

Example measures for professional learning

*After investing substantial time and resources into professional learning activities, a useful evaluation of those activities' effectiveness requires going beyond a post-training survey. School and LEA leaders can use the following document as a reference for the types of changes to look for after professional learning—particularly, changes at the **system, educator and student levels**. This reference also provides examples of quantitative and qualitative evidence that can be used to track the effectiveness of professional learning activities. The document is organized by broad categories of professional learning topics, and the examples of goals and measures provided **are not exhaustive**.*

*When measuring the outcomes of professional learning, remember that **it's not necessary to prove causation** as a statistician would; rather, look for a logical sequence of likely causes and effects across changes in school-level supports, educator practices, and student experiences.*

Goals for the professional learning

Refer to the tables below—organized by broad PL topic—for examples of goals and evidence that can be used to measure how well you are meeting goals.

PL Topic: Effective instruction including multi-tiered academic support

	What will change? (sample goals)	How will you know? (sample evidence)
System support & change	<ul style="list-style-type: none">● School leaders and coaches are available to provide support and feedback to educators on implementing focal multi-tiered academic supports● Teachers collaborate and communicate regarding academic supports for shared students	<ul style="list-style-type: none">● Schedules and procedures for leaders' observations, reviews of student work/data, and/or feedback to educators● Schedules and procedures for educators to meet regarding multi-tiered academic supports
Educator practice	<ul style="list-style-type: none">● Teachers integrate focal instructional strategies into lesson plans, include plans to intensify instruction for students according to academic tiers● Teachers differentiate strategies used for students in different academic tiers● Teachers reflect on and improve in use of focal strategies	<ul style="list-style-type: none">● Group review and discussion of lesson plans and changes in practice● Coach or school leader review and discussion of lesson plans and changes in practice● Informal observations with customized look-fors, based on students' academic tiers● Discussions of progress in implementing focal instructional strategies as part of meetings among educators who share students (particularly students in Tiers 2 and 3)
Student experience & outcomes	<ul style="list-style-type: none">● All students show academic progress, and students in academic Tiers 2 and 3 progress toward Tier 1● Closure of any disparities in performance among student demographic groups	<ul style="list-style-type: none">● MTSS screening instruments, e.g., benchmark assessments● Data from other class, schoolwide or systemwide assessments, disaggregated by academic tier and by student demographic groups

	<ul style="list-style-type: none"> ● Students' performance on schoolwork/homework improves, including among students in academic Tiers 2 and 3 ● Students in all tiers report that they can understand and participate in learning activities that build their skills/knowledge but are not prohibitively challenging 	<ul style="list-style-type: none"> ● Coach or school leader review and discussion of student work and assessment data ● Rubrics or other tools used to assess student work ● Group review and discussion of student work and assessment data ● Surveys or focus groups with students re: learning experiences
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PL Topic: Multi-tiered behavioral support

	What will change? (sample goals)	How will you know? (sample evidence)
System support & change	<ul style="list-style-type: none"> ● School leaders, counselors, and/or psychologists are available to provide support and feedback to educators on implementing focal behavioral supports ● Teachers, counselors, paraprofessionals and other educators collaborate and communicate regarding behavioral supports for shared students 	<ul style="list-style-type: none"> ● Schedules and procedures for leaders' observations, reviews of behavior plans, and/or feedback to educators ● Schedules and procedures for educators to meet regarding behavioral supports
Educator practice	<ul style="list-style-type: none"> ● Teachers integrate focal strategies for behavioral support into lesson plans ● Teachers implement individualized behavioral supports to meet student needs ● Teachers reflect on and improve in use of focal strategies 	<ul style="list-style-type: none"> ● Informal observations with customized look-fors, based on students' MTSS tiers ● Discussions of progress in implementing focal behavioral supports as part of meetings among educators who share students ● Review of educator plans/documents regarding students in Tier 2 or 3
Student experience & outcomes	<ul style="list-style-type: none"> ● All students show behavioral progress, including students in Tiers 2 and 3 ● Closure of any disparities in discipline rates among student demographic groups 	<ul style="list-style-type: none"> ● Data from behavior reports and disciplinary actions (e.g., detentions or suspensions), disaggregated by tiers and by demographic groups ● Discussions of progress in behavior as part of meetings among educators who share students

PL Topic: School culture and climate

	What will change? (sample goals)	How will you know? (sample evidence)
System support & change	<ul style="list-style-type: none"> School staff report positive working climate and conditions, including school leaders' actions to build positive climate and culture School staff understand their expected roles in building positive school culture and climate 	<ul style="list-style-type: none"> Surveys and/or focus groups including staff in all roles
Educator practice	<ul style="list-style-type: none"> Teachers integrate focal strategies for climate and culture into schedules, procedures and lesson plans Teachers apply focal strategies to classroom practices Teachers reflect on and improve in use of focal strategies 	<ul style="list-style-type: none"> Coach or school leader review and discussion of schedules, procedures, lesson plans Informal observations with customized look-fors; may include observations beyond typical classroom instruction (e.g., transition times, lunch time, extracurricular activities) Grade-group or department discussion of progress with focal practices during regular meetings
Student experience & outcomes	<ul style="list-style-type: none"> Students report positive school climate and culture Students report positive interactions and relationships with all school staff 	<ul style="list-style-type: none"> Surveys or focus groups with students re: school experiences and engagement, disaggregated for ELs, students with disabilities, grade levels, and other student demographic groups

