

Evaluating Professional Learning – Based on Thomas Guskey’s Five Levels of Impact

5 Levels of Professional Learning Impact	LEADERS’ ANSWERS	TEACHERS’ ANSWERS
<p align="center">1. Participants’ reactions</p> <p>How did teachers initially respond to the professional learning?</p> <ul style="list-style-type: none"> • What made it engaging (or not)? • What made it clear (or not)? • What made it relevant (or not)? <p>How do you know the participants’ reactions? (surveys, focus groups, individual conversations, your own observations)</p>		
<p align="center">2. Participants’ learning</p> <p>What, if anything, have teachers learned?</p> <ul style="list-style-type: none"> • How <i>deep</i> was teacher learning (surface-level or actively practiced & refined?) • How much <i>time</i> was devoted to learning the new content/skills? • How much did participants have the chance to <i>practice</i>? • Did participants learn alone or <i>collaboratively</i>? • How much <i>ownership</i> did teachers have of the learning? • How much <i>feedback</i> did participants have? • Was PD based on teacher <i>needs</i>? (as determined by...?) • Was professional learning <i>differentiated</i>? Built on <i>previous knowledge</i>? <p>How do you know what teachers learned? (teacher reflections, observation of new teacher skills, etc.)</p>		
<p align="center">3. Organizational support</p> <p>Did admin provide enough support for learning and implementation?</p> <ul style="list-style-type: none"> • Which of the following elements did admin provide, and how well was it done? (time, money, coaching, feedback, materials, space, prioritizing this learning for a sustained period of time while diminishing or ending other initiatives) <p>How do you know if teachers received enough support? (surveys, conversations, focus groups, etc.)</p>		
<p align="center">4. Use of new practices</p> <p>Are teachers using what they learned in the classroom?</p> <ul style="list-style-type: none"> • Did teachers try out what they learned? (Never, rarely, a few times, often, daily) • How many of the teachers are implementing it? (None, some, many, all) • For those who tried it out, how many reflected on and improved their practice? • Have teachers observed the new practice in the classrooms of others? <p>How do you know whether teachers are using the new practices? (learning walks, peer observations, teachers’ reflections)</p>		
<p align="center">5. Student learning</p> <p>Has there been an impact on students?</p> <ul style="list-style-type: none"> • Describe the impact on students as seen in: teacher-created assessments, observations, student work, non-academic ways (attendance, behavior), and as determined by students (through conversations, surveys, focus groups) <p>How have you determined the impact on student learning?</p>		
<p align="center">Compile and compare the differences between leader and teacher responses and use this to plan next steps for professional learning.</p>		