1. Assess evaluability. Evaluators review the professional learning plan to make sure it is ready to be evaluated and, if needed, work with stakeholders to make changes to ensure the greatest likelihood for program success.	1. What are the professional learning program's goals? • Are they student-focused and results-oriented? • Are they measurable, time-bound, equitable, and inclusive? 2. What are the professional learning program's intended outcomes for educators? • Are they measurable, time-bound, and results-oriented? • Do they specify the intended change (knowledge, attitudes, skills, aspirations, behaviors)? • Are they plausible and focused on educator behaviors/practices? 3. Have the indicators of success and standards for success been set for all outcomes? 4. What is the professional learning program's theory of change and the assumptions upon which it is based? Has it been reviewed by representative program stakeholders and participants? 5. Is the professional learning program's logic model complete? In other words, what are the inputs, activities, initial outcomes, intermediate outcomes, and intended results of this program? 6. Based on the status of the professional learning program plan, is this evaluation ready to initiate, or are adjustments in the program design needed first?
2. Formulate evaluation questions. Evaluators use the goals of the professional learning program to write the formative and summative evaluation questions that will drive the evaluation.	1. What are the evaluation questions? • Formative • Summative 2. How well do the evaluation questions reflect the interests of the primary stakeholders? 3. How well do the evaluation questions align with the program's goals and the evaluation's purpose? 4. Are the evaluation questions: • Reasonable, appropriate, and answerable? • Specific about success indicators? • Specific about the measure of program success?
3. Construct evaluation framework. Evaluators plan how to answer the evaluation questions, deciding what data to collect, from whom, how, and when, and how to analyze the data once they are collected.	1. Who will conduct the evaluation — a stakeholder internal to the program or system, an external evaluator (e.g., from a research organization), or a combination? 2. How will the evaluation question(s) be answered? • What are the key constructs/variables that will be measured? How have key terms (such as student achievement, improvement, increase, and professional learning) been defined so that they are clear and specific and aligned with the indicators of success? • What type of evaluation design is needed to answer the evaluation questions? Do the questions require making a comparison to determine impact? If so, what are possible comparison groups? Which is the most appropriate comparison group for this evaluation? 3. What will the data plan be? • What kind of data can provide evidence that the intended changes have occurred? • Who are the data sources that will provide evidence of the intended change? How essential is it to have multiple data sources for this evaluation? • What data collection methodologies are most appropriate to obtain the needed data? • When and where will the data be collected? • How will data be analyzed? 4. How much will the evaluation cost? • Are resources, including time, fiscal resources, and personnel, available to conduct this evaluation? • If resources are not adequate, what aspects of the evaluation plan can be modified without compromising the integrity of the evaluation? • Is the evaluation worth doing given the cost and potential modifications? 5. Who is responsible for each part of the evaluation? 6. Have primary stakeholders reviewed and approved the evaluation plan?

