PROFESSIONAL LEARNING INITIATIVE ANALYSIS:

A WORKBOOK FOR STATES AND DISTRICTS

learningforward

TRANSFORMING PROFESSIONAL LEARNING

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Learning Forward's Transforming Professional Learning to Prepare College- and Career-Ready Students: Implementing the Common Core is a multidimensional initiative focused on developing a comprehensive system of professional learning that spans the distance from the statehouse to the classroom. The project will reform policy and practice and apply innovative technology solutions to support and enhance professional learning. With an immediate focus on implementing Common Core State Standards and new assessments, the initiative provides resources and tools to assist states, districts, and schools in providing effective professional learning for current and future education reforms.

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Introduction

Martinsville School District invests in human capital. As one of its key strategies for success, the district commits five percent of its general fund each year to professional learning and supplements that investment with funds from various federal programs and two grants from private foundations. In the last few years there have been internal and external pressures placed on the district to streamline the focus of professional learning so that it aligns more closely with the district's priorities for student success. The state recently adopted the Common Core State Standards, developed a state curriculum framework based on the standards, and designed and implemented a new evaluation framework for all educators. Martinsville's Director of Curriculum, Instruction, and Professional Learning and the Human Resources Director know that a tremendous amount of professional learning is needed to implement fully these two initiatives. Their goals are clear: (a) to continue to meet the needs of every educator, (b) to sustain the level of professional learning investment, (c) to support deep implementation of the new content standards with parallel curriculum and evaluation system, (d) to meet the collective and individual professional learning needs of the education workforce, and (e) to accomplish these goals with ever-shrinking resources.

It is clearly time to step back and review the big picture of professional learning. Throughout the state the district is regarded as successful because it is on the cutting edge in curriculum, assessment, instruction, technology, data, and operations. Senior leaders in the district point quickly to district responses to opportunities for new programs that aim to increase educator and student success. Yet, when significant changes are at hand and resources are limited, these leaders know it is time to get a grip on their investments in professional learning resources. They need to know which initiatives, programs, or services are available for professional learning and how those resources might be adapted or repurposed to achieve the priorities of increased student achievement through full implementation of the district's new curriculum based on state standards and the related educator evaluation system.

Using a review process, the district appoints a team to identify and collect data about professional learning initiatives supported by district and external resources. The data collection process helps the district realize that they

keep inadequate information about professional learning to help leadership teams at the district or in schools to assess the quality and results of those initiatives and to make decisions about their improvement, continuation, or termination.

By collecting as much data as possible, the district is able to look across all of its professional learning investments and consider how to repurpose financial and staff investments to direct toward high-priority areas and to increase support to schools with the greatest needs. The analysis opened many eyes, so much so that district leaders agree to take three actions immediately. The first step is to review which data are important to collect for routine decision making about professional learning and which data are missing that would likely improve decision making about professional learning. The second step is to support school leadership teams in conducting a similar examination of schools' investments in professional learning resources and aligning school leaders' efforts and investments more closely with school improvement goals. Lastly, district leaders commit to repeat the review in a year, and to do so annually to ensure that professional learning remains aligned with high-priority needs and is efficient, effective, and equitable throughout the district.

Three facts are at work in almost every state and school system.

- **Resources are limited.**

- **Major changes are underway that affect teaching and learning.**

- **Professional learning is essential for continuous improvement.**

Today's state education agencies and school systems are working tirelessly to ensure that every student graduates from high school ready for college and careers. New content standards, curricula, assessments, instructional strategies, educator effectiveness systems, and data systems are just some of the ways the education system is changing. These significant advancements are occurring at a time when resources are continuing to shrink. Some states and districts have benefited from external support from private or public funding sources that provide additional resources to support the changes, but this stream of support will not be sustained over time and the likelihood of additional funding for K-12 education seems unlikely.

This situation means that state education agency and school system leaders must make bold decisions about their current investments and repurpose resources to achieve their high-priority goals. Deciding whether and how to repurpose investments of funding, staffing, time, technology, and even material resources is never easy. Such decisions immediately raise fears of discontinuation of favorite, long-standing initiatives or programs that have become a routine part of what an education agency or school system offers. Yet in times of limited resources and major change, leaders in states, school systems, and schools must be responsible and accountable for effective, efficient, and equitable investment of human, fiscal, and material resources.

Professional Learning Initiative Analysis: A Workbook for States and Districts is designed to guide users through a five-step process of understanding what professional learning is available; what is known about it how it contributes to achieving the identified goals based on needs; and what actions leaders might consider to increase the overall effectiveness, efficiency, and equity of available professional learning.

Introduction

Professional Learning Initiative Analysis: A Workbook for States and Districts is **not** a set of recommendations on what professional learning state education agencies and school systems should be offering or what their professional learning priorities should be. State and district landscapes vary in factors such as governance, resources, educator and student learning needs, and effectiveness, efficiency, and equity of current professional learning initiatives; therefore, only education leader in states and school systems can make informed decisions about what is appropriate to meet educator and student learning needs and to implement fully major reforms.

Regular and rigorous analysis of professional learning, guided with tools and recommended processes that are based on data, gives education decision makers essential information for continuous improvement of the effectiveness, efficiency, and equity of professional learning. It is this analysis that *Professional Learning Initiative Analysis: A Workbook for States and Districts* supports.

State education agency or school system leaders have the flexibility to define the scope and breadth of the initiative analysis. A simpler analysis provides data about the amount of professional learning available. A more complex analysis provides data about the effectiveness, efficiency, and equity of professional learning. By conducting an initiative analysis, regardless of its level, leaders elevate the importance of professional learning as a core strategy for continuous improvement in systems, educators, and students.

A Professional Learning Initiative Analysis includes the following five steps

STEP 1: **Launching the process** includes identifying the team of individuals who will oversee and conduct the analysis as well as organizing the work, time-line, and support needed to accomplish the review.

STEP 2: **Discovering professional learning** includes identifying what data are most important to collect and the process for collecting the data.

STEP 3: **Collecting data** includes collecting the data, monitoring the process for accuracy, deciding how to address gaps in data, and preparing the data for analysis.

STEP 4: **Analyzing data** includes examining the data to make observations and form conclusions as well as to generate recommended actions.

STEP 5: **Taking action** includes establishing a plan of action, taking action, and refining action based on feedback.

Launching the Process

Step One sets the stage for determining who will be engaged in the initiative analysis, what the timeline is for the work to be accomplished, what parameters will be set for the task, and how the results will be used and communicated. A leadership team representing various departments or divisions within a state or school system is the best team to consider the value of conducting a Professional Learning Initiative Analysis and to serve as the oversight team for the work.

When considering the value of conducting an initiative analysis, the leadership team might review the following goals for the analysis:

- Increase the effectiveness, efficiency, and equity of professional learning.
- Implement a system of accountability for the effectiveness, efficiency, and equity of professional learning.
- Maximize investments in professional learning to achieve the highest levels of return for educators and students.
- Improve decision making about professional learning initiatives.
- Repurpose investments in professional learning to address high-priority needs including major state and district initiatives such as implementation of Common Core State Standards, new student assessments, and educator effectiveness systems.

Too often access to information about professional learning is inadequate or fragmented. Multiple departments or divisions support professional learning associated with their unique programs or services. It is not uncommon for services or programs in large education agencies or school systems to compete with each other or to duplicate services. In addition, state services and programs may duplicate what occurs in school systems, and schools may duplicate professional learning available in districts. These unintended redundancies occur because there are insufficient systems in place to track professional learning. Even learning management systems that track individual participants' learning experiences or available courses, resources, workshops, or other forms of professional learning often do not include costs, source of funding, and alignment with high-priority areas.

Technological solutions can help professional learning administrators address such information gaps. Some designers of learning management systems and professional learning providers are beginning to recognize how important it is for professional learning leaders to be able to aggregate information across multiple professional learning initiatives. In doing so, educators are able to use the data for continuous improvement and to check initiative status. Yet to date, most states and districts do not have a way to identify easily and quickly all the professional learning initiatives that are supported with state or school system

investments. Even when some data are available, education agency and school system leaders are not using the data to determine if professional learning initiatives align with high-priority goals, what investments are made in them, and whether the initiatives are effective, efficient, and equitable.

As education agencies and school systems face significant changes that require substantial and sustained professional learning, education leaders must be able to answer five overall questions:

- Are the investments in professional learning allocated toward our high-priority areas?

- Is the professional learning provided of the highest quality?

- Are the professional learning initiatives producing the intended results for educators and students?

- Are the professional learning initiatives reaching educators who serve students with the greatest need to close achievement gaps and accelerate learning for all students?

- Are there ways to repurpose professional learning efforts and investments to achieve maximum returns on the investments?

Purpose and Goals

To be ready to begin the professional learning initiative analysis, a leadership team establishes a purpose and goals for that work. The team might incorporate the goals and questions above into a purpose statement for the analysis. For example, a purpose statement might be:

Overall purpose of Professional Learning Initiative Analysis:

To increase the effectiveness, efficiency, and equity of professional learning initiatives to ensure that all educators participate in continuous learning, and are equipped to implement new content standards, the related curriculum, and formative and summative assessments needed to prepare all students for college and careers.

Goals of Professional Learning Analysis:

- Align professional learning with high-priority areas;

- Improve decision making about professional learning; and

- Improve accountability for professional learning.

Professional Learning Initiative Analysis Team Representatives

The leadership team from each education agency or school system will determine who to invite to serve on the analysis team. Representation from various departments and divisions is important as is representation from stakeholders who are engaged in, make decisions about, or contribute to professional learning. *Tool 1.1: List of potential analysis team members* might serve as a resource for the leadership team when they

consider whom to invite to serve. *Tool 1.2: Matrix for selecting analysis team members* allows team members to check the range of stakeholder representation in forming the analysis team.

Charge Statement

When inviting potential members to serve on the analysis team, it is helpful to share a document that describes the work they are being invited to do, the parameters of the work, and specific details about their responsibility. *Tool 1.3: Charge statement* is a sample charge statement for a Professional Learning Initiative Analysis team. The leadership team has several decisions to make in developing its charge statement. Some decisions center on the questions below:

1. Will team members be expected to collect the data or will collected data be provided to them for analysis?

    In most cases, invited members will not be equipped or have the time to gather the data about all the professional learning initiatives. These data are best provided from the person responsible for the initiative or from accessing it from various data sources such as financial records or documents.

2. How much time will team members contribute to this service? What is the timeframe during which the analysis will be done?

    Sometimes the analysis team will meet to discuss the data they want to collect to complete the analysis and then not meet again for a period of time while data are being collected and compiled. They may meet during the data-gathering process to address questions or issues that arise during data collection such as those related to missing or incomplete data.

