

TCEA

CONVENTION & EXPOSITION

Feb. 3-7, 2024 ♦ Austin, TX

convention.tcea.org ♦ #TCEA

Evaluating Professional Development



WINONA STATE UNIVERSITY
COLLEGE OF EDUCATION
Education Doctoral Program

Steve Baule

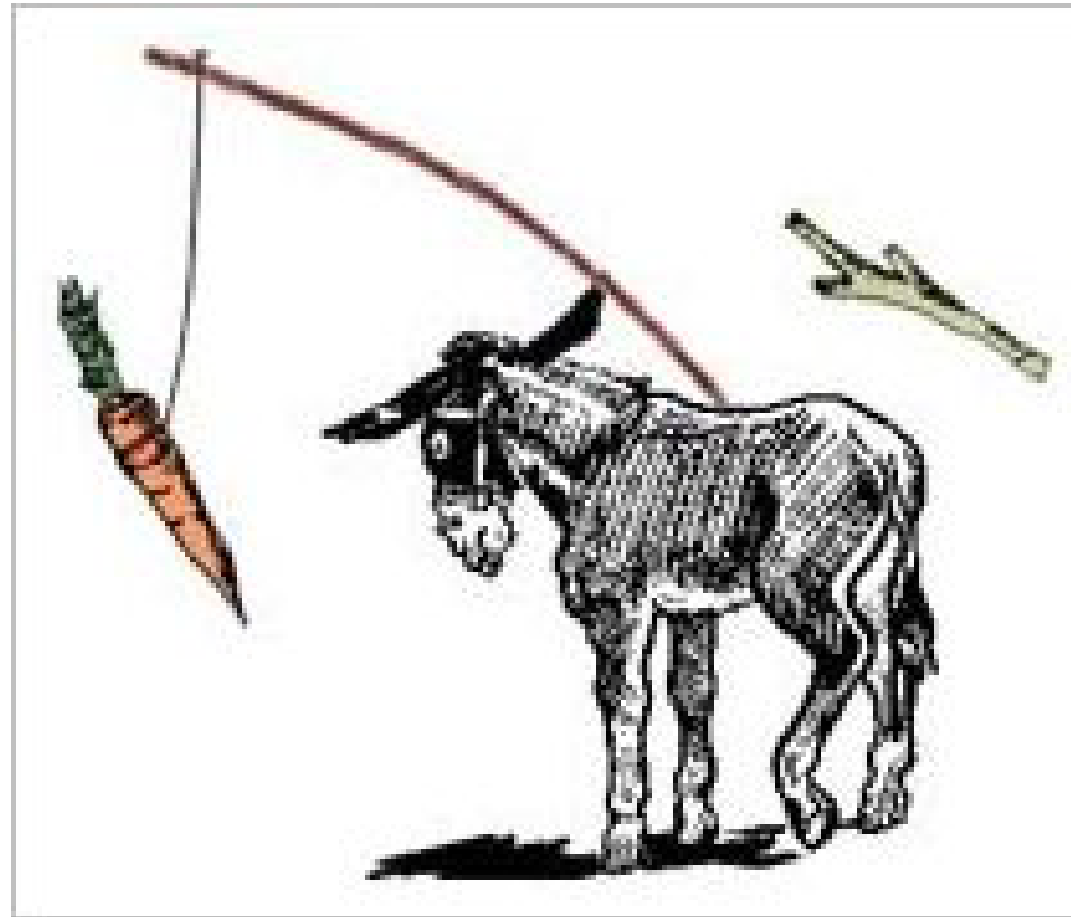
College of Education

Winona State University, Winona Minnesota

Steven.baule@winona.edu



Two *effective* options for PD



Three Primary Approaches

- **District focused**
- **School focused**
- **Individual focused**

Instructors

**Evaluation
Process**

Resources

**Instructional
Materials**

**Impact on
Mission**



Layering (multi-tiered) Training

Induction Training

District Initiatives

Building

Ind

Leadership Training

Multi-tiered Example

Induction Training – Bus Trip through Community

- New teachers receive basic orientation to the community
- SROs are provided an opportunity to interact with new faculty
- New administrators get the chance to present in front of staff / learn
- IT staff can make sure teacher IDs work

