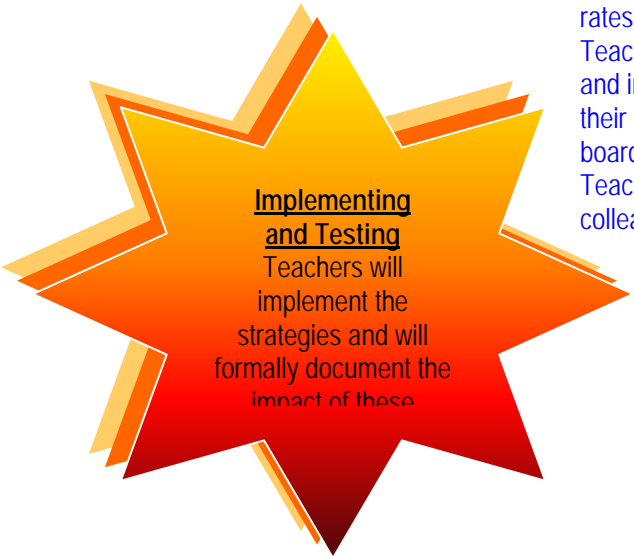
There are multiple structures in place to allow for alignment of PD and school needs; however there is a lack of the alignment, because it has not been operationalized. (SIP, IPDP, PD Growth Plan, student assessment measures,

Developing Group Consensus on Goals

Teachers will set recommended goals and indicators of success for improving retention rates. Teachers will share their recommended goals and indicators of success for the district with their colleagues through the group discussion board. Teachers will exchange and react to their colleagues' recommendations.

Developing Group Consensus on Strategies

Teachers will develop recommended strategies for improving retention rates. Teachers will share their recommended strategies for the district with their colleagues through the group discussion board. Teachers will exchange and react to their colleagues recommended strategies.



Implementing and Testing
Teachers will implement the strategies and will formally document the impact of these

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Learning Communities Decreasing Third Grade Retention Rates -- Theory of Change

The theory of change depicted on the previous page is based upon the following assumptions:

1. Change is effected through an intra-grade, inter-school strategy focusing on results, standards, and the daily work of teaching in grades K through 3 with an emphasis upon third grade student performance.
2. Teachers working in Collaborative Teams: facilitate gains in student achievement; develop higher quality solutions to problems; experience increased confidence and competence; test new ideas; experience higher levels of support from colleagues and administrators; expand the pool of ideas and methods

Laying the Foundation

Part 1 – Individual teachers will study the research on district third grade retention rates and national programmatic responses to research.

Part 2 – Individual teachers will engage in self-reflection and action research and will develop individual ideas and reactions to the research.

Part 3 – Individual teachers will share their ideas and reactions to the research with their colleagues through the group discussion board.

Developing Group Consensus on Goals

Part 4 – Individual teachers will set recommended goals and indicators of success for improving retention rates.

Part 5 – Individual teachers will share their recommended goals and indicators of success for the district with their colleagues through the group discussion board.

Part 6 – Teachers will exchange and react to their colleagues' recommendations.

Developing Group Consensus on Strategies

Part 7 – Individual teachers will develop recommended strategies for improving retention rates.

Part 8 – Individual teachers will share their recommended strategies for the district with their colleagues through the group discussion board.

Part 9 – Teachers will exchange and react to their colleagues recommended strategies.

Implementing and Testing

Part 10 – Teachers will implement the strategies and will formally document the impact of these strategies on student achievement.

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Learning Communities Decreasing Third Grade Retention Rates -- Logic Model