3. What level of responsibility and authority will the analysis team have?

    Teams may have various levels of responsibility and authority. The level is determined by the leadership team based on statute, regulation, guidance, capacity of team members, trust among various stakeholder groups, among other factors. In most cases, the analysis team will form recommendations and submit them to the leadership team for its consideration and action.

4. What are the expectations of team members regarding participation, attendance, contribution, responsibilities outside the meetings, etc.?

    Most people who are invited to serve on work teams want to know what is expected of them. The analysis work requires many capabilities including examining a broad range of data, being open-minded and objective, being a critical thinker, making observations, forming data-based conclusions, making data-based decisions, collaborating with colleagues, communicating clearly, maintaining integrity, and most importantly holding the success of students as the primary goal.

    When the leadership team completes the charge statement, they will share the statement with those invited to serve on the analysis team and also share it publicly to inform all constituents about the work of the analysis team. A key to the success of this work is transparency in all phases of the work.

Launching the Process

At the completion of Step One, the leadership team will have accomplished the following:

- Determined the purpose and goals of the professional learning initiative analysis;

- Prepared the charge statement; and

- Selected the analysis team.

Tools for Launching the Process

Tool	Tool Title	Description
1.1	**Recommended membership of Professional Learning Initiative Analysis team**	This tool will guide a state or district leadership team in considering potential membership for the Professional Learning Initiative Analysis team.
1.2	**Professional Learning Initiative Analysis team matrix**	This tool offers a way of ensuring that members of the analysis team represent key stakeholder groups.
1.3	**Professional Learning Initiative Analysis team charge statement**	This sample charge statement can be adapted for a state's or school system's analysis process.

Discovering Professional Learning

It may seem incomprehensible, yet it is true: Discovering the professional learning initiatives that exist is often the most difficult part of this work. A comprehensive list of all professional learning initiatives most likely has never been compiled in most districts or states. Title II coordinators typically can provide lists of professional learning initiatives supported by Title II funds; however, those lists don't include professional learning supported by National Science Foundation-grant funds or foundation grants. What is on the Title II list does not include what is on the Title I list, and what schools offer is not on district lists. Additionally the professional learning that is embedded into educators' daily lives is rarely included on any list.

Discovery is the process of compiling a comprehensive list of professional learning initiatives. An initiative includes support for educator learning. Initiatives might be long- or short-term. A short-term initiative might be a series of statewide workshops designed to introduce the new educator evaluation system to district and school leaders. These workshops might be a part of a multi-phase process to implement the evaluation system. A longer term initiative might include the awareness sessions to introduce the evaluation system, the intensive preparation that occurs to certify administrators to use the system, and the ongoing refreshers that are available online to maintain administrator certification as approved evaluators. A school system induction program might be another professional learning initiative.

To identify professional learning initiatives, the following questions might be helpful:

1. What professional learning is available and supported with resources from any of the following sources?

    - Federal program funds

    - State program funds

    - Private or public grants

    - General funds

    - Individual departments or division budgets

2. What professional learning is provided and aligned with ongoing programs, routine department or division operations or services, and for launching new programs? Some examples might include:

    - District professional development days

    - Induction

    - Leadership development

    - Aspiring leaders program

    - New curricula or new curricular materials or texts

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- Changes in special education guidelines

- Title programs

- Non-instructional staff licensure or certification

- Technology integration

Learning management systems typically include important information needed for the discovery step, although they may not contain all the data needed or desired. Looking carefully at data available in a learning management system will assist the analysis team in determining if the desired data are available, and if they are not, how extensive and challenging the data collection process might be. Available data may influence the level of discovery that the analysis team undertakes.

An effective professional learning initiative changes practice and, ultimately, student learning. It is not a single awareness session designed to provide information, but rather the awareness coupled with skill development, exploration of beliefs and assumptions, opportunities to practice and refine application of the learning, and analysis of the impact of the learning on students or the learner's primary clients. In other words, what is often called professional learning and considered an initiative meets only a few of the elements listed. Undertaking initiative analyses will position education leaders and professional learning advocates to strengthen all professional learning initiatives so they are effective.

Levels of Professional Learning Discovery

There are several levels of discovery to consider. The simplest is identification of all the professional learning initiatives. The level of discovery increases as the amount of information about each initiative increases. For example, a relatively simple level is the name, duration, and content of a professional learning initiative. A more sophisticated level would include evaluation results and costs. Table 1 offers a comparison of three different levels of analysis.

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Table 1: Levels of professional learning initiative analysis

Simple analysis	Moderate analysis	Complex analysis
What professional learning is available?	What professional learning is available?	What professional learning is available?
Do the current professional learning initiatives align with identified high-priority needs and goals?	Do the current professional learning initiatives align with identified high-priority state and school system needs and goals?	Do the current professional learning initiatives align with identified high-priority state, school system, school, and individual needs and goals?
Where are redundancies or gaps in the current professional learning?	Where are redundancies or gaps in professional learning?	Where are redundancies or gaps in professional learning?
	To what degree do all educators have access to effective professional learning for continuous improvement and to implement change or innovation?	To what degree do all educators have access to effective professional learning for continuous improvement and to implement change or innovation?
	To what degree is the current professional learning aligned with the Standards for Professional Learning?	To what degree is the current professional learning aligned with the Standards for Professional Learning?
	What are the professional learning investments in terms of staff, funding, technology, time, and materials?	What are the professional learning investments in terms of staff, funding, technology, time, and materials?
	Do current professional learning initiatives improve educator practice?	Do current professional learning initiatives improve educator practice?
		Do current professional learning initiatives increase student success?
		Do current professional learning initiatives provide a reasonable return on the investment?

Determining the level of discovery and analysis depends on the breadth and scope of the analysis that the leadership team requires and the analysis team is capable of doing. Leaders can determine the level of discovery and analysis from the purpose and goals of the initiative analysis, namely, the questions the leadership team wants to answer and what it intends to do with the information. Such questions might range from, "What professional learning is available to educators in our state or school system related to each goal?" or "Do educators have adequate support for continuous development?" to more complex questions such as, "Which professional learning strategies make the greatest impact on educator practice?" or "Which

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professional learning initiatives are producing the highest returns on our investments in terms of change in educator practice and student achievement?" Leaders consider thoughtfully the data they want to analyze in advance of the data collection process to avoid (a) missed opportunities for compiling and using data, (b) collection of unnecessary data, and (c) unnecessary expenditure of effort. This decision requires considering the long-term benefit of collecting data and using it to make thoughtful decisions about the effectiveness, efficiency, and equitable access to professional learning.

Decisions about Data to Collect

Likewise, selecting variables about which data to collect depends on the desired level of discovery and intended level of analysis. A simple initiative analysis might examine what exists and where there is overlap in services. Identifying overlaps might make resources available to direct to insufficiently resourced high-needs areas or high-priority areas associated with new initiatives. More complex analysis might provide data about which characteristics of professional learning have the greatest impact on educator practice and student learning.

Determining which variables to collect data about professional learning initiatives is dependent on the goals, the scope, and the level of analysis desired. The following list of variables guides leadership or analysis teams in clarifying what data to collect to meet the goals of the analysis.

- Identifying information about the initiative (e.g. name, description, content focus, goals, timeline)
- Alignment with goals, policies, mandates, etc.
- Intended audience/participants (e.g. teachers, parents, district administrators, numbers of students touched)
- Responsible person(s)
- Timeframe for engagement
- Method of engagement (e.g. face-to-face, online, blended)
- Learning design(s)
- Location of engagement (e.g. school, district, outside district, etc.)
- Staff
- Indicators and measures of success
- Budget information
- Available evaluation information
- Alignment with Standards for Professional Learning

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Leadership team members can use *Tool 2. 1: Professional learning initiative variables to consider for data collection* to consider many of the variables about which to collect information. Teams may identify others that might be necessary to add to answer the questions above.

In some cases the discovery process might be completed before the engagement of the analysis team. The leadership team might decide to turn the process of data collection over to a data management specialist who can serve as the point person for the data collection process. Data management specialists working with administrative assistants might complete the discovery work before the meeting of the analysis team. The advantage of this approach is that a small team of people who know where the data are and how to access it can typically do the work more efficiently. The disadvantage is that the analysis team may want some data that were not collected or have more data than they can use. One compromise is to have the analysis team identify which variables will be important to their analysis, and work with data specialists before the data collection process to identify the necessary data and format of those data.

Data Collection Process

There are two aspects to the data collection process. The first is determining how the data will be collected. The second is determining who will collect the data. Surveys, interviews, or data queries are possible ways to collect data. Determining which method to use for data collection depends, first, on where the information resides and, secondly, on efficiency and completeness. For example, if a school system uses a learning management system that includes data related to some variables, data queries can produce those data and interviews or surveys can be used to seek the additional data desired. *Tool 2.2: Professional learning discovery survey* is a sample of a survey that was designed to collect a substantial amount of data about each initiative; however, leadership team members overseeing the professional learning initiative analysis or the analysis team may determine that only some portion of the data is needed for its specific analysis.

Data collectors can include department leads, administrative assistants, external consultants, or others who have accepted the specific task of locating and submitting the required data. For example, department leads may be given a survey to complete about professional learning within their purview, such as the one in *Tool 2.2,* and with their staff they collect the requested data. The questions on the survey correspond to each variable about which data are desired. The sample survey in *Tool 2.2* is produced in Google forms. Data collected using survey tools such as Google forms or Survey Monkey can be exported into an Excel spreadsheet for analysis in Step Four. In other cases data queries might generate some or all of the data desired.

In still other situations, a team of data collectors might use the variables to generate questions for interviews with those responsible for professional learning initiatives and record the information on a data summary sheet such as the example in *Tool 2.3: Professional learning initiative data summary sheet*. This

spreadsheet gives another way to collect data. Spreadsheets also allow for recording, sorting, and arraying the data. Regardless of how data will eventually be collected, the analysis team determines how to compile all the information into a single place so that they are easily accessible.

Because data systems and the levels of analysis vary, this workbook does not intend to provide a single tool for states or school systems to use, but rather to provide an example of ways to collect and record the information. Some states and districts may already have data systems that include the information; teams in such situations may do some minor programming to compile the professional learning initiative data for their use.

To guide the data collection process, it is helpful to determine who will be primarily responsible for conducting the data collection, what support will be allocated for this work, and what the timeline will be for collecting the data. The leadership or analysis team might consider tapping skillful administrative assistants, temporary staff, graduate students, or interns support the data collection process. The level of analysis and access to the data influence the timeline for data collection. If most data are accessible through a learning management system or other database, the process can move very quickly. If the data reside in multiple departments in a variety of locations, the process will obviously take longer.

