

CONNECTING THE STANDARDS FOR PROFESSIONAL LEARNING

As the introduction to the Standards for Professional Learning states, “They are the essential elements of professional learning that function in synergy to enable educators to increase their effectiveness and student learning” (Learning Forward, 2011, p. 14).

STANDARDS →	Learning Communities	Leadership	Resources
<p>QUESTIONS AND LINKS</p> <p>At right are several questions that explore how the Data standard integrates with the other six standards.</p>	<ul style="list-style-type: none"> • What data are learning communities using in their cycle of continuous improvement? • How do learning community members assess collective responsibility among their members? • How do learning communities evaluate their effectiveness and efficiency? 	<ul style="list-style-type: none"> • What types of student, educator, and school data are leaders monitoring weekly, monthly, or annually to assess progress toward school or district goals? • How do leaders assess school and district support structures and systems to be certain they are contributing to professional learning rather than impeding it? 	<ul style="list-style-type: none"> • How do school leadership teams, district leaders, state education leaders, and public officials monitor the return on their investments in professional learning? • What data are used to prioritize needs for resource investments and to assess results of these investments?

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SPOTLIGHT: DATA QUALITY CAMPAIGN

Data Quality Campaign is a nonprofit, nonpartisan, national advocacy organization based in Washington, D.C. Launched in 2005 by 10 founding partners, Data Quality Campaign now leads a partnership of nearly 100 organizations, including Learning Forward, committed to realizing the vision of an education system in which all stakeholders — from parents to policymakers — are empowered with high-quality data to make decisions that ensure every student graduates high school prepared for success in college and the



workplace. To achieve this vision, the organization supports state policymakers and other key leaders to promote the development and effective use of statewide longitudinal data systems.

FOR MORE INFORMATION:
www.dataqualitycampaign.org

As *JSD* examines each standard individually, we will also demonstrate the key connections between and among all seven standards.

Data	Learning Designs	Implementation	Outcomes
<ul style="list-style-type: none"> • To what degree do data used for formative and summative assessment of the effectiveness of professional learning provide rich, informative data to improve decision making? • How often are formative assessments of the effectiveness of professional learning conducted and adjustments made in the content and design of professional learning? 	<ul style="list-style-type: none"> • What data do professional learning facilitators and participants use to determine the best learning designs to accomplish the intended outcomes? • What data are available, yet not often used, to inform decisions about appropriate learning designs for specific groups of adult learners? • What data are collected and analyzed to assess learners' preferences to promote active engagement and differentiate learning? 	<ul style="list-style-type: none"> • What types of qualitative and quantitative data are used to assess and evaluate implementation? • Who monitors implementation data on a regular basis to identify and address implementation challenges? • When giving feedback on implementation, what types of data are used to identify strengths and areas of focus? 	<ul style="list-style-type: none"> • When outcomes are identified, what process is used to identify indicators of success, benchmarks of progress, and appropriate data for assessing the achievement of those outcomes? • Who is involved in developing the evaluation plan to monitor and assess the achievement of outcomes?

Source: Learning Forward. (2011). *Standards for Professional Learning*. Oxford, OH: Author.

EVALUATION FRAMEWORK COMPONENTS

The table below summarizes key evaluation framework components educators will need to consider as they plan small- or large-scale evaluations of professional learning. Learn more in *Assessing Impact: Evaluating Professional Development* (Killion, 2008), a detailed guidebook to planning and conducting evaluations and taking next steps as a result.



Program goals	Measurable objectives	Information/data needed	Data source	Data collection	Data analysis	Timeline	Location
What does the program intend to accomplish?	What changes are anticipated for students? To what degree? What changes are anticipated for educators? To what degree?	What is the best way to determine whether the change has occurred? What information will tell us that?	What/who is the best source of information about the intended change? What is already available? What might have to be created to gather the information needed?	How will the data be collected?	How will the data be examined to determine whether change did occur? Will descriptive or inferential statistics be needed?	When will data be collected?	Where will data be collected?

Source: Killion, J. (2008). *Assessing impact: Evaluating staff development* (2nd ed.). Thousand Oaks, CA: Corwin Press & NSDC.