Inputs	Theory of Change/Activities	Initial Outcomes	Intermediate Outcomes	Results
<p>Online Course with research</p> <p>Group discussion board</p> <p>Participant inputs and exchanges</p> <p>Participant inputs and exchanges</p> <p>Participant inputs and exchanges</p> <p>Assistance from Research and Evaluation</p> <p>Educational Data Warehouse</p> <p>Student retention data</p>	<p>Laying the Foundation</p> <ul style="list-style-type: none"> ➤ Individual teachers will study the research on district 3rd grade retention rates and national programmatic responses to research. ➤ Individual teachers will engage in self-reflection and will develop individual ideas and reactions to the research. ➤ Individual teachers will share their ideas and reactions to the research with their colleagues through the discussion board. <p>Developing Group Goals</p> <ul style="list-style-type: none"> ➤ Individual teachers will set recommended goals and indicators of success for improving retention rates. ➤ Individual teachers will share their recommended goals and indicators of success for the district with their colleagues through the discussion board. ➤ Teachers will exchange and react to their colleagues' recommendations. <p>Developing Group Strategies</p> <ul style="list-style-type: none"> ➤ Individual teachers will develop recommended strategies for improving retention rates. ➤ Individual teachers will share their recommended strategies for the district with their colleagues through the discussion board. ➤ Teachers will exchange and react to their colleagues recommended strategies. <p>Implementing and Testing</p> <ul style="list-style-type: none"> ➤ Teachers will formally document the impact of these strategies on student achievement. 	<ul style="list-style-type: none"> ➤ By September 2005, 70% of individual third grade teachers in the targeted schools will demonstrate a conceptual understanding of research on district 3rd grade retention rates and national programmatic responses to research with 90% accuracy. ➤ By September 2005, 70% of individual third grade teachers in the targeted schools will set recommended goals and indicators of success. ➤ By early October 2005, 70% of third grade teachers in the targeted schools will share their ideas and reactions to the research with their colleagues through the group discussion board. ➤ By early October 2005, 70% of third grade teachers in the targeted schools will set recommended goals and indicators of success for improving retention rates. ➤ By early October 2005, 70% of third grade teachers in the targeted schools will share their recommended goals and indicators of success with their colleagues through the group discussion board. ➤ By early October 2005, 70% of third grade teachers in the targeted schools will exchange and will react to their colleagues' recommendations. 	<ul style="list-style-type: none"> ➤ By mid-October 2005, 90% of third grade teachers in the targeted schools will develop recommended strategies for improving retention rates and will share their recommended strategies with their colleagues. ➤ By mid-October 2005, 90% of third grade teachers in the targeted schools will exchange/react to their colleagues recommended strategies. ➤ By mid-October 2005, 90% of third grade teachers in the targeted schools will implement the strategies and will formally document the impact on student achievement. ➤ By mid-October 2005, 90% of third grade teachers in the targeted schools will indicate an appreciation of the need to decrease retention rates in third grades Districtwide. ➤ By mid-October 2005, 90% of third grade teachers in the targeted schools will engage in self-reflection to develop individual ideas and reactions to the research. ➤ By mid-October 2005, 90% of third grade teachers in the targeted schools will indicate a desire to facilitate gains in student achievement. ➤ By mid-October 2005, 90% of third grade teachers in the targeted schools will indicate a desire to test new ideas. ➤ By mid-October 2005, 90% of third grade teachers in the targeted schools will indicate a desire to experience higher levels of support. ➤ By mid-October 2005, 90% of third grade teachers in the targeted schools will indicate a desire to expand the pool of ideas and methods. 	<ul style="list-style-type: none"> ➤ By May 2006, the third grade retention rate will decline by forty percent (40%).

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Learning Communities Decreasing Third Grade Retention Rates – KASAB