> **At the completion of Step Two, the leadership or the analysis team will have identified the following:**
>
> - Parameters for professional learning initiatives to discover;
> - Variables for data collection;
> - Process for conducting data collection (e.g. analysis team, data management specialists, administrative assistants; data queries using surveys, interviews, and data mining);
> - Oversight of the data collection process; and
> - Timeline for data collection.

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Tools for Discovering Professional Learning

Tool	Tool Title	Description
2.1	**Professional learning initiative variables to consider for data collection**	This tool provides a list of variables to be considered when designing data collection process for the discovery process.
2.2	**Professional learning initiative discovery survey**	This tool is a survey, which is one method for collecting data about individual professional learning initiatives.
2.3	**Professional learning initiative data summary sheet**	This Excel spreadsheet is an example of another method for collecting and recording data about professional learning initiatives for use during Step Four: Analysis.

STEP 3

Collecting Data

Collecting data during a professional learning analysis presents certain challenges. Because not all professional learning data typically reside in a single place, it is often necessary to dig deeply into multiple sources of information such as the learning management system and the financial data to gather relevant data for the analysis. An advantage of the professional learning initiative analysis is that it helps state or school system leaders identify what professional learning data they want readily available to use in making informed decisions about the quality and impact of professional learning, for continuous improvement and overall accountability.

Data Collection Oversight

By now the leadership team and, perhaps the analysis team, have determined what variables about which they want to collect data for the analysis. They have also set a timeline for the data collection process and the template or form in which the data will be recorded. *Tool 3.1: Professional learning analysis data collection schedule* is a sample schedule for data collection that the analysis or leadership teams can use to oversee the data collection process.

Management of Gaps in Data

Two challenges that typically occur during the data collection phase are incomplete or missing data. The leadership team and/or analysis team may establish parameters to guide the data collection process. Some guidelines are offered below:

- Data collectors record only complete data.
- Data collectors record only actual data, not estimates.
- Data collectors note and record incomplete or missing data as such and do not include in the analysis process, unless special analysis is conducted to acknowledge that data are missing or incomplete.
- Data collectors and the analysis or leadership team conduct frequent checks and cross-checks to ensure accurate data collection and recording.
- The analysis team reviews collected data for anomalies, inconsistencies, or outliers that might signify inaccuracy in the data recording process.

At the completion of Step Three, the analysis team will have accomplished the following:

- Recorded available data about each professional learning initiative on the *Professional learning initiative analysis data collection template;*

- Made notations about missing data; and

- Checked and cross-checked the accuracy of recorded data

Tools for Collecting Data

Tool	Tool Title	Description
3.1	**Professional learning initiative analysis data collection schedule**	This schedule provides a quick reference for analysis or leadership teams to use to oversee the data collection process.

Analyzing Data

With professional learning data in hand, the analysis team begins its work. Analysis includes several phases. The first phase is coding data, as appropriate. A second phase, if the initiative analysis or leadership team choose to do it, is rating the initiatives. A third phase is making observations. A fourth phase is forming conclusions. The fifth phase is analyzing conclusions, after which the team will assign priorities to the conclusions. Lastly, the analysis team makes recommendations based on the data. *Tool 4.1: Professional learning initiative analysis* process and questions describes the multi-phase process and offers guiding questions that analysis team members may use.

Decisions about Data Codes

Early in its work the analysis team will decide whether to code data, and if so, how to code them. Codes result from ratings, labeling, or placing a value on the data. Codes may permit deeper analysis such as comparisons among initiatives. For example, the analysis team might ask the person responsible for a professional learning initiative or a team of people with knowledge about a professional learning initiative to apply the Learning Forward *Professional Learning Rubric* to each initiative and score it in terms of content, context, and process. Applying the rubric will result in a single score in each area of content, process, and context, and an overall score for the professional learning initiative. The rubric is *Tool 4.2a: Professional learning rubric;* the manual for applying the rubric is *Tool 4.2b: Professional learning rubric manual.*

The team also might want to convert some variables into numerical codes that indicate ordinal value. For example, the variable of "Audience" might be given the following numerical coding:

1 =   includes one level of school staff, only elementary, middle or high school

2 =   includes two levels of school staff, such as elementary and middle school,
        or elementary and high school

3 =   includes all three levels of school staff

4 =   includes all three levels and staff at the district level

The use of this coding system implies that professional learning that addresses multiple levels of educators are "more valuable" than those that address only one or two levels. If professional learning initiatives for elementary school staff are coded as 1 and for high school staff, they are coded as 3, the analysis team must be cautious about drawing any conclusion that may inadvertently consider a 3 more valuable than a one, if that is not their intent. If the team merely wants to label the variable rather than place a value on it, they may want to use the codes E, M, H, A, respectively, so that the perception of "better" cannot be inferred:

E, M, H = includes only one level of school staff, either elementary, (E) middle (M), or high school (H)

E, M, H = includes two levels of school staff, such as elementary and middle (E, M), middle and high school (M, H), or elementary and high school (E, H)

EMH = includes all three levels of school staff

A = includes all three levels and staff at the district level

Some variables are easier to code than others. For example, the department or division can easily be translated into a code, but the application of a numerical code isn't necessary. For each variable, the analysis team determines if it wishes to use a numerical coding or raw data. The degree of analysis will help the analysis team to make this decision. Translating raw data into numerical scores allows for sorting and comparing initiatives; however, it may also make it more difficult to understand the uniqueness of each initiative.

Decisions about Initiative Rating Systems

In addition to coding the data, the analysis team also considers if it wishes to rate initiatives based on a number of factors. Rating initiatives requires that those applying the rating system are knowledgeable about the rating criteria, have sufficient data about the initiative to apply the rating system, and fairly and reliably apply the rating system. Occasionally, an analysis team will use rating criteria to discuss various aspects of each initiative, but not actually rate each initiative. *Tool 4.2a: Professional learning rubric, Tool 4.3: Professional learning effectiveness rubric, Tool 4.4: Professional learning efficiency rubric,* and *Tool 4.5: Professional learning equity rubric* are sample rating systems to use for either rating or discussing initiatives. These tools are offered as examples of rating systems that might be considered. They have been reviewed for content validity only, and they require fairly extensive knowledge about each initiative. The analysis team may choose none, one, or more of these rating systems to use as a part of its analysis of professional learning initiatives. *Tool 4.6: Professional learning initiative rating chart,* or an adaptation of it, may be use to record the summary of ratings.

The analysis team has several options to consider for using one or more rating systems. The lead staff person responsible for each initiative may apply one or more rating systems. Another option is to ask several staff members with knowledge about an initiative to apply one or more rating scales and calculate mean scores based on multiple raters' responses. A third way to use the rating scales is to gather a representative group of people who have participated in the initiative with staff members who are responsible for the initiative, and ask them to discuss the criteria and reach consensus on a rating. A final option is to ask only participants in a particular initiative to apply one or more rating systems from which mean scores would be calculated.

The initiative analysis may proceed without rating initiatives; however, rating initiatives based on agreed-upon criteria may deepen the analysis of each initiative. If the analysis team decides to use one or more rating systems, it will include the ratings among the data in its analysis, rather than use ratings as the sole criteria. An initiative analysis considers multiple types of professional learning initiatives, some of which are not comparable to one another. For example, daily, job-embedded professional learning that occurs at schools is a professional learning initiative. It is different in scale and scope from a district professional learning initiative focused on implementing new content standards or curriculum, and, thus, it is not comparable. The ratings are helpful to discuss how well certain initiatives support a district's or state's overall high-priority goals, yet they are insufficient as the only basis on which to make significant decisions about all professional learning. Leadership teams and analysis teams must deliberate thoughtfully about the use of rating systems in their initiative analyses.

Observations about Data

Analysis team members should familiarize themselves with the data by studying it and making observations. Observations are facts contained in the data. Team members can verify observations because the data are clearly available. The following statements are examples of observations based on the presence or absence of data:

- The school system has more professional learning initiatives in literacy than in social studies and science combined. (This statement is a fact if the data prove it to be true.)

- The school system has no professional learning initiatives in world languages, physical education, or family and consumer sciences. (This can be verified by the absence of professional learning initiatives in these content areas.)

- There are more professional learning initiatives in the content areas of reading, writing, math, and science. (This can be verified by counting the number of professional learning initiatives in each content area, adding up the total of initiatives in the core content areas and the total number of initiatives of other content areas.)

- More professional learning is available for teachers than for administrators. (This can be verified by adding the number of professional learning initiatives for teachers and those for administrators.)

- There are only two professional learning initiatives with evaluation evidence that measures the impact on student achievement. (This can be verified by examining the data about evaluation of professional learning.)

Analysis team members can use *Tool 4.7: Observations and evidence table* to generate observations based on the data. Generating observations will give the analysis team an opportunity to understand what the data suggest.

To facilitate the next steps of the analysis process when recording observations, the analysis team may cluster the observations into categories and then number them so that they can refer to the categories of observations easily during the next several stages of their analysis.

Conclusions Drawn from Observations

Once observations are recorded, analysis team members can cluster them and sort them to form conclusions. A conclusion is an inference that makes meaning from or offers an explanation for several observations. Typically, a conclusion is formed from multiple observations. For example, clustering together all the observations on professional learning in one content area or for a particular group of educators might lead to an inference or conclusion about professional learning initiatives in each cluster.

The following example may help distinguish between observations and inferences:

Observations

- There is no professional learning initiative in social sciences.

- Students are not tested in social sciences on high-stakes assessments.

- Middle school social science teachers participate in reading and writing professional learning initiatives.

- Developing responsible citizens is a part of the school system's vision statement.

Possible inferences or conclusions

- Social sciences are not regarded as an important content area in comparison to other content areas.

- Effective instruction in social sciences includes using reading and writing strategies.

- Teachers have inadequate professional learning in social sciences.

Priority of Conclusions

After forming conclusions, the analysis team might rate the strength of each conclusion based on available data and recommend a level of priority for the decision makers. *Tool 4.8: Conclusions summary table* provides a template for recording conclusions and the team summary of conclusions they formed, which will inform their recommendations. The summary can serve as a communications resource to explain to stakeholders what the analysis team concluded about professional learning initiatives based on available data. This summary will be particularly useful when conclusions might surprise stakeholders.

Recommended Actions

Once conclusions are recorded, the analysis team forms recommendations for next-step actions for current professional learning initiatives. The team begins by reviewing and clarifying their decision-making authority so that there is no confusion regarding what occurs after they make recommendations.