Not all PD happens in a Workshop

- Mentoring (formal and informal)
- Instructional coaching
- Professional learning communities
- On-line course work (often compliance training)
- Conferences
- Professional organizations
- Personal learning networks (PLNs)

Levels of Professional Development

- **Familiarization Stage**

None to 3 months (up to 30 hours)
- **Adaptation Stage**

3 months to 2 years (31-50 hours)
- **Appropriation Stage**

2 to 4 years (51-70 hours)
- **Invention Stage**

4+ years (71+ hours)

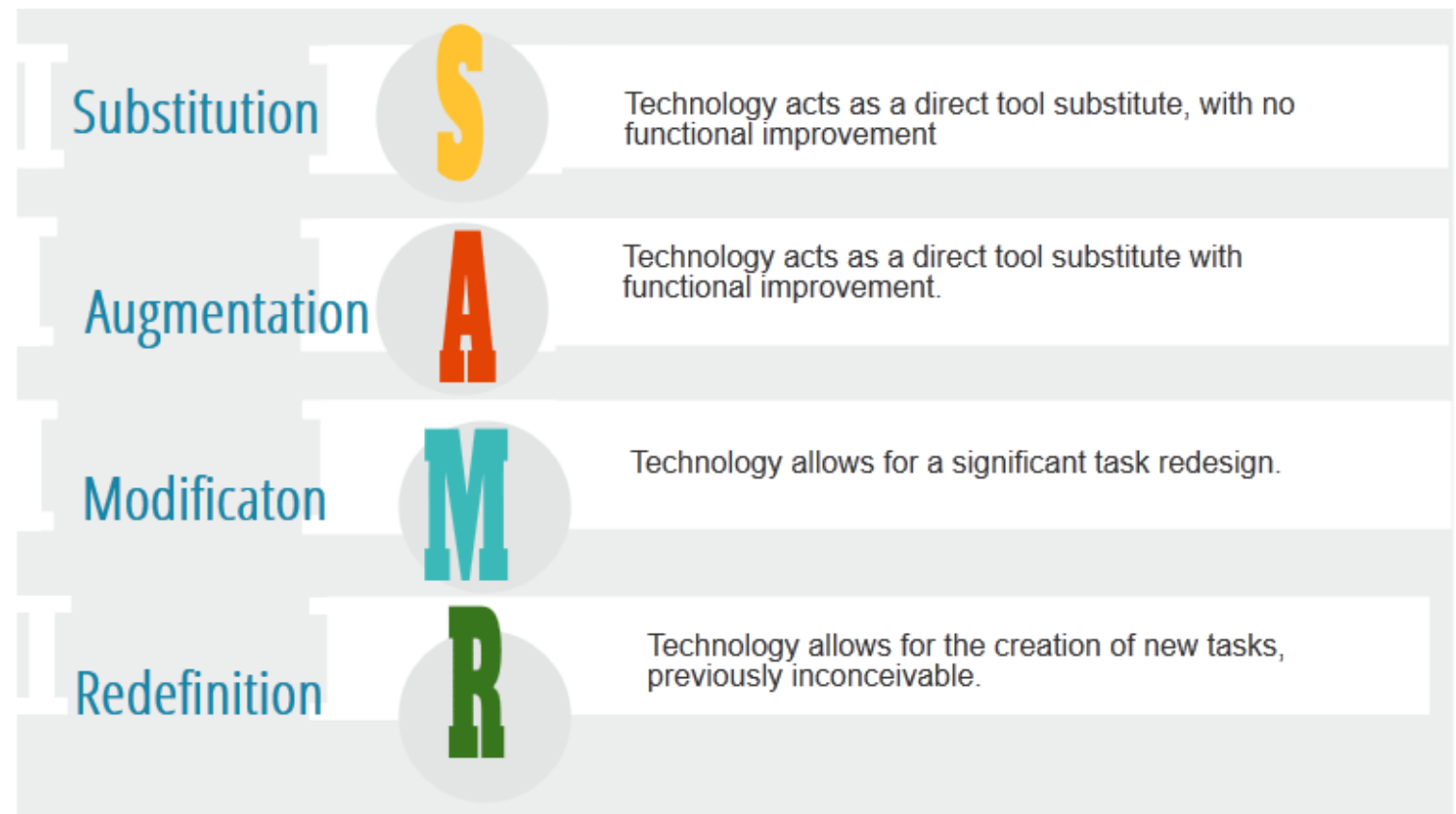
Familiarization Stage

Adaptation Stage

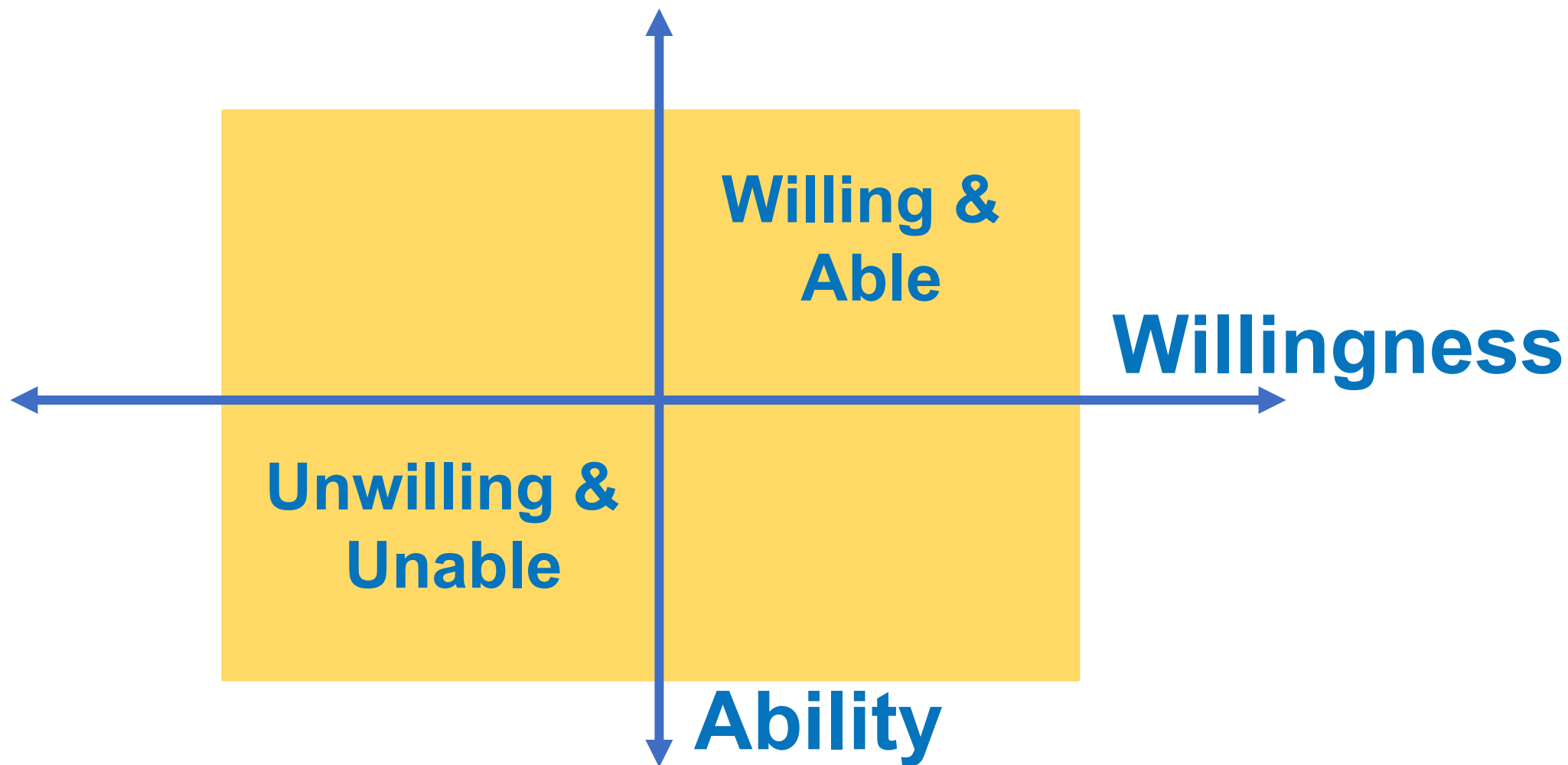
Appropriation Stage

Invention Stage

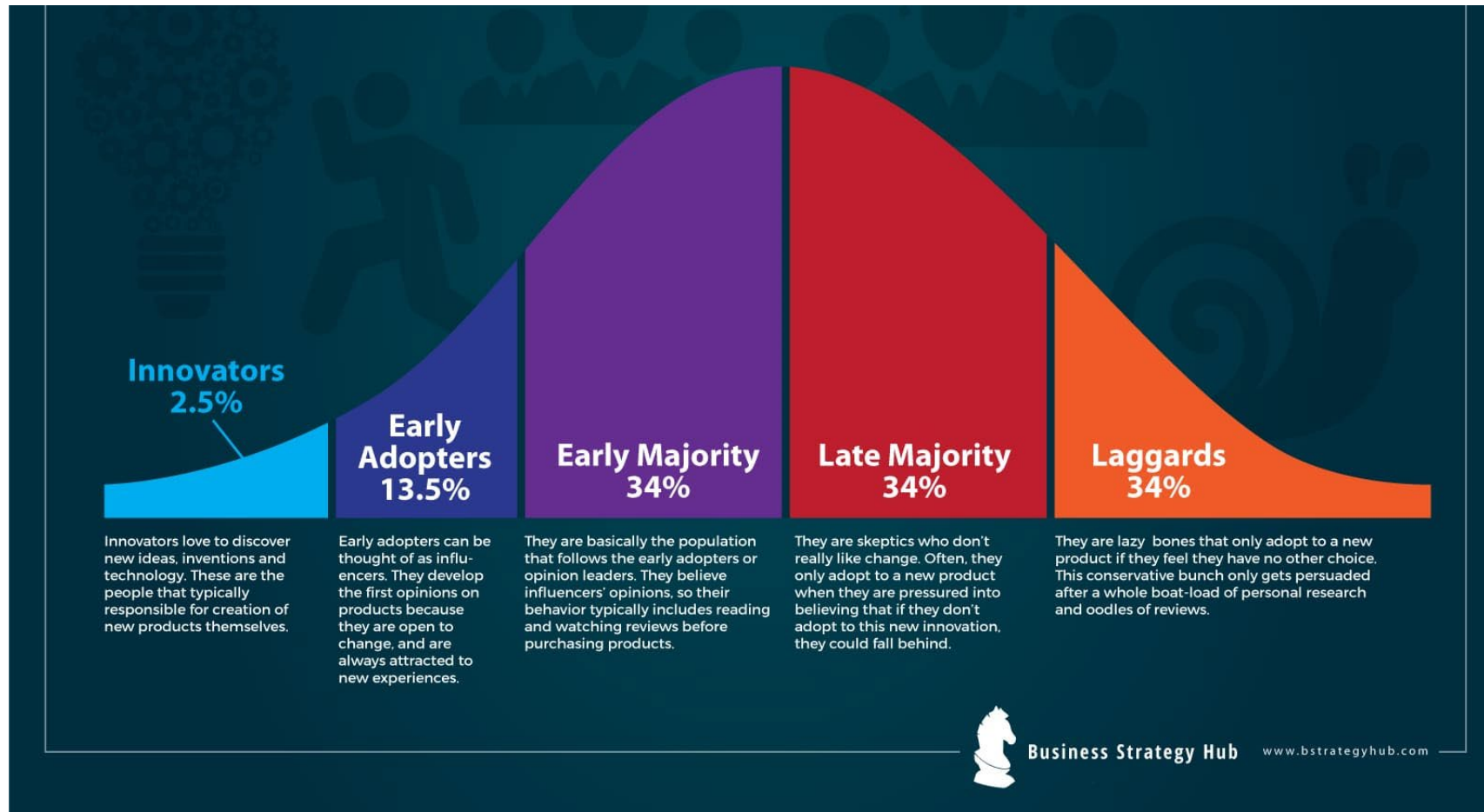
SAMR Model



Staff Readiness Grid