KASAB	Standards of Success	Indicators of Success
K nowledge	<ul style="list-style-type: none"> ➤ Participants develop a conceptual understanding of research on district 3rd grade retention rates and national programmatic responses to research. 	<ul style="list-style-type: none"> ➤ 70% of participants demonstrate a conceptual understanding of research on district 3rd grade retention rates and national programmatic responses to research with 90% accuracy.
A ttitude	<ul style="list-style-type: none"> ➤ Participants express an appreciation of the need to decrease retention rates in third grades Districtwide. ➤ Participants express an appreciation for engaging in self-reflection to develop individual ideas and reactions to the research. 	<ul style="list-style-type: none"> ➤ 90% of participants indicate an appreciation of the need to decrease retention rates in third grades Districtwide on a survey. ➤ 90% of participants indicate an appreciation for engaging in self-reflection to develop individual ideas and reactions to the research on a survey.
S kills	<ul style="list-style-type: none"> ➤ Participants develop and apply learned skills for setting recommended goals and indicators of success for improving retention rates. ➤ Participants develop recommended strategies for improving retention rates. 	<ul style="list-style-type: none"> ➤ 90% of participants demonstrate application of learned skills for setting recommended goals and indicators of success for improving retention rates on an assignment. ➤ 90% of participants demonstrate application of learned skills by developing recommended strategies for improving retention rates on an assignment.
A spirations	<ul style="list-style-type: none"> ➤ Participants desire to facilitate gains in student achievement. ➤ Participants desire to test new ideas. ➤ Participants desire to experience higher levels of support from colleagues and administrators. ➤ Participants desire to expand the pool of ideas and methods. 	<ul style="list-style-type: none"> ➤ 90% of participants indicate a desire to facilitate gains in student achievement on a survey. ➤ 90% of participants indicate a desire to test new ideas on a survey. ➤ 90% of participants indicate a desire to experience higher levels of support from colleagues and administrators on a survey. ➤ 90% of participants indicate a desire to expand the pool of ideas and methods on a survey.
B ehaviors	<ul style="list-style-type: none"> ➤ Participants implement the strategies and formally document the impact of these strategies on student achievement. ➤ Participants facilitate gains in student achievement. ➤ Participants test new ideas. ➤ Participants experience higher levels of support from colleagues and administrators. ➤ Participants expand the pool of ideas and methods. 	<ul style="list-style-type: none"> ➤ 70% of individual third grade teachers in the targeted schools shared their ideas and reactions to the research with their colleagues. ➤ 70% of individual third grade teachers in the targeted schools set recommended goals and indicators of success. ➤ 70% of individual third grade teachers shared their recommended goals and indicators of success for the district with their colleagues. ➤ 70% of individual third grade teachers exchanged and reacted to their colleagues' recommendations. ➤ 90% of participants show evidence of implementing the strategies and formally documenting the impact of these strategies on student achievement. ➤ 90% of participants show evidence of facilitating gains in student achievement student achievement. ➤ 90% of participants show evidence of testing new ideas. ➤ 90% of participants show evidence of experiencing higher levels of support from colleagues and administrators. ➤ 90% of participants show evidence of expanding the pool of ideas and methods.

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Killion's Step 2: Formulate evaluation questions

The theory of change and the logic model are used to generate formative evaluation questions. Questions can be formulated from each initial and intermediate outcome in the logic model, from each step of the theory of change, from both, or from steps in either that are pivotal to the program's success.

Summative evaluation questions ask whether the program achieved its goals. If the goals are written as student achievement goals, then the evaluation is able to yield evidence about the staff development's impact on student achievement. If the goals are not expressed as student achievement goals, then the evaluation will allow claims about merit -- the degree to which the program achieved its results -- but not its impact on student achievement. Evaluators craft questions that allow them to know whether the goal is achieved.

What I learned in the process...

Once I got the development of the theory of change and the logic model down pat, formulating evaluation questions – formative and summative – seemed a cinch! But don't be fooled, these questions lie at the heart of your evaluation framework, so it's important to be as diligent and deliberative in developing these questions as it was in developing the logic model. But here's a SECRET TRICK that I am revealing only to you: Just change your program goals and/or the results from the Logic Model from statements into summative questions by putting "Did" at the beginning of the sentence and a question mark at the end. But do not ever tell Killion that I told you to do this. Mum's the word. I'm guessing that you're a busy administrator, so just how much simpler can I make this for you?

And what about the formative evaluation questions, you ask? Okay, I will make it even simpler. Just copy your Initial and Intermediate Outcomes from their columns in the Logic Model chart, paste them into your Evaluation Framework worksheet, and turn them into questions just as you did with the summative evaluation questions. I think I figured all of this out in Year Two. Sometimes, I wonder what took me so long.

Actually, I know. It is because, while we are providing this template to give you some idea of the evaluation process, it is vital to go through Killion's in-depth training in order to really understand the process. There is so much you learn in sessions – and in between sessions with follow-up assignments – that this guide simply cannot cover. In training is when it all gets easier to understand and to accomplish with a high level of understanding and success.

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Learning Communities Decreasing Third Grade Retention Rates -- Evaluation Questions

Summative Question: Did student retention rates in third grade decrease in targeted district schools by May 2006?