The following questions can guide the development of recommendations:

- Which professional learning initiatives should be discontinued because they are not aligned with high-priority needs and have little or no evidence of success?

- Which professional learning initiatives should be redesigned because they do not meet the Standards for Professional Learning, yet still address high-priority areas?

- Which professional learning initiatives need more resources to reach more educators and sustain support for implementation?

- How do we combine initiatives or adapt them to incorporate a focus on content standards and educator performance standards?

- How can we alter or streamline resource investments to ensure that sufficient support for implementation is available?

- What recommendations do we have about the continuation, redesign, improvement, discontinuation, or expansion of current professional learning initiatives? What is our rational for each recommendation? What data support the recommendation?

- When resources will be realized from discontinuation or redesign, what areas of professional learning should receive priority attention?

Just as with summarizing conclusions, analysis team members summarize their recommendations using a format similar to the one in *Tool 4.9: Recommendations summary table*. This summary serves as a communications tool to the decision-making authority and to stakeholders. Analysis team members may prepare to respond to criticism of their work that might emerge from stakeholders who are negatively impacted by their recommendations. Clarity about their purpose and goals as well as the criteria for analysis will support the analysis team in responding to any criticism.

At the completion of Step Four, the analysis team will have created the following:

- A list of observations coded with specific data;

- A list of conclusions drawn from the observations and coded with the supporting data; and

- A list of recommendations for action drawn from the conclusions and summarized.

Tools for Analyzing Data

Tool	Tool Title	Description
4.1	**Professional learning initiative analysis process and questions**	This tool presents an overview of the process with questions to guide analysis team members in generating observations, analyzing conclusions, and drafting recommendations about existing professional learning initiatives.
4.2a	**Professional learning rubric**	Team members can use the professional learning rubric to measure content, context and process for each professional learning initiative they discover.
4.2b	**Professional learning rubric manual**	This manual describes how to apply the Learning Forward professional learning rubric.
4.3	**Professional learning initiative effectiveness rubric**	Team members can use this tool to rate the overall effectiveness of a professional learning initiative.
4.4	**Professional learning initiative efficiency rubric**	Team members can use this tool to rate the overall efficiency of a professional learning initiative.
4.5	**Professional learning initiative equity rubric**	Team members can use this tool to rate the overall equity of a professional learning initiative.
4.6	**Professional learning initiative rating chart**	This ratings chart gives a template to use or adapt to combine overall ratings of effectiveness, efficiency, and equity.
4.7	**Observations and evidence table**	This summary sheet provides a template to use or adapt to record observations and the supporting evidence from the data.
4.8	**Conclusions summary table**	This summary sheet provides a template to use or adapt to record conclusions drawn from the observations and to make notes about the supporting evidence.
4.9	**Recommendations summary table**	This tool provides a template for summarizing the analysis team's recommendations.

STEP 5

Taking Action

After the analysis team submits the recommendations generated in Step Four, members of the leadership team or some predetermined decision-making authority will have the information, including supporting evidence and potential implications, they need to assign priority to recommendations and to plan actions based on those recommendations. In some cases the Professional Learning Initiative Analysis team will use the tools in this chapter to assign priorities and communicate the expectations and status of action on the recommendations.

Priority of Recommendations

It is likely that the submitted recommendations will vary in level of priority, urgency, feasibility, or other factors. In an ideal situation decision makers review the recommendations and assign priorities based on criteria related to the goals for the initiative analysis. For example, if the goal of the analysis is to repurpose professional learning resources toward high-need areas or high-priority initiatives, one criterion for weighing each recommendation is alignment with significant needs or top priorities. In some cases the leadership team will ask the analysis team to prioritize the recommendations prior to submitting them to the decision makers.

Tool 5.1: Recommendations priority matrix worksheet might be useful for determining the priority of each recommendation. *Tool 5.2: Recommendations priority summary* can be used to report the level of priority of each recommendation and the rationale. This tool helps analysis team members, leadership team members, or decision makers communicate how they arrived at their priority ranking.

In some cases the leadership team will ask the analysis team to prioritize the recommendations prior to submitting them to the decision makers. If this is the case, the analysis team might use *Tools 5.1* and *5.2* to prioritize the recommendations and communicate their decisions.

Plan of Action

Planning for carrying out the necessary actions to implement the high-priority recommendations is one way to ensure that the analysis moves from recommendations to action for improved professional learning. Action plans for the recommendations are best if they are included in a state's or district's improvement, operational, or strategic plan rather than standing alone. Depending on the scope of the planned actions, however, some may be relatively easy to implement without a detailed plan. State and district leaders or leadership team members will determine how essential a detailed plan of action is for the implementation of the recommendations.

If a more detailed action plan is needed, the leadership team may appoint a new work group to develop the plan or ask the analysis team to draft a plan. A thorough plan of action includes the following elements:

- Specific steps to accomplish related to each recommendation included in the action plan;

- Name of person or persons responsible for completing each step;

- Timeline for the steps;

- Resources allocated to the completion of each action;

- Broad-based communication about the planned actions with audience-appropriate explanations;

- Feedback mechanism for receiving feedback on actions taken and throughout the implementation phase;

- Measures of success of the action plan; and

- Strategy for monitoring the success of the implementation.

The value of the investment in the professional learning initiative analysis is visible to stakeholders when they see changes in professional learning resulting from the analysis process. While the plan of action related to the recommendations is one aspect of this good-faith effort, it alone is not sufficient.

Leadership teams may ask the analysis team to assign priorities to the recommendations and to develop action plans for implementing high-priority recommendations before submitting their work.

Review of Action

The value of the time invested in the analysis process depends on the actions that result from the analysis. Stakeholders will see visible evidence of state or district commitment to professional learning when they not only see the plan of action, but also see change and continuous improvement occur. When they work to improve the effectiveness, efficiency, and equity of professional learning, decision makers convey, even more, the significance of professional learning as a vehicle for equipping and supporting educators for success. In the face of limited or declining resources, however, education leaders must make difficult decisions about priorities and investments of those limited resources. The two conditions of rapid change and limited resources require all educators to focus their collective attention, effort, and resources on what matters most—student success. In the process, educators can expect to reap rewards that emerge from collaboration and success.

Tool 5.3: Expected results for high-priority recommendations and *Tool 5.4: Recommendations status report* are useful tools for summarizing and communicating on progress in implementing the recommendations. Members of the leadership team or other designated decision makers may use them to communicate regularly about actions taken and interim results. In some instances members of the analysis team may use the tools, themselves, to communicate or report to educators, other stakeholders, and leaders.

Taking Action

At the completion of Step Five, decision makers will have accomplished the following:

- Prioritized the recommendations for action;

- Planned actions for high-priority recommendations;

- Prepared a communication strategy for informing stakeholders and others about the recommendations and planned actions;

- Identified measures of success associated with each recommendation; and

- Established an ongoing feedback and communication loop with stakeholders related to the recommendations.

Tools for Taking Action

Tool	Tool Title	Description
5.1	**Recommendations priority matrix worksheet**	This worksheet helps assign a priority for each recommendation based on established criteria.
5.2	**Recommendations priority summary**	This tool helps communicate the agreed-upon priority of each recommendation and the supporting rationale.
5.3	**Expected results for high-priority recommendations**	This tool provides a template for recording expected results from each planned action related to recommendations, to identify an anticipated date for realizing the results, and to identify expected and actual evidence of the results achieved.
5.4	**Recommendations status report**	This tool provides a framework for periodically updating stakeholders about the status.... recommendations.

Conclusion

Continuous improvement requires continuous analysis based on data. Professional learning is an essential strategy for implementing innovation and improvements in any industry. It is particularly critical in education where national efforts are focused on preparing all students for college and careers, increasing educator effectiveness through feedback and personalized, intelligent support, and more effectively assessing student learning.

Each of these changes requires comprehensive, sustained, and effective professional learning. With limited resources and significant changes occurring simultaneously, however, education leaders need more effective ways to analyze their current professional learning efforts. Regular, rigorous analysis will produce the data to make informed decision about professional learning to increase its effectiveness, efficiency, and equity to achieve maximum benefits for students.

Tools

Launching the Process

TOOL 1.1 Back to Tools for Launching the Process Chart

Recommended membership of Professional Learning Initiative Analysis team

Use the list below to identify membership of the Professional Learning Initiative Analysis team.

Local school system or professional learning initiative analysis team

REPRESENTATIVES FROM
- District administrative team
- Local school board
- School system central office staff who lead, facilitate, provide, oversee, monitor, or support professional learning
- Local teacher and principal/supervisor associations
- Teachers at multiple levels and disciplines
- Principals from schools with diverse locations, size, and student demographics
- Support or classified staff with diverse responsibilities
- Institutions of higher education in partnership with the school system
- Regional education agency
- Third-party providers who currently provide services to the district

Education Agency professional learning initiative analysis team

REPRESENTATIVES FROM
- DOE executive staff
  - DOE departments governed by professional learning policies and those providing professional learning
  - Local school systems (e.g. superintendents from districts that differ in location, student demographics, and size; central office from different roles, principals from schools at all levels, size, and locations, teachers from multiple disciplines and levels, teacher leaders with diverse responsibilities, resource staff with diverse responsibilities)
  - State teacher and principal/supervisor associations
  - Support staff with diverse responsibilities from within DOE and regional and local education agencies
  - Regional education agencies
  - Professional associations within the state
  - Institutions of higher education
  - Third-party providers within the state

TOOL 1.2   Back to Tools for Launching the Process Chart

Professional Learning Initiative Analysis team matrix

Use this matrix to cross-reference recommended members for the Professional Learning Initiative Analysis team. Adapt the criteria across the top row to align with the purpose and goals of the initiative analysis process.

Name	Role in school/ system	Role in Professional Learning Initiative				Professional Learning provider		Role external to school or system		Other
		Director/ manager	Principal or teacher leader	Teacher / non-instructional staff	Support staff	Internal	External	Policy / decision make	Stakeholder	

TOOL 1.3 Back to Tools for Launching the Process Chart

Professional Learning Initiative Analysis team charge statement

Use this template to develop a charge statement for the Professional Learning Initiative Analysis team that will engage in the process of identifying and analyzing existing professional learning initiatives.

Sample Charge Statements

This tool provides a format and sample of a task force charge statement.

1. Purpose/Objectives

The reason the group is forming; what the group is to accomplish.

EXAMPLES

- To identify all existing professional learning initiatives.
- To repurpose professional learning resources toward high-priority needs.
- To align professional learning with high-priority needs.
- To ensure effectiveness, efficiency, and equity in professional learning.
- To make informed decisions about professional learning.
- To improve decision making about professional learning.
- To improve accountability for professional learning.