Diffusion of Innovation Theory



Do you have PD for every phase?

- Introduction to Primary Sources in U.S. History: Discovering the Basics
- Enhancing Skills: Effective Utilization of Primary Sources in U.S. History
- Tailoring Historical Evidence to Diverse Classrooms
- Mastering the use of Primary Sources: Advanced Techniques for Historians in the Classroom

Consider Self-Directed Options

- Allow innovators to have time to work on their own
- Consider team options as well
- Provide flexibility with accountability

Review Staff Development Goals

- Whom do you wish to train?
 - Leadership
 - Pioneers
 - Key positions
 - Department by department/ grade levels
- What training models do you wish to use?
 - Train the trainer, immersion, self-directed

Priorities

- What are the training priorities?
 - Mission critical
 - Need to have
 - Nice to have
- Who is involved in the decisions?
- Provide choice for participants



Back to the Progressives

Carleton Washburne

1898 - 1968

Scheduling Training Sessions (Year)

- Determine “time sensitive” skills
- Determine frequency required to handle need
- Determine basic skills for orientation of each staff group
- Determine cycle of offerings
 - M, Bi-M, Q, S, A and orientation

Review Support Materials



- Were resource materials created to support your school's needs
- Handouts should include:
 - Step by step directions
 - Additional info for self-directed learners
 - Where to go for help

Instructor development

- Classroom teachers have credibility with classroom teachers
- Recruit good teachers not “technophiles”
- Support subject matter expertise with technical expertise
- Provide instructor incentives to teach
 - Online resources
 - Social media
 - Podcasts
 - Instructional coaching
 - Conferences, workshops, etc.



Follow- up

- Provide participants with a contact for problem solving
- Discuss options for further training
- Trainer should follow up with participants
- Honest forthright information is important
- Update & fine tune goals
- Did the learning effect the organization

Evaluation

- Provide for course evaluation
- Summarize issues with the instructor(s)
- Provide for long term evaluation of the program in addition to course evaluation

