A Toolkit for Improving Professional Development Evaluation

Robin Datta (Principal Investigator), Edmonds Community College; Amy Gullickson (Co-PI) and Mia Chen (RA), The University of Melbourne

**Feedback from Previous Sessions**

- Most of participants view instruction assessment processes as separate from independent of the ultimate evaluation of teacher participants’ use of lessons learned and their students’ learning outcomes.
- Good assessment depends on strong assessments, and strong assessments are built on foundational actions in the teaching process.
- Sound but feasible evaluation information of student learning outcomes must be gathered and summarized by the participant teachers. The cost and litigious aspects prohibit using external evaluators as sole gatherers of such information.

**Project context**

- The assessment and reporting of the impact of professional development activities (PD), particularly student-level assessment data, is a documented challenge in the ATE community, and is of particular importance as PD comprises largest portion of ATE grant expenditure (Smith, et al., 2015).
- To address that need, Edmonds Community College, Lynnwood, WA and the Centre for Program Evaluation at the University of Melbourne, Australia will conduct a one-day workshop project for a select number of Advanced Technological Education (ATE) PIs and their evaluators. The logic model of the project is presented in Figure 1. This project follows on from the FAS4ATE project 2013-2016, which developed a Professional Development (PD) Formative Assessment System (FAS): a guidebook, checklist, toolkit and templates, together referred to as the PD-FAS.

**Project Logic Model**

- **Inputs**
  - NSF Funds
  - NSF4ATE Personnel
  - ATE PIs and Evaluation
  - Draft of the Professional Development: Evaluation System (PD-FAS)

- **Activities**
  - Recruitment webinar
  - 2 Webinars
  - One-day workshop

- **Outputs**
  - FS4ATE Toolkit
  - A toolkit is designed to provide useful data for assessing and reporting the impact of professional development initiatives, particularly student-level assessment data. It fills a niche not currently addressed in the literature. It provides a set of broad guidelines and recommended actions PD providers can take in planning and implementing assessment which simultaneously enable development of evaluation based on learning objectives, support PD providers in how to train teachers to develop and conduct assessment, and model formative evaluation practices for the teachers in training.

- **Mediation & Linking Activities**
  - Participant recruitment
  - Recruitment webinar
  - One-day workshop

**Project Timeline**

**FAS4ATE2 Timeline (fictitious)**

**Project Activities**

- Expert validation
- Tool refinement
- Participant recruitment and orientation
- Training, planning and assessing needs for implementation
- Forming partnerships for implementation support and research
- Publication of findings
- Consolidation of partnerships
- ATE targeted research grant proposal

**List of Tools Developed**

- **PD Evaluation Checklist**
- Gathering Student Data
- Who Should be Involved in the Evaluation
- PD Application Template
- Participant Follow-up Template
- Test Development
- PD Instruction Assessment

**2020 Workshop**

- Recruitment webinar

Potential participants are encouraged to attend a webinar on 6 Nov (15:00 EST) to hear more about the FAS4ATE project through presentation, discussion and Q&A. Come along and learn about the project and get clarification on how this can help you with your professional development. Join us via Zoom: https://zoom.us/j/106988123; the session will be recorded and available for those who cannot attend live.

- Apply now
  - Scan the QR code below to express your interest in the workshop.

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