2. Level of Authority

The extent to which the group can make and/or implement decisions without others' approval.

EXAMPLES

- The task force has the authority to act only with the prior approval of the superintendent or school board.
- The task force will offer to the district leadership team recommendations that have been reviewed by stakeholder groups and revised based on input.
- The task force has the authority to make a recommendation to the district leadership team.

3. Communication Linkages

Who needs to be kept informed, in what form, and how often.

EXAMPLES

- The Professional Learning Initiative Analysis team collects input and feedback from stakeholders (teachers, school administrators, central office staff, vendors, professional associations that provide professional learning, etc.)

TOOL 1.3, cont.

- The Professional Learning Initiative Analysis team provides monthly updates to the assistant commissioner.

- The Professional Learning Initiative Analysis team publishes its agenda and minutes.

4. Time Requirement

Expectations for amount of meeting time.

EXAMPLES

- The Professional Learning Initiative Analysis team will present its revised and final recommendations by May 1.

- The Professional learning Initiative Analysis team will meet at least monthly between October and April.

5. Resources Available

Amount of money, time, and materials for the group to use with or without prior approval.

EXAMPLES

- Each team member receives release time from his/her position to serve.

- Supplies and refreshments are available for meetings.

- The team will have secretarial support as needed.

6. Membership Requirements

Who needs to participate, how membership in groups will be decided.

EXAMPLES

- Members will include participants in professional learning, professional learning program directors and managers, professional learning providers, and teachers and school and district leaders.

7. Accountability/Expectations

Results, impact, accomplishments.

EXAMPLES

- Team's recommendations will include which of the existing professional learning initiatives align with the district's top-level priorities.

- Team recommendations will address how to repurpose resources allocated to professional learning to meet all identified needs for full implementation of Common Core standards.

- Team recommendations will include analysis of the effectiveness, efficiency, and equity of the professional learning initiatives.

Discovering Professional Learning

TOOL 2.1 Back to Tools for Discovering Professional Learning Chart

Professional learning initiative variables to consider for data collection

Use this list to consider and select variables for data collection.

• Name of initiative
• Description—key words
• Content focus (which content standards and/or curricular area are addressed)
• Performance focus (which educator performance standards are addressed)
• Goals/intended outcomes
• Timeline
- Beginning and ending dates   - Milestone dates
• Person responsible
• Department responsible
• Policy/goal alignment
- Name or number of the policy with which the initiative aligns   - Name or number of the overall goals with which the initiative aligns
• Audience/participants

- Type (teacher, parents, school administrators, district administrators, etc.)
    - Number
    - Number of students they touch
    - Individual members participating
    - Teams of teachers participating
    - Teams of teachers and their administrator(s) participating

• Engagement points—dates, times, etc., audience/participants are engaged—training in summer of 2012 in August; coaching between September-December, 2012
- Dates   - Frequency

TOOL 2.1, cont.

• Method for engagement (i.e. face-to-face, online, or blended)

- Online
      • Synchronous
      • Asynchronous
    - Face-to-face regional
    - Face-to-face local
    - Face-to-face statewide
    - Blended
      • Percentage online
      • Percentage face-to-face

• Design of professional learning used and percentage

- Workshop (length)
    - Place-based learning communities of peers (facilitator is a member of the team)
    - Place-based facilitated learning communities (facilitator is not a member of the team, e.g. principal, coach, etc.)
    - Online learning communities of peers (facilitator is a team member)
    - Online facilitated learning communities (facilitator is not a member of the team, e.g. principal, coach, etc.)
    - College/university course
    - Non-college/university course
    - Coaching by school-based coach
    - Coaching by district-based coach
    - Coaching by regional coach
    - Coaching by university-based coach
    - Conference

• Location of engagement

- School
    - District
    - Region
    - State
    - Out-of-state

TOOL 2.1, cont.

• Staff in terms of full-time equivalent (FTE) position

- Department of education
    - Regional offices
    - Staff
    - Consultants
    - Coaches
    - District staff

• Type of staff and percentage

- Administrative
    - Teacher
    - Support
    - Other

• Indicators of success
• Measures/data used
• Budget
- Source of funds, i.e. federal program, state allocation, grant, special funding   - Breakdown by staff, travel, consultants, materials, registrations, release time, meeting costs, etc.
• Review/evaluation reports

- Formative and/or summative
    - Internal or external evaluation
    - Where available

• Alignment with Standards
- Standards for Professional Learning   - Common Core State Standards

TOOL 2.2 Back to Tools for Discovering Professional Learning Chart

Professional learning initiative discovery survey

This tool is an example of one method for collecting data and information about selected variables as described in Tool 2.1. It is a survey that was used by the Kentucky Department of Education to gather data about professional learning initiatives.

Discovery Tool for Professional Learning

Complete a separate form for each professional learning program. By definition, a program is a series of learning experiences rather than individual events. Choose the best response for each question when multiple-choice items appear. Leave blank the questions which are not applicable or for which the information is not available at this time. Thank you.

Name of Professional Learning Program

Please indicate the name of the professional learning program.

Department/Division

Identify the department/division responsible for this professional learning program.

- ❏ Next Generation Schools and Districts/Division of Student Success
- ❏ Next Generation Schools and Districts/Division of Consolidated Plans & Audits
- ❏ Next Generation Learners/Division of Program Standards
- ❏ Next Generation Learners/Division of Learning Services
- ❏ Next Generation Learners/Division of Next Generation Professionals
- ❏ Assessment & Accountability/Division of Assessment Design & Implementation
- ❏ Assessment & Accountability/Division of Support & Research
- ❏ Knowledge, Information, & Data Services/Division of Eng and Management
- ❏ Knowledge, Information, & Data Services/Division of Operations & Services
- ❏ Knowledge, Information, & Data Services/Division of Enterprise Data
- ❏ Guiding Support Services/General Counsel/Division of Communications
- ❏ Guiding Support Services/General Counsel/Division of Innovation & Partner Engagement
- ❏ Administration and Support/Division of Budget & Financial Management
- ❏ Administration and Support/Division of Resource Management
- ❏ Administration and Support/Division of District Support
- ❏ Administration and Support/Division of School & Community Nutrition
- ❏ Other: _____

Discovering Professional Learning

TOOL 2.2, cont.

Lead KDE Staff

Please indicate the name of the lead staff of this program.

Lead KDE Staff Contact

Enter the email of the lead staff.

Fiscal Agent

Enter the name of the fiscal agency.

Fiscal Agent Contact

Enter the name of the contact person at the fiscal agency.

Goals for Professional Learning

Indicate the goals for the professional learning program.

Professional Learning Program Description

Provide a brief description of the professional program.

TOOL 2.2, cont.

Intended Audience(s)

Please select the intended audience(s) for this professional learning. Check multiple audiences if appropriate.

- ❏ Elementary teachers/teacher leaders
- ❏ Middle school teachers/teacher leaders
- ❏ Elementary principals/assistant principals
- ❏ Superintendents/Assistant superintendents
- ❏ Other central office staff
- ❏ Regional cooperatives staff
- ❏ External partners
- ❏ Institutes of higher education faculty

- ❏ Non-instructional resource staff
- ❏ Classified staff
- ❏ High school teachers/teacher leaders
- ❏ Pre-school teachers
- ❏ Post-secondary teachers
- ❏ Middle school principals/assistant principals
- ❏ High school principals/assistant principals
- ❏ KDE staff

District Engagement

Indicate the number of districts this professional learning program reaches.

Number of Educators/Education Workforce Reached

Estimate the number of educators or members of the education workforce reached.

Number of Students Reached

Estimate the number of students influenced by the educators or members of the education workforce who participate.

Duration of Program

Select the duration of the program, the time period during which the program is open for participation.

- ❏ A portion of an academic year
- ❏ A full academic year
- ❏ Eighteen months
- ❏ Two academic years
- ❏ Three academic years

- ❏ Four academic years
- ❏ More than three academic years
- ❏ Continuous
- ❏ Other: _____

TOOL 2.2, cont.

Learning Designs Included in Professional Learning

Please indicate the various learning designs included in this professional learning program.

Check all that apply.

- ❏ Workshop of one or two days in length
- ❏ Workshop three-five days in length
- ❏ Workshop of more than five days in length
- ❏ Coaching from school-based coach
- ❏ Peer coaching
- ❏ Short online course of fewer than 10 sessions
- ❏ Long online course of more than 10 sessions
- ❏ Collaborative team meetings/PLCs that include intentional professional learning
- ❏ College/university course
- ❏ Blended learning including fact-to-face and online learning
- ❏ Access to online resources
- ❏ Professional reading
- ❏ Coaching from district-based coach
- ❏ Coaching from coach from outside the district
- ❏ Regional conference
- ❏ State conference
- ❏ National/international conference
- ❏ Other: _____

Beginning Date

Indicate the beginning date of the program using MM/DD/YEAR.

Ending Date

Indicate the ending date of the professional learning program using MM/DD/YEAR.

Discovering Professional Learning

TOOL 2.2, cont.

Time of Professional Learning

Please indicate when the professional learning occurs. Check all that apply.

❑ During summer months only

❑ During the school year on release days

❑ During the school year after school or on weekends

❑ During the school year on district professional development days

❑ During the summer and school year on release days

❑ During the summer and school year after school or on weekends

❑ During the summer and school year on district professional development days

❑ Other: _____

Content-Area Focus of Professional Learning

Please select the content area focus for this professional learning.

❑ English/Language arts

❑ Mathematics

❑ Physical education/health

❑ Career and technical education

❑ Social studies

❑ Science

❑ Practical living and career studies

❑ Arts and humanities

❑ Early childhood

❑ World languages

❑ Other: _____

Alignment with State Priorities/Goals

Indicate the state priorities/goals with which this professional learning program is aligned.

TOOL 2.2, cont.

Primary Learning Access

Indicate the primary means through which learners access the learning.

❑ Face-to-face learning   ❑ Text-based learning

❑ Online learning   ❑ Other:_____

❑ Hybrid of face-to-face and online learning

Primary Location of Professional Learning

Indicate the primary location of professional learning. Check all that apply if learning occurs in multiple locations.

❑ School or other primary workplace   ❑ State location

❑ District office   ❑ Out-of-state

❑ Regions/regional cooperatives   ❑ Web-based

Allocation of Funding

❑ The following series of questions relate to resources invested in the professional learning. First, indicate the areas to which resources are allocated.

❑ Facilitation/coaching including staff for professional learning, coaches, consultants, registration fees, tuition, and stipends for participants, facilitators, or others whose their primary purpose is to facilitate professional learning.