Impact on the Classroom

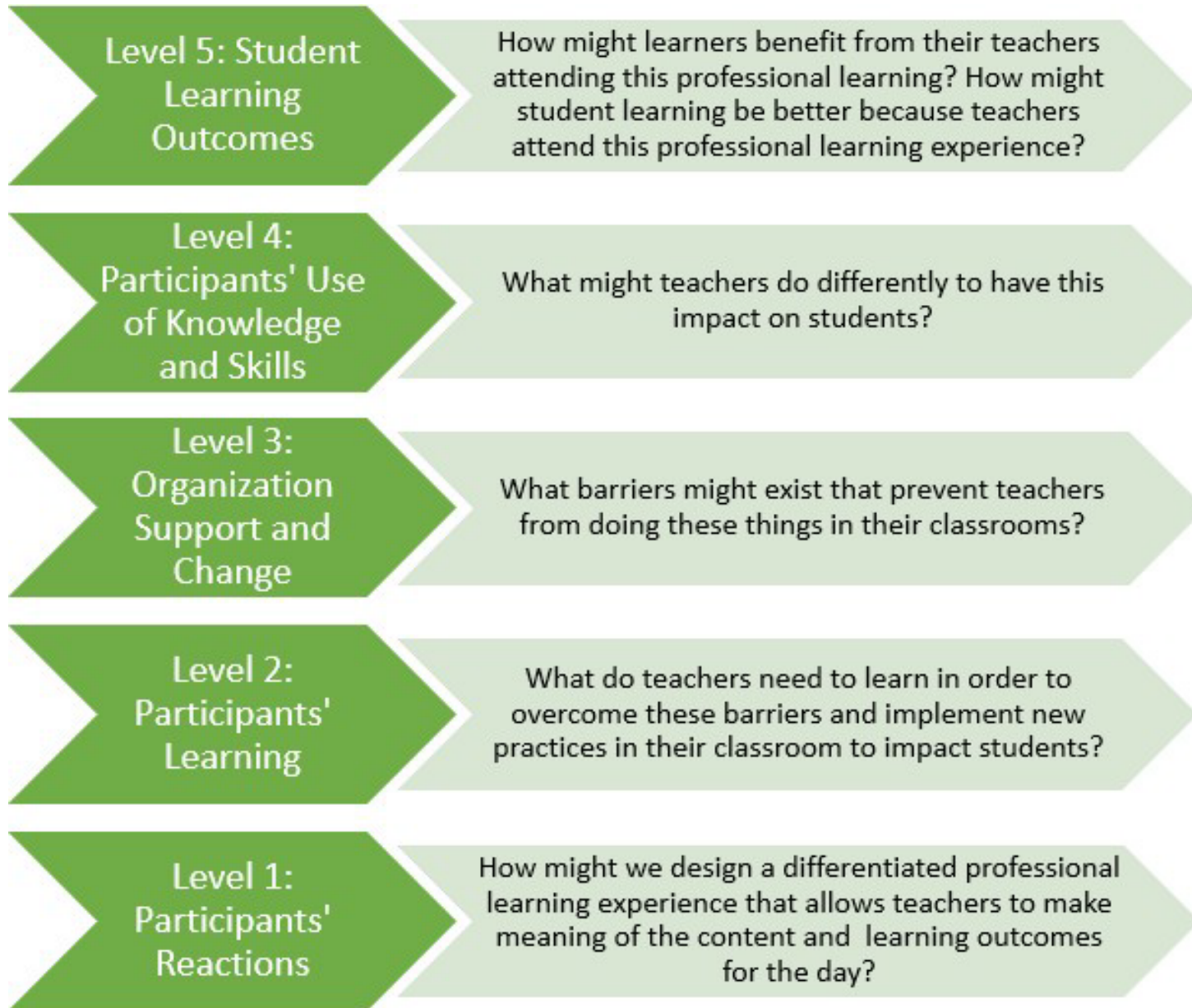
For me, it [training plan] confirmed my interest in exploring better, more meaningful uses of technology in the classroom, while also teaching me to work smarter by using technology.

~ GH, English teacher

Final project (in most cases)

Artifacts used in the classroom, lab, or office

- How did the training impact the classroom?



What is it?

Thomas Guskey's 5-Level Model for Evaluating Professional Development (1999)

Comparing Evaluation Models

[The extent to which the organization supports and facilitates successful implementation]

Guskey



(Terry Johanson Consulting, 2020)

Kirkpatrick



(Kirkpatrick & Kirkpatrick, 2021)

Slide modified from Swanson, A. & Whitmer, S. (2022). Professional Development Model



Evaluation Models for PD



(Kirkpatrick & Kirkpatrick, 2021)

Beginning of Course Survey

1. What are three things I can do this semester to help build your confidence and ensure your success? 🗨️ 0

2. Are there specific things you would like to learn from this course? 🗨️ 0

3. Do you have any specific questions that didn't get answered tonight? 🗨️ 0

Level 1: Participants' Reactions

How might we design a differentiated professional learning experience that allows teachers to make meaning of the content and learning outcomes for the day?