PL Topic: Engaging families

	What will change? (sample goals)	How will you know? (sample evidence)
System support & change	<ul style="list-style-type: none"> School staff understand their expected roles in engaging families 	<ul style="list-style-type: none"> Surveys and/or focus groups including staff in all roles
Educator practice	<ul style="list-style-type: none"> All school staff apply focal strategies to communications and engagements with families All school staff reflect on and improve in use of focal strategies 	<ul style="list-style-type: none"> Coach or school leader review and discussion of family communications and procedures Discussion of family engagement practices during regular meetings among educators
Family member experiences	<ul style="list-style-type: none"> Families report positive engagements with the school; understanding of how they can communicate with the school; and understanding of how they can participate in the school 	<ul style="list-style-type: none"> Surveys and/or focus groups of family members—with participants representing the diversity of the school community, and with responses disaggregated by demographic groups

PL Topic: Instruction of English learners

	What will change? (sample goals)	How will you know? (sample evidence)
System support & change	<ul style="list-style-type: none"> ● School leaders, coaches, and ELD leaders are available to provide support and feedback to educators on implementing focal instructional strategies for ELs; applying English Language Development Standards; and differentiating for students at various ELD levels—so that ELs can access curriculum in content-area classes 	<ul style="list-style-type: none"> ● Schedules and procedures for leaders' observations, reviews of student work/data, and/or feedback to educators
Educator practice	<ul style="list-style-type: none"> ● Lesson plans include accommodations and other focal instructional practices for ELs, including application of English Language Development Standards to promote high-level content and academic language learning in all content areas ● Lesson plans and practice provide multiple entry points differentiated for where students are on the ELD continuum ● Teachers apply the PL's focal instructional practices with ELs in their classes ● Teacher practice reflects asset-based, culturally sustaining approaches and high expectations for all students ● Teachers reflect on and improve in use of focal practices 	<ul style="list-style-type: none"> ● Group review and discussion of lesson plans and changes in practice ● ELD leaders (or coaches or school leaders who understand how to identify effective practices for ELs) review and discussion of lesson plans—including plans to differentiate based on language development levels--and changes in practice ● Informal observations with customized look-fors, differentiated by students' language development levels ● Grade-group or department discussion of progress with focal practices during regular meetings
Student experience & outcomes	<ul style="list-style-type: none"> ● Positive progress toward narrowing gaps in student learning outcomes ● ELs progress through ELD levels ● ELs' performance on schoolwork improves ● ELs' engagement increases ● ELs report that they can understand and participate in learning activities 	<ul style="list-style-type: none"> ● Data from class, schoolwide or systemwide assessments, disaggregated for ELs ● Coach, school leader, or ELD leader review and discussion of student work and assessment data ● Rubrics or other tools used to assess student work ● Group review and discussion of student work and assessment data ● Informal observations of student engagement and participation, with findings disaggregated for ELs ● Surveys or focus groups with ELs re: learning experiences and engagement

PL Topic: Instruction of students with disabilities

	What will change? (sample goals)	How will you know? (sample evidence)
System support & change	<ul style="list-style-type: none"> ● School leaders, coaches, and special education leaders are available to provide support and feedback to educators on implementing focal instructional strategies for students with disabilities 	<ul style="list-style-type: none"> ● Schedules and procedures for leaders' observations; reviews of student work, data and IEPs; and/or feedback to educators
Educator practice	<ul style="list-style-type: none"> ● Lesson plans include accommodations, modifications and other focal instructional practices for students with disabilities ● Teachers apply focal instructional practices with students with disabilities ● Teachers reflect on and improve in use of focal practices 	<ul style="list-style-type: none"> ● Group review and discussion of lesson plans and changes in practice ● Coach, school leader, or special education leader review and discussion of lesson plans and changes in practice ● Informal observations with customized look-fors ● Grade-group or department discussion of progress with focal practices during regular meetings
Student experience & outcomes	<ul style="list-style-type: none"> ● Gaps narrow between students with disabilities and other students ● Students' progress on IEP goals ● Performance of students with disabilities on schoolwork/homework improves ● Engagement of students with disabilities increases ● Students with disabilities report that they can understand and participate in learning activities, including modified learning activities 	<ul style="list-style-type: none"> ● Data from class, schoolwide or systemwide assessments, disaggregated for students with disabilities ● Coach, school leader, or special education leader review and discussion of student work, assessment data, and progress on IEP goals ● Rubrics or other tools used to assess student work, including modified rubrics or tools ● Group review and discussion of student work and assessment data ● Informal observations of student engagement and participation, with findings disaggregated for students with disabilities ● Surveys or focus groups with students with disabilities re: learning experiences and engagement

PL Topic: Using student data

	What will change? (sample goals)	How will you know? (sample evidence)
System support & change	<ul style="list-style-type: none"> ● School leaders and coaches are available to provide support and feedback to educators on analyzing and applying student data ● Teachers collaborate and communicate to analyze student data and apply findings to practice 	<ul style="list-style-type: none"> ● Schedules and procedures for leaders to participate in and/or review notes from educator meetings/communications regarding student data ● Schedules and procedures for educators to meet regarding student data
Educator practice	<ul style="list-style-type: none"> ● Educators regularly collect quantitative and qualitative student data ● Educators analyze data for strategic purposes ● Educators disaggregate data by student groups ● Educators effectively apply findings from data to changes in practice ● Teachers reflect on and improve in use of data 	<ul style="list-style-type: none"> ● Group review and discussion of student data, and subsequent plans to apply findings to improve student learning and address any disparities the data show among student groups ● Coach or school leader review and discussion of student data and educator meetings/communications regarding data
Student experience & outcomes	<i>Anticipated changes in student learning will vary depending on the type of data used and the purposes for which educators analyzed and applied data.</i>	