❑ Substitutes

❑ Travel/transportation

❑ Materials/equipment/supplies such as technology, maintenance or rental of facilities used for professional learning, subscriptions, books, or other resources for professional learning.

❑ Participant time includes both time within and outside the normal school day for collaborative and individual planning, days set aside for professional learning, time outside the contract for professional learning.

❑ Program administration including staff responsible for supervising or administering programs for professional learning, learning management, and other support staff who manage the professional learning.

❑ Other: _____

TOOL 2.2, cont.

Total funding allocated to this professional learning initiative

Indicate and/or estimate the total funding allocated for this professional learning initiative

KDE FTE

Indicate the total KDE FTE allocated to this initiative,

Total FTE

Indicate the total non-KDE FTE allocated to this initiative.

Percentage of funding allocated to facilitation/coaching

Indicate and/or estimate the percentage of total resources invested that are allocated to facilitation/coaching including staff for professional learning, coaches, consultants, registration fees, tuition, and stipends for participants, facilitators, or others whose their primary purpose is to facilitate professional learning.

Percentage of funding allocated to substitutes

Indicate and/or estimate the percentage of total resources invested that are allocated to substitutes.

Percentage of funding allocated to travel/transportation

Indicate and/or estimate the percentage of total resources invested that are allocated to travel/transportation.

Percentage of funding allocated to materials/equipment/supplies

Indicate and/or estimate the percentage of total resources invested that are allocated to materials/equipment/supplies such as technology, maintenance or rental of facilities used for professional learning, subscription, books, or other resources needed for professional learning.

TOOL 2.2, cont.

Percentage of funding allocated to participant time

Indicate and/or estimate the percentage of total resources invested that are allocated to participate time. Includes both time within and outside the normal school day for collaborative and individual planning, days set aside for professional learning, time outside the contract for professional learning.

Percentage of funding allocated to program administration

Indicate and/or estimate the percentage of total resources invested that are allocated to program administration including staff responsible for supervising or administering programs for professional learning, learning management, and other support staff who manage the professional learning.

Source of Funds for Professional Learning Program

Indicate the source of funding for professional learning program.

- ❑ Department of education funds
- ❑ External funding from foundation grant
- ❑ Federal program funding
- ❑ External funding from federal grant
- ❑ Regional cooperative funding
- ❑ Other: _____

Indicators/Evidence of Success

Identify the indicators/evidence of success used to assess the effectiveness (quality) and results (outputs/outcomes) of this professional learning program.

TOOL 2.2, cont.

Evaluation of Professional Learning

Indicate how the professional learning program is evaluated.

❑ Internal, informal evaluation

❑ Internal, formal evaluation

❑ External, informal evaluation

❑ External, formal evaluation

❑ Other: _____

Evaluation Report

Include the link for the evaluation report if one exists.

Source: *Professional Learning Initiative Discovery Survey* by Kentucky Department of Education. Frankfort, KY, 2012.

TOOL 2.3 Back to Tools for Discovering Professional Learning Chart

Professional learning initiative data summary sheet

This tool includes a list of selected variables that are used in the example of an initiative summary sheet, which is an **Excel spreadsheet** to use or adapt with variables relevant to their own initiative analysis.

Professional Learning Initiative Variables used in Example Summary Sheet

- Name of Professional Learning Program
- Department /Division
- Lead Staff
- Lead Staff Contact
- Fiscal Agent
- Fiscal Agent Contact
- Goals for Professional Learning
- Professional Learning Program Description
- Intended Audience(s)
- District Engagement
- Number of Educators/ Education Workforce Reached
- Number of Students Reached
- Duration of Program
- Learning Designs Included in Professional Learning
- Beginning Date
- Ending Date
- Time of Professional Learning
- Content-Area Focus of Professional Learning

- Alignment with State Priorities/ Goals
- Primary Learning Access
- Primary location of Professional Learning
- Allocation of Funding
- Total funding allocated to this professional learning initiative
- SDE FTE
- Total FTE
- Percentage of funding allocated to facilitiation/ coaching
- Percentage of funding allocated to substitutes
- Percentage of funding allocated to travel/ transportation
- Percentage of funding allocated to materials/ equipment/supplies
- Percentage of funding allocated to participant time
- Percentage of funding allocated to program administration
- Source of funds for professional learning program
- Indicators / Evidence of Success
- Evaluation of Professional Learning
- Evaluation Report

Download an Excel spreadsheet.

Collecting Data

TOOL 3.1 Back to Tools for Collecting Data Chart

Professional learning initiative analysis data collection schedule

Use this tool to oversee the data collection process.

Department	Person responsible for coordinating data collection	Deadline	Completed		Notes
			Yes	No	
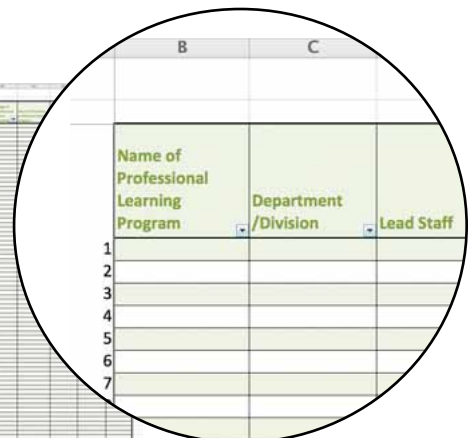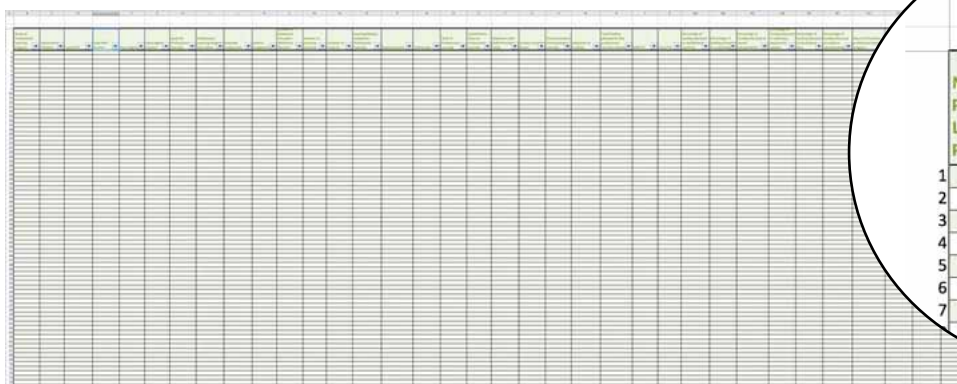
TOOLS 4

Analyzing Data

TOOL 4.1 Back to Tools for Analyzing Data Chart

Professional learning initiative analysis process and questions

Purpose	Conduct an analysis of professional learning initiatives based on goals established for the analysis and data collected.
Non-purpose	Rank the programs. Decide if professional learning is worthwhile.
Time	Varies based on the number of initiatives and the level of analysis; at least two hours and perhaps as much as five-six hours
Required roles	Facilitator; note taker; timekeeper; summarizer
Steps	Five steps: • Make observations • Form conclusions • Analyze and record conclusions • Prioritize conclusions • Make recommendations
Code data	Determine if the analysis requires rating, scoring, or assigning other codes to the data or the initiatives being analyzed and apply the appropriate codes. Team members might use *Tools 4.2a* and *4.2b,* professional learning rubric and manual, respectively, to measure professional learning initiatives by content, context, and process.
Make observations	Ask analysis team members to work in dyads to generate observations, to record their observations on index cards or electronic note cards that can be sorted and clustered, and to record the specific data about which each observation is made. Team members may use *Tools 4.3* through *4.5,* the Professional learning initiative rubrics, to assess professional learning initiatives for levels of effectiveness, efficiency, and equity. They can record their observations on *Tool 4.6: Professional learning initiative rating sheet.*

TOOL 4.1, cont.

Make observations, cont.	To facilitate the next steps of the analysis process, the analysis team might cluster the observations into categories and then number the observations so that they can refer to them easily during the next several stages of their analysis work.
	They may use *Tool 4.7: Observations and evidence* to record all observations as a summary to this phase of the analysis process.
Form conclusions	Analysis team members cluster and sort observations to form conclusions, which are inferences that explain or make meaning from several observations. Analysis team members formulate conclusions and record them for large-group discussion.
Analyze and record conclusions	Analysis team members study the conclusions, ask each other questions to clarify their understanding, and make revisions necessary for clarity and precision. The questions on *Tool 4.8 Conclusions summary* will guide further analysis of professional learning initiatives. Team members should consider which questions are most relevant to their purpose and goals and generate additional questions as necessary.
	Once they have clarified the questions they want to answer, analysis team members should record each question and answer along with relevant observations in a tool such as *Tool 4.8*.
Prioritize conclusions	After the conclusions are written, the team prioritizes them using the criteria below:
	4 = those that require immediate attention in policy revision because they are crucial to a comprehensive professional learning system that increases educator effectiveness and student achievement.
	3 = those that require attention but the type of action depends on addressing Priority 1 conclusions.
	2 = those that are less significant to a comprehensive professional learning system and can be addressed at a later date.
	1 = those that are not important to address at this time.

TOOL 4.1, cont.

Make recommendations	The following questions can guide the development of recommendations:
	• Which professional learning initiatives should be discontinued because they are not aligned with high-priority needs and have little or no evidence of success?
	• Which professional learning initiatives should be redesigned because they do not meet the Standards for Professional Learning, yet still address high-priority areas?
	• Which professional learning initiatives need more resources to reach more educators and sustain support for implementation?
	• How do we combine initiatives or adapt them to incorporate a focus on content standards and educator performance standards?
	• How can we alter or streamline resource investments to ensure that sufficient support for implementation is available?
	• What recommendations do we have about the continuation, redesign, improvement, discontinuation, or expansion of current professional learning initiatives? What is our rational for each recommendation? What data support the recommendation?
	• When resources will be realized from discontinuation or redesign, what areas of professional learning should receive priority attention?
	Analysis team members summarize their recommendations using *Tool 4.9: Recommendations summary*.

