

Assessing the Impact of Professional Development

Types of Change for Teachers	Definition
Knowledge (understand)	Conceptual understanding of information, theories, principles, and research
Attitude (believe)	Beliefs about the value of particular information or strategies.
Skills (employ)	Strategies and processes to apply knowledge
Aspiration (desire)	Desires, or internal motivation, to engage in a particular practice
Behavior (behave regularly)	Consistent application of knowledge and skills

Source: Killion, Joellen. *Assessing Impact: Evaluating Staff Development 2002*. Oxford: Ohio, NSDC.

Leaders need to know the educational research.

Professional Development

Professional Development Delivery Systems (Easton, 2008)	What Works in Professional Development
<ul style="list-style-type: none"> ▪ action research ▪ assessment ▪ case studies ▪ critical friend group ▪ curriculum development ▪ data for analyzing schools ▪ examining student work ▪ journaling ▪ immersion 	<ul style="list-style-type: none"> ▪ lesson study ▪ listening to students ▪ mentoring ▪ networks ▪ peer coaching ▪ portfolios ▪ school coaching ▪ shadowing students ▪ study groups ▪ training of trainers ▪ tuning protocols
	<ul style="list-style-type: none"> •Results-driven •Standards-based •Job-embedded •Content rich •Entire school •Differentiated for grade, content, experience, etc. <ol style="list-style-type: none"> 1. Create and maintain on-going programs. 2. Use time for knowledge acquisition and guided practice for skill development. 3. Provide coaching (peer and supervisor). 4. Create usable products with job-alikes. 5. Increase access to colleagues. 6. Recognize and support implementation and progress. 7. Staff choose personal learning goals. 8. Link programs to personal needs and school improvement goals. 9. Build in monitoring/evaluation. <ul style="list-style-type: none"> •program evaluation •self-assessment •department head/supervisor walk thoughts, and feedback 10. Provide coaching and corrective feedback