continued on next page

4. Collect data. To begin the work of collecting data, evaluators prepare and field-test instruments, calibrate scoring, establish processes for managing data, and determine how to address missing or erroneous data.	1. Have the instruments and procedures for data collection been field-tested? 2. What revisions are necessary? 3. How will data collectors be trained? 4. After early data collection, do any data seem redundant? What are the advantages and disadvantages of continuing to collect these data? Is it appropriate to continue or discontinue collecting these data? 5. After early data collection, what data seem to be missing? Is it essential to collect these missing data? If so, how will a new data collection methodology be implemented to collect these data? 6. What processes have been established to manage data collection and recording? 7. What processes have been established to ensure safekeeping and integrity of data?
5. Organize, analyze, and display data. With data in hand, evaluators organize the data, analyze it using predetermined descriptive or inferential statistical procedures, display the analyzed data, and formulate findings from the analyzed data.	1. How will data be sorted, grouped, or arranged before analysis? 2. How will missing data be handled in statistical analyses? 3. How will data be displayed to facilitate interpretation and understanding? 4. How clearly and succinctly are the data findings stated?
6. Interpret data. This step engages stakeholders in interpreting the analyzed data and findings to make and support claims and recommendations based on the analyzed data.	1. What do these data mean? 2. What interpretations and claims can be made from these data? 3. How well-supported are the interpretations and claims? 4. Have possible alternative interpretations been considered? 5. Does this evaluation support claims of attribution or contribution? 6. Does this program have merit, worth, and significance? 7. What recommended actions can help program stakeholders improve their program and its impact? 8. Are the recommendations logical, actionable, and appropriate? 9. Have representative stakeholders and participants with diverse perspectives been involved in the interpretation process and formulating recommendations?
7. Report, disseminate, and use findings. Evaluators report on the findings, claims, and recommendations to the appropriate audiences, and engage or guide stakeholders in using the results to strengthen existing and future professional learning.	1. Will the evaluation have interim and/or final evaluation reports? 2. Who are the primary users of the evaluation report? 3. What components do the primary users want included in the evaluation report? 4. What format for reporting the results is most appropriate for the primary users of the evaluation report? 5. What other audiences are likely to want some version of the evaluation report? 6. What formats for reporting the results are appropriate for the other audiences? 7. Is the report sensitive to the human rights of participants (e.g., not including identifying information about individuals)? 8. How have other stakeholders and participants been involved in the reporting, disseminating, and use of the evaluation results? 9. Which groups are most likely to apply the results of this evaluation in their work? Have they been involved in learning about the evaluation results?
8. Evaluate the evaluation. As reflective practitioners, evaluators conduct a meta-evaluation of their efforts to strengthen their evaluation practice and inform future evaluations.	1. How will the effectiveness of the evaluation be assessed? 2. What questions will guide the evaluation of the evaluation? Consider credibility, validity, significance, resources, design, findings, and reporting. 3. What stakeholders will be involved in the evaluation of the evaluation? How will they be involved? 4. What key learnings about evaluation can be extracted from this evaluation that we want to apply to future evaluations? 5. What strengths are evident in the evaluator's practices, and what areas can be refined or modified?

Identifying KASABs

Delineating KASABs (knowledge, attitudes, skills, aspirations, and behaviors) is a way to define the outcomes of learning and the necessary changes required to achieve success with any initiative. In professional learning, KASAB defines the changes educators are expected to make to affect student success. Systemic change requires changes in KASABs for all key actors who contribute to, facilitate, lead, or are responsible for the change. For some initiatives, other actors such as parents and community members may also be expected to change.

This tool can be used in combination with the Mapping an Evaluation Step by Step tool. Fill out the desired outcomes for specific stakeholders. You will likely leave some cells blank.

Measurable outcomes	Students	Teachers	Coaches	Principals	Central office staff	Organization (policy, structures, systems, etc.)
Knowledge Conceptual understanding of information, theories, principles, and research.						
Attitudes Beliefs about the value of information or strategies.						
Skills The ability or capacity to use strategies and processes to apply knowledge.						
Aspirations Desires, or internal motivation, to engage in a practice.						
Behaviors Consistent application of knowledge and skills driven by attitudes and aspiration.						

Source: Killion, 2018.

Creating a logic model

Complete the table to create a logic model for your professional learning program, starting with listing the goal at the top. You may wish to use the sample logic model on p. 63 as a guide.

Professional learning program goal(s): _____

Inputs/ resources	Activities/ components	Outputs	Initial outcomes	Intermediate outcomes	Intended results
What resources, fiscal support, personnel, facilities, equipment, time, and technology do we need to accomplish the activities designed for this professional learning?	What is the sequence of actions we will take to achieve the outcomes of this professional learning?	What products, services, documents, or artifacts will we produce as we are engaged in the activities of this professional learning?	What are the initial changes in program participants we expect to see that, if present, will increase the likelihood of more substantial changes over time? (Usually changes in knowledge, skills, and attitudes.)	What are the intermediate changes in program participants we expect to see that, if present, will increase the likelihood of impact on students? (Usually changes in aspirations and behaviors.)	What are the expected changes in students? Does the degree of change vary over time?

Establishing an evaluation framework

To create an evaluation framework, start by listing the program goal. Then complete the table, using your answers to the questions in the Mapping an Evaluation Step by Step tool. You may wish to use the sample elements of an evaluation framework on p. 65 as a guide.

Professional learning program goal(s): _____

Measurable outcomes/ changes	Evaluation questions (formative and summative)	Data / evidence needed	Data source	Data collection method	Data analysis method	Timeline	Responsible person(s)