TOOL 4.2a Back to Tools for Analyzing Data Chart

Professional learning rubric

Content	Not at all	Somewhat	Mostly	Completely	Score	Comments
Addresses educator learning outcomes						
The stated learning targets were aligned with the professional learning session.	1	2	3	4		
The learner clearly understood what is necessary in implementing the professional learning.	1	2	3	4		
The professional learning session established a measurable standard for performance of students whose teachers engaged in professional learning.	1	2	3	4		
Content and methods connected to prior learning and linked shared outcome goals for student and educator learning.	1	2	3	4		
Professional learning showed how to link teachers' facilitation of the lessons to student learning outcomes/behaviors.	1	2	3	4		
Expected teacher outcomes are aligned with standards and assessments for student learning.	1	2	3	4		
Clearly designated ongoing, sustained professional communication opportunities to support and extend learning of educators.	1	2	3	4		
Content and learning experience match the students, grade level, and content area						
What the educator learned today aligned with his/her role responsibilities.	1	2	3	4		
Presenter's reasoning and explanations facilitated the understanding of the content.	1	2	3	4		
Content reflects current research and best practice						
Content clearly reflected current research and best practice along with appropriate citations.	1	2	3	4		
Content reflects cultural awareness and learner diversity						
Differentiated instructional engagement strategies were used to meet the learning styles and needs of diverse learners.	1	2	3	4		
Professional learning session addressed a need(s) identified by classroom or campus data.	1	2	3	4		
Content Total Score					**/48**	

TOOL 4.2a, cont.

Process	Not at all	Somewhat	Mostly	Completely	Score	Comments
Learning design						
The professional learning session was designed with the intended learning outcomes in mind.	1	2	3	4		
The facilitator used varied instructional techniques (hands-on exploration, meaningful inquiry, critical thinking).	1	2	3	4		
Critical reflection after demonstration existed (discussion, dialogue, writing, coaching, modeling).	1	2	3	4		
Immediate implementation plan generated with necessary supports identified at the classroom, building, and district level.	1	2	3	4		
Learner constructed own knowledge based on active engagement (constructivism, learning by doing).	1	2	3	4		
Learning is measurable						
Effects of specific learning targets can be identified using, and are relevant to, current data systems.	1	2	3	4		
Facilitation of learning						
The facilitator used the 5E model (Engage, Explore, Explain, Elaborate, Evaluate).	1	2	3	4		
Ongoing formative assessment of participants provided feedback for the learning (question & answer, practice of skills, role play, cooperative grouping strategies, reflections, discussion).	1	2	3	4		
Modeled questioning strategies explicitly about content and process.	1	2	3	4		
Collaborative learning opportunities						
Shared experiences between learners facilitated active engagement, discussion, and reflection (cooperative learning strategies).	1	2	3	4		
Participant modeled skills and gave examples of ideas that meet the needs of student learners.	1	2	3	4		
Learning included different types of experiential learning, applied to real world settings.	1	2	3	4		
Opportunities existed for educators to analyze student work together and to reflect/assess progress towards shared goals.	1	2	3	4		
Learner had choices for how to participate and engage in continuous improvement.	1	2	3	4		

TOOL 4.2a, cont.

Process, continued	Not at all	Somewhat	Mostly	Completely	Score	Comments
Reflect on student work						
Educators used student data for lesson design.	1	2	3	4		
Educators applied a wide variety of techniques to assess student results.	1	2	3	4		
Environment of problem solving established around student needs.	1	2	3	4		
Links content to practical application (implementation)						
Tiered support system was in place to sustain implementation of professional learning for long-term change, monitored by teachers and administrators.	1	2	3	4		
Commitment to long-term change established with clear goals and high expectations throughout the district.	1	2	3	4		
Suggestions for extension of learning						
The facilitator shared other sources of information and included suggestions for further learning.	1	2	3	4		
Process Total Score (include scores from previous page)					/80	

TOOL 4.2a, cont.

Context	Not at all	Somewhat	Mostly	Completely	Score	Comments
Leadership						
Professional learning developed a capacity for learning and leading.	1	2	3	4		
Professional learning enabled leaders to develop capacity to sustain professional learning efforts.	1	2	3	4		
Professional learning motivated leaders to advocate continuously for ongoing professional learning linked to student achievement.	1	2	3	4		
Environment						
Adequate time provided for new learning with available subsequent opportunities for tiered learning.	1	2	3	4		
Use of new learning frequently demonstrated in lesson/instructional planning.	1	2	3	4		
Educators were able to plan, implement, collect data, analyze, reflect, and evaluate the integration of their professional learning through learning communities (action research).	1	2	3	4		
Ongoing implementation/evaluation support provided opportunities to resolve problems associated with practice (monitor and refine implementation).	1	2	3	4		
Culture						
School-wide capacity existed for continuous improvement, shared goals, frequent feedback, and assimilation of professional learning.	1	2	3	4		
Data						
Educator teams used current student assessment data to monitor implementation of professional learning.	1	2	3	4		
Educators used multiple sources to plan, assess, and evaluate professional learning needs.	1	2	3	4		
Educators regularly engaged in the analysis of data to evaluate student performance and stimulate self reflection.	1	2	3	4		
Context Total Score					**/52**	

TOOL 4.2a, cont.

Student Achievement (3-6 Week Follow-Up to Assess Desired Quantitative Learning Outcomes)	5-10 Point Gain on Average	10-15 Point Gain on Average	Above 15 Point Gain on Average
Marked point gain in Math content area.			
Marked point gain in Reading content area.			
Marked point gain in Science content area.			
Marked point gain in Social Studies content area.			

TOOL 4.2b Back to Tools for Analyzing Data Chart

Professional learning rubric manual

Introduction

The professional learning rubric was designed in response to the varying standards set by a range of professional learning programs. The information contained in this manual is intended to provide all teachers and administrators with a description of the evaluation instrument and a summary of the standards set forth by Learning Forward. Teacher learning is an integral component in the process of improving teaching and learning. An effective professional learning program results when evaluators are successful in using rubrics to reinforce intended student outcomes and to improve teaching.

The rubric encompasses the Learning Forward Standards for Professional Learning by emphasizing the *Content* focus of the professional learning, the *Process* involved in the construction of learning, and the *Context* established to achieve the desired qualitative learning outcomes. Each of these three areas is further detailed to ensure the substance of the professional learning is properly assessed and aligns with Learning Forward's seven Standards of Professional Learning. The Standards are: Learning Communities, Leadership, Resources, Data, Learning Designs, Implementation, and Outcomes.

Scoring

The educator must attempt to assess the professional learning accurately. A Likert Scale was developed and utilized in order to quantify the criteria at an ordinal level. Numerical values of 1 to 4 are being used:

1) Not at All
2) Somewhat
3) Mostly
4) Completely

These values are intended to coincide with the criteria listed in the rubric and to represent how the educator experienced the instruction compared to the criteria.

TOOL 4.2b, cont.

Content

Content, the first area of the rubric, focuses on the outcome of professional learning and is further divided into subsections related to concepts in the Outcome standard. The first subsection sets the criteria for expected educator learning outcomes. The educator must acknowledge if the stated learning targets align with the actual content presented. The educator must also evaluate whether the desired learned teacher behavior is described and realized. The second subsection regards the coherence of the learning outcomes. Attributed scoring includes whether the content maintains a coherent shared outcome, whether the design promotes coherence, and if the communication supports extended learning of educators. The third subsection concerns matching of content to the targeted age of the students and subject areas. Scoring is based on educator perception in regards to understanding the subject content. The fourth subsection assesses whether the content mirrors current practices in the real world. Finally, the fifth subsection reflects educator learning to determine if the strategies presented meet the needs of their students. There are 12 evaluation questions in this section for a possible total of 48 points.

Process

This section considers whether the learning design:

- Allows content to be measurable;

- Facilitates learning;

- Presents collaborative learning opportunities;

- Links the content to implementation by the educator;

- Reflects on the student outcomes based on implementation; and

- Promotes suggestions to improve learning.

Attributed scoring for these subsections evaluates hands-on exploration of content and reflection, planning involved in implementing the learning into the real world, whether the implementation can be measured using data systems, experiential learning, and long-term change commitment. The Process section contains 20 evaluation questions for a total of 80 points.

TOOL 4.2b, cont.

Context

Context, the final section in the rubric, is used to assess the following qualitative outcomes from the professional learning program:

- Resource allocation;
- Leadership;
- Environment;
- Culture; and
- Data

Scoring on the ordinal scale is attributed to whether the aligned resources promote learning, whether the professional learning develops a capacity for learning and leading, whether new learning is demonstrated in instructional planning, whether the capacity exists for assimilation of professional learning as an important aspect of continued educational growth, and finally, whether promotion in the use of data to evaluate student performance was properly used. The Context section contains 13 evaluation questions for a total of 52 points.

Student Achievement

The final section is a post-evaluation follow-up, labeled Student Achievement, which is used to link educator's evaluations of the professional learning program with their real-world quantitative student learning outcomes. This section has four subsections relating to point gains in the four major subject areas: Math, Reading, Science, and Social Studies. Rather than using the ordinal scale, you will only be required to mark an 'X' in the category that best represents the quantitative outcome as a result of your professional development. The categories are:

- 5-10 point gain, on average
- 10-15 point gain, on average
- Above 15 point gain, on average

TOOL 4.3 Back to Tools for Analyzing Data Chart

Professional learning initiative effectiveness rubric

Use this tool to rate the overall effectiveness of a professional learning initiative. Level Six is the highest level which indicates that a professional learning initiative exhibits the ideal level of effectiveness. Level One is the lowest level and indicates that the initiative is ineffective.

Effectiveness					
The professional learning initiative…					
Level Six	**Level Five**	**Level Four**	**Level Three**	**Level Two**	**Level One**
• Demonstrates alignment of goals and objectives with educator performance standards and student content standards and curriculum. • Meets all established goals and objectives for educator performance. • Meets all established goals and objectives for student learning. • Produces positive changes in school and/or district culture.	• Demonstrates alignment of goals and objectives with educator performance standards and student content standards and curriculum. • Meets at least 90% or more of the established goals and objectives for educator performance. • Meets at least 90% or more of the established goals and objectives for student learning. • Promotes changes in school and/or district culture.	• Demonstrates alignment of goals and objectives with educator performance standards and student content standards. • Meets at least 80% or more of the established goals and objectives for educator performance. • Meets 80% or more of established goals and objectives for student learning.	• Demonstrates alignment of goals and objectives with educator performance standards or student content standards. • Meets at least 70% or more of the established goals and objectives for educator performance. • Meets 70% or more of established goals and objectives for student learning.	• Meets at least 60% or more of the established goals and objectives for educator performance. • Meets 60% or more of the established goals and objectives for student learning.	• Meets less than 60% of the established goals and objectives for educator performance. • Meets less than 60% of the established goals and objectives for student learning.

TOOL 4.4 Back to Tools for Analyzing Data Chart

Professional learning initiative efficiency rubric

Use this tool to rate the overall efficiency of a professional learning initiative. Level Six is the highest level which indicates that a professional learning initiative exhibits the ideal level of efficiency. Level One is the lowest level and indicates that the initiative is ineffective.

