

# Formative

EVALUATION OF MARTINSVILLE MIDDLE SCHOOL'S PROFESSIONAL LEARNING

The leadership team at Martinsville Middle School decided to use various formative evaluation strategies to gauge the degree of implementation of the literacy practices focused on increasing student learning. The table below explains how evidence of implementation was collected throughout the two years in half-year increments and demonstrates how the assessment shifted as the program unfolded and teachers became more comfortable with the practices.

Review the information in the table and consider what evidence and processes might be used in your own school or system.

- The principal conducted learning walks twice in the fall.
- At midyear, the school leadership team learned that some departments had integrated more literacy skills while others had not. The principal planned to meet with those departments to explore ways to support greater implementation.
- At a faculty meeting, the faculty identified strengths and areas to address. Teachers reflected on their own degree of progress with literacy and met in small teams to share examples of how they had increased the use of literacy in their classrooms.
- The principal committed to conducting learning walks again twice in the spring to provide feedback on the integration of literacy within classes.



**MARTINSVILLE MIDDLE SCHOOL'S FORMATIVE EVALUATION PLAN TO ASSESS INTEGRATION OF LITERACY SKILLS**

Half-year	Evidence collected	Who collected it	How it was used
1	Self-report on frequency of use of specific strategies	Teachers	Scores were aggregated by department and used to discuss which strategies were used most frequently and how content influenced the use of the strategies.
2	Peer, coach, and principal classroom visit and learning walk notes	Teachers, coaches, and principals	Aggregated schoolwide data was presented in tables and charts for discussion in faculty meeting.
3	Teacher observation	Selected teachers videotaped lessons	Staff observed two to three videos, identified strategies used, and cited evidence of the effect on student learning.
4	Teacher self-observation	Teachers	Teachers reflected on their use of specific instructional practices and described their practices and effect on student learning in their learning communities, using student work samples as evidence.

Source: Learning Forward's Center for Results. <http://learningforward.org/center-for-results>