What to evaluate?

- **Instructors**
- **Materials**
- **Location, time, other logistics**

Level 2:
Participants'
Learning

What do teachers need to learn in order to overcome these barriers and implement new practices in their classroom to impact students?

What to evaluate?

- **Follow up by instructors or program**
- **Tie in to day-to-day coaching and support**
- **Resources necessary for implementation**

Level 3:
Organization
Support and
Change

What barriers might exist that prevent teachers from doing these things in their classrooms?

What to evaluate?


- **Logistics**
- **Systematic barriers (time, access, schedules)**
- **Personnel issues**


Level 4:
Participants' Use
of Knowledge
and Skills

What might teachers do differently to have this impact on students?


What to evaluate?

- **Longer-term staff surveys**
- **Classroom evaluations**
- **Classroom observations**
- **PBIS (or similar behavior) data**

5. Please list any other professional development technology needs.  0

6. How would you rate your overall comfort level and proficiency with technology?  0

- Other people come to me as a technology resource
- I am a strong user
- I know enough to get by
- I am technologically challenged

7. Is there any technology equipment or software that you would like to see added to your classroom that could impact student learning?  0

8. How often do you use instructional technology in your job assignment and for what purposes? (Check all that apply.)

 0

Level 5: Student Learning Outcomes

How might learners benefit from their teachers attending this professional learning? How might student learning be better because teachers attend this professional learning experience?

What to evaluate?

- **Student achievement data**
- **Student feedback**
- **Other stakeholder feedback**
- **PBIS (or similar behavior) data**

Facets of Coaching

- Building relationships (Elena Aguilar)
- Analyzing data as it connects to a teacher's goals (Dianne Sweeney)
- Action for change (Jim Knight)

Thanks to Natalie Ulloa, Instructional Coach, Keokuk (IA) Public Schools

Overall Evaluative Considerations

- **Relevance to Current Needs**
- **Alignment to Mission & Goals**
- **Instructor Expertise**
- **Interactive & Engaging Content**
- **Opportunities for Collaboration**
- **Practical Application**
- **Continuity and Follow-up**
- **Feedback and Evaluation Mechanisms**
- **Accessibility and Flexibility**
- **Evidence of Effectiveness**
- **Effective tie into PLNs**

Evaluation Scheme

| | Trainee | Materials | Relevance to goals | Opportunities for collaboration | Assessment Literacy | Coaching Effectiveness | Cultural Competence |
|-------------|---------|-----------|--------------------|---------------------------------|---------------------|------------------------|---------------------|
| Immediately | X | X | | X | | | |
| Short term | X | X | X | X | | X | |
| Mid-term | | X | X | | | X | |
| Annually | | X | X | X | | X | |

Where do you get development ideas for PD

- PD instructor feedback
- Statutory requirements
- Community needs
- Participant feedback and surveys
- Help desk tickets and help desk feedback
- Leadership goals; strategic plan; building improvement plans

Some Thoughts about Train the Trainer

- Diversify your training team
- Know your audience
- Define clear objectives & concrete examples
- Engage your learners
- Consider adult learning principles
- Provide feedback and next level support

Contact Information

Steve Baule

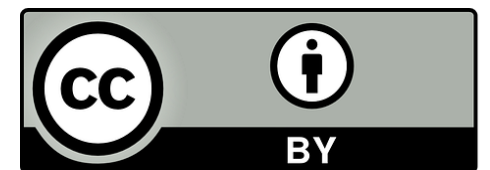
E-mail: steven.baule@winona.edu

Office Phone: 507-285-7481

Cell Phone: 815-520-4851



WINONA STATE UNIVERSITY
COLLEGE OF EDUCATION
Education Doctoral Program



The focus of education is on knowledge and desire; while training emphasizes application! A teacher's professional development requires both — **EDUCATION** for building the mind and **TRAINING** for providing the skills.