Formative Evaluation Questions	KASAB
<p>Did seventy percent (70%) of third grade teachers in the targeted schools study and develop a conceptual understanding of the research on district third grade retention rates? Did (70%) of the teachers develop individual ideas and reactions to the research by September 2005? Did ninety percent (90%) of third grade teachers in the targeted schools develop recommended strategies for improving retention rates by mid-October 2005?</p>	<p><i>Knowledge and Skill</i></p>
<p>Did ninety percent (90%) of third grade teachers in the targeted schools indicate an appreciation of the need to decrease retention rates in third grades Districtwide? Did ninety percent (90%) of third grade teachers in the targeted schools indicate an appreciation for engaging in self-reflection to develop individual ideas and reactions to the research? Did ninety percent (90%) of third grade teachers in the targeted schools indicate a desire to facilitate gains in student achievement? Did ninety percent (90%) of third grade teachers in the targeted schools indicate a desire to test new ideas? Did ninety percent (90%) of third grade teachers in the targeted schools indicate a desire to experience higher levels of support from colleagues and administrators? Did ninety percent (90%) of third grade teachers in the targeted schools indicate a desire to expand the pool of ideas and methods?</p>	<p><i>Attitudes and Aspirations</i></p>
<p>Did seventy percent (70%) of individual third grade teachers in the targeted schools set recommended goals and indicators of success for improving retention rates October 2005? Did seventy percent (70%) of individual third grade teachers share their recommended goals and indicators of success for the district with their colleagues through the group discussion board by early October 2005? Did seventy percent (70%) of individual third grade teachers exchange and react to their colleagues' recommendations by October 2005? Did seventy percent (70%) of individual third grade teachers in the targeted schools share their ideas and reactions to the research with their colleagues through the group discussion board by September 2005? Did ninety percent (90%) of third grade teachers share their recommended strategies for the district with their colleagues through the group discussion board by mid-October 2005? Did ninety percent (90%) of third grade teachers in the targeted schools exchange and react to their colleagues recommended strategies by mid-October 2005? Did ninety percent (90%) of third grade teachers in the targeted schools implement the strategies and formally document the impact of these strategies on student achievement by mid-October 2005?</p>	<p><i>Behaviors</i></p>

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Killion's Step 3: Construct the evaluation framework

The evaluation framework is the plan for the evaluation. Decisions made in this step determine the evidence needed to answer the formative and summative evaluation questions, decide the appropriate sources of that evidence, determine appropriate and feasible data collection methods, the timeline for data collection, person(s) responsible for the data collection, and data analysis method. Knowing what change is expected helps the evaluator determine the best source of evidence and the most appropriate data collection method.

What I learned in the process...

Okay, in all honesty, this is my least favorite step in the process; but I learned that this is a step I could not afford to skip – and neither can you. As I mentioned before, for me, developing the theory of change part of the process is exciting and challenging, but deciding on sources of evidence, determining data collection methods and deciding on a data analysis method are the nuts and bolts of the process.

I do not like nuts and bolts; I prefer the big picture. But I also understand that details make up and support the big picture and are required for the success of the evaluation. If you leave this step out, or if you are careless and in a hurry to get this over with, you may well sabotage your entire evaluation efforts. I quickly learned that doing it right. – just as Killion trained us to do it – was essential to ensuring that our evaluation frameworks were well developed.

I also think one of the reasons I have had so much difficulty with this step – beyond the fact that I find it less exciting – is that this is where my weakness lies. This is yet another area where the collegial gatherings and follow-up activities helped me sort things out. In short, when you have a weakness, it often helps to partner with someone for whom the issue or matter is a strength (Logic 101). This is what I have done in step 3 when developing my training components. Essentially, I ask for feedback from someone who understands data collection better than I.

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Learning Communities Decreasing Third Grade Retention Rates -- Evaluation Framework