Efficiency The professional learning initiative…					
Level Six	**Level Five**	**Level Four**	**Level Three**	**Level Two**	**Level One**
• Requires annual monitoring of and reporting to stakeholders on the use of professional learning resources for return on investments. • Demonstrates quarterly adjustment of professional learning resources and supports based on data to increase results and accountability. • Incorporates coordination of purchasing, access to, and quality control of professional learning resources across multiple schools, districts, and the state(s) to increase impact of resources. • Demonstrates use of internal expertise before seeking external expertise to accomplish high-priority professional learning goals.	• Requires periodic monitoring of and reporting to stakeholders on the use of professional learning resources for return on investments. • Demonstrates semi-annual adjustment of professional learning resources and supports based on data to increase results and accountability. • Incorporates coordination of purchasing, access to, and quality control of professional learning resources across multiple schools, districts, or the state[s] to increase impact of resources. • Demonstrates use of internal expertise to accomplish professional learning goals.	• Requires periodic monitoring of the use of professional learning resources for return on investments. • Demonstrates annual adjustment of professional learning resources and supports to increase results and accountability. • Incorporates coordination of purchasing, access to, and quality control of professional learning resources within the district or state to increase impact of resources. • Demonstrates occasional use of internal expertise to accomplish professional learning goals.	• Requires periodic monitoring of the use of professional learning resources for return on investments. • Demonstrates annual adjustment of professional learning resources and supports to increase results. • Incorporates coordination of purchasing, access to, and quality control of professional learning resources within the district or state to increase impact of resources.	• Requires periodic monitoring of the use of professional learning resources for return on investments. • Demonstrates annual adjustment of professional learning resources to increase results.	• Requires reporting of professional learning expenditures.

TOOL 4.5 Back to Tools for Analyzing Data Chart

Professional learning initiative equity rubric

Use this tool to rate the overall equity of a professional learning initiative. Level Six is the highest level which indicates that a professional learning initiative exhibits the ideal level of equity. Level One is the lowest level and indicates that the initiative lacks equity.

Equity The professional learning initiative…					
Level Six	**Level Five**	**Level Four**	**Level Three**	**Level Two**	**Level One**
• Incorporates alignment of professional learning with high-priority student and educator data-driven needs. • Includes allocation of professional learning resources based on individual, school, district, and state needs. • Demonstrates differentiation of professional learning support based on high-priority student, educator, and system learning needs. • Exhibits allocation of sufficient professional learning resources to achieve all student learning and educator growth goals within the school, district, and state.	• Incorporates alignment of professional learning with student and educator data-driven needs. • Includes allocation of professional learning resources based on school, district, and state needs. • Demonstrates differentiation of professional learning support based on student, educator, and system learning needs. • Exhibits allocation of professional learning resources to achieve most student learning and educator growth goals within the school, district, or state.	• Incorporates alignment of professional learning with student or educator data-driven needs. • Includes allocation of professional learning resources based on school and district needs. • Demonstrates differentiation of professional learning support based on student or educator needs. • Exhibits allocation of professional learning resources to achieve some student learning and educator growth goals within the school, district, or state.	• Incorporates alignment of professional learning with educator data-driven needs. • Includes allocation of professional learning resources based on school or district needs. • Demonstrates differentiation of professional learning support based on student or educator needs. • Exhibits allocation of professional learning resources to achieve some student learning and educator growth goals within the school, district, or state.	• Incorporates alignment of professional learning with educator needs. • Includes allocation of professional learning resources based on school or district needs. • Exhibits allocation of professional learning resources to meet some student learning or educator growth goals.	• Incorporates alignment of professional learning with educator preferences. • Includes allocation of professional learning resources based on requests. • Exhibits allocation of insufficient professional learning resources to achieve high-priority student and educator learning goals.

TOOL 4.6 Back to Tools for Analyzing Data Chart

Professional learning initiative rating chart

Use this tool to record overall ratings of effectiveness, efficiency, and equity of professional learning initiative that team members have discovered and analyzed.

Initiative name	PL rubric rating	Effective-ness rating	Efficiency rating	Equity rating	Summary (A summary is a brief review of the major points in the ratings, not a sum of the ratings.)

TOOL 4.7 Back to Tools for Analyzing Data Chart

Observations and evidence table

Ask analysis team members to work in pairs to generate observations, record their observations on index cards or electronic note cards that can be sorted and clustered, and record the specific data about which each observation is made. The questions below might be useful to guide the analysis team in their observations:

- What data surprise you?
- What data support what you expected?
- What differs from your expectations?
- What is noticeable because it is missing?
- What patterns and trends occur in the data?
- What stands out as an outlier?
- What is there more of, less of, etc.?
- What is the most expensive in terms of staff costs?
- What is the least expensive overall?

To facilitate the next steps of the analysis process, the analysis team might cluster the observations into categories and then number the observations so that they can refer to them easily during the next several stages of their analysis work.

Record observations and evidence in the table below.

Observations What do these data say?	Evidence Where do the data specify this observation?

TOOL 4.8 Back to Tools for Analyzing Data Chart

Conclusions summary table

Use this tool to summarize and prioritize conclusions drawn from the analysis of observations about professional learning initiatives based on data. The questions below will guide further analysis of professional learning initiatives. Team members should consider which questions are most relevant to their purpose and goals and generate additional questions as necessary.

High-priority areas:

- Do educators have sufficient professional learning in areas aligned directly with the state or school system goals for student achievement?

- How many educators are participating in professional learning in areas related to high-priority areas?

- To what degree are the various professional learning initiatives aligned with high-priority state, school system, school, and individual needs?

- What plans, programs, or initiatives include professional learning as a part of their implementation plan? How do these areas relate to the high-priority needs?

- Is there a balance of professional learning to address individual unique needs as well as goals of the school, school system, and state?

Resource utilization:

- In what professional learning initiatives are we investing the most in terms of staff, funding, time, and other resources? Do these initiatives align directly with high-priority areas?

- Where are the majority of resources going, i.e. which initiatives and budget categories?

- What benefits are realized from investments in professional learning?

- Do the high-priority needs receive the appropriate resource allocation for professional learning initiatives?

- Which initiatives duplicate others in terms of participants, goals, resource allocations, etc.? Are the duplications necessary to achieve equity?

- What resources are available if duplications are eliminated and how are they best repurposed toward higher priority areas?

TOOL 4.8, cont.

Measures of success:

- How do we measure success of professional learning initiatives?

- What measures and indicators of success for professional learning are used most often?

- If a particular professional learning initiative has no evidence of its impact, yet aligns with high-priority needs, how do we evaluate it to measure its impact?

- Which initiatives are most successful overall?

- Which initiatives have the strongest evidence of success based on their measures or indicators of success?

- What indicators of success are used in common across all initiatives?

- Based on evidence, how would we rank order the current professional learning initiatives in terms of impact in high-priority areas?

Program improvement:

- What factors are present in the programs that are most successful and that are recommended for inclusion in new programs (best practice indicators)?

- What resources are available if duplications are eliminated and how are they best repurposed toward higher priority areas?

- To what degree are the professional learning initiatives aligned with Learning Forward's Standards for Professional Learning?

- Based on the analysis, can we predict which initiatives will continue to have success?

- What factors are essential to incorporate into all future professional learning initiatives to increase the likelihood of their success?

TOOL 4.8, cont.

Once they have clarified the questions they want to answer, analysis team members should record each question and answer along with relevant observations below.

Conclusions	Supporting Reasons	Strength 1 = strong 0 = weak	Priority 4 = act now 3 = do second 2 = less important 1 = not necessary

TOOL 4.9 Back to Tools for Analyzing Data Chart

Recommendations summary table

Use this tool to summarize recommendations based on the conclusions generated from the data. This summary sheet is a useful way to share the analysis team's recommendations for review by stakeholders and leadership team members.

Summary of recommended revision/ addition/deletion	Supporting evidence	Implication (budgetary, practice, human resources, materials, etc.)	Priority 3 = high 2 = moderate 1 = low

Taking Action

TOOL 5.1 Back to Tools for Taking Action Chart

Recommendations priority matrix worksheet

This tool can be used by both individuals and teams to apply criteria in assessing each recommendation from the summary table (*Tool 4.9*). Team members may aggregate individual ratings into a mean rating or they may discuss their ratings to reach consensus on a single rating. Before individuals use the tool, they should fully understand each criterion. A facilitator might collect individual ratings and post the range, median, mode, and mean of each rating for all members of the team to use during their discussion.

Sample criteria include:

- Aligns with vision, definition, and standards of effective professional learning
- Aligns with state priorities
- Aligns with district improvement goals
- Promotes greater effectiveness in professional learning
- Promotes greater efficiency in professional learning
- Promotes greater equity in professional learning
- Is fiscally feasible
- Is feasible with current staff

The rating used can be a simple yes/no or it can be a score such as 3 for "fully meeting the criterion"; 2 for "meeting most of the criterion"; 1 for "minimally meeting the criterion"; 0 for "failing to meet the criterion."

Criterion	Recommendation #1	Recommendation #2	Recommendation #3	Recommendation #4	Recommendation #5	Recommendation #6
Total						

TOOL 5.2 Back to Tools for Taking Action Chart

Recommendations priority summary

Summarize the priorities assigned to the professional learning initiative analysis recommendations, rationale for the priority rating, and next steps for the recommendation to share with the analysis team and stakeholders.

Recommendations	Priority 3 = high 2 = moderate 1 = low	Rationale	Next steps

TOOL 5.3 Back to Tools for Taking Action Chart

Expected results for high-priority recommendations

Proposed revisions to professional learning initiatives may range across many aspects of the professional learning system as well as within individual initiatives. Such recommendations will establish expected changes in professional learning practice. This tool will help leadership team members or Professional Learning Initiative Analysis team members project what results they expect from their proposed recommendations and to assess whether their expectations are realized. Analysis team members can set a timeline for revisiting their recommendations to assess if their expectations are evident. Some recommendations may be associated with expectations that will occur in the short term while others may be more long-term, so setting multiple, different timelines is appropriate.

Recommendations	Expected results	Expected date for results	Expected evidence of initial results	Actual evidence of initial results

TOOL 5.4 Back to Tools for Taking Action Chart

Recommendations status report

This tool provides a format for periodic reporting on the status of proposed professional learning initiative recommendations.

Proposed professional learning initiative recommendations	Priority level	Status 90 days following presentation of final recommendations	Status 180 days following presentation of final recommendations	Status one year following presentation of final recommendations