Evaluation Questions	Data/ Evidence	Data Sources	Data Collection Methods	Data Analysis Method
Did seventy percent 70% of third grade teachers in the targeted schools study the research on district third grade retention rates and engage in self-reflection and action research by September 2005? Did 70% of the teachers develop individual ideas and reactions to the research by September 2005? Did 70% of the teachers share their ideas and reactions to the research with their colleagues through the group discussion board by September 2005? Did 70% of the teachers set recommended goals and indicators of success for improving retention rates October 2005? Did 70% of the teachers share their recommended goals and indicators of success with their colleagues by early October 2005? Did 70% of the teachers exchange and react to their colleagues' recommendations by October 2005? Did 90% of the teachers develop recommended strategies for improving retention rates by mid-October 2005? Did 90% of the teachers share their recommended with their colleagues by mid-October 2005? Did 90% of the teachers exchange and react to their colleagues recommended strategies by mid-October 2005?	Blackboard Online Course Site Discussion Board Ideas List	Blackboard Online Course Visitor Checklist	Count the number of site visitors and compare to the number enrolled to compute percentage.	Blackboard Course Instructor
Did 90% of the teachers implement the strategies and formally document the impact of these strategies on student achievement?	1. Student interviews 2. Principals observations 3. Teacher logs	1. Students 2. Principals 3. Teachers	Compile the data into preliminary report.	Director of Supplemental Educational Services
Did 90% of the teachers indicate an appreciation of the need to decrease retention rates in third grades Districtwide? Did 90% of the teachers indicate an appreciation for engaging in self-reflection to develop individual ideas and reactions to the research? Did 90% of the teachers indicate a desire to facilitate gains in student achievement? Did 90% of the teachers indicate a desire to test new ideas? Did 90% of the teachers indicate a desire to experience higher levels of support from colleagues and administrators? Did 90% of the teachers indicate a desire to expand the pool of ideas and methods?	1. Blackboard Online Course Site Discussion Board Ideas List 2. On-line Survey	Teachers	Compile the data into preliminary report.	Director of Supplemental Educational Services
Did student retention rates in third grade decrease in targeted district schools by May 2006?	1. FCAT diagnostic data 2. Retention data	Educational Data Warehouse Research and Evaluation Department	Review the EDW data and determine the current retention rate; compare to previous year.	Director of Supplemental Educational Services

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Steps After Planning and Implementation According to Killion

Step 4: Collect data

The evaluator prepares for and collects the data. Collection processes are refined for accuracy, and protocols for collecting data are developed that give detailed explanations for how to collect data. The, the data are collected.

Step 5: Organize and analyze data

Evaluators must organize and analyze data collected. Once evaluators are confident that the data have integrity, they analyze the data. In most cases, simple analyses such as counting totals, finding patterns and trends, or simple calculations such as determining the mean, median, mode, and range are sufficient. When it is appropriate to use more sophisticated comparisons, evaluators may want to get help from someone experienced in inferential statistics. Once data are analyzed, they are displayed in charts, tables, graphs, or other appropriate formats.

Step 6: Interpret data

While data analysis is the process of counting and comparing, interpreting is making sense of what the analysis tells us.

Step 7: Disseminate findings

After they interpret data, evaluators share their findings. Formats for sharing evaluation results include technical reports, brief executive summaries, pamphlets, newsletters, news releases to local media, and oral presentations.

Step 8: Evaluate the evaluation

Evaluating the evaluation involves reflecting on the evaluation process to assess the evaluator's work, the resources expended for evaluation, and the overall effectiveness of the evaluation process.

The Uniform Professional Development Evaluation Template Worksheets follow.

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Program Goal(s)

For each goal, specify the Standard of Success (the specific amount of improvement you want) and possible Indicators of Success (the possible ways success can be demonstrated; what will serve as evidence of success).

Goal(s)/Type(s) of Change	Standards of Success	Indicators of Success

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KASAB

KASAB	Standards of Success	Indicators of Success
K nowledge		
A ttitude		
S kills		
A spirations		
B ehaviors		

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Theory of Change*

(Developed by the Office of Staff Development, School District of Palm Beach County)

ASSUMPTIONS:

GOALS:

By _____ (date) _____



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Logic Model

Inputs	Theory of Change/Activities	Initial Outcomes <small>One to three months</small>	Intermediate Outcomes <small>Three to six months</small>	Results <small>At six months</small>

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Evaluation Questions

Summative Questions:

- Do participants _____ ?
- Do participants _____ ?

Formative Evaluation Questions	KASAB
	<i>Knowledge and Skills</i>
	<i>Attitude</i>
	<i>Aspirations and Behaviors</i>

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Evaluation Framework Worksheet

Evaluation Questions	Data/ Evidence	Data Sources	Data Collection Methods	Data Analysis Method	Timeline

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References

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Acknowledgements

The authors thank the coordinators of the Tri-County Professional Development Initiative and the staff of the Office of Staff Development, School District of Palm Beach County (especially for the format of the Theory of Change). Special thanks to Debbie Cooke, Manager.

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Resources

Killion, J. (2002). *Assessing Impact: Evaluating Staff Development*. Oxford, OH: National Staff Development Council. (order online at www.nsd.org).

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