

About the Mid-Atlantic Comprehensive Center:

The Mid-Atlantic Comprehensive Center at WestEd (MACC@WestEd) helps state leaders with their initiatives to implement, support, scale up, and sustain statewide education reforms. We work closely with state leaders in the Mid-Atlantic region of Delaware, Maryland, New Jersey, Pennsylvania, and the District of Columbia. To learn more about MACC@WestEd visit macc-atwested.org or to learn about the technical assistance network funded by the U.S. Department of Education, visit www.ed.gov.

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Disclaimer Language

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Introduction

This report summarizes findings from a review of the Reimagining Professional Learning Innovation Grants initiative in Delaware and proposes recommendations for future work to improve professional learning for teachers. The Delaware Department of Education (DDOE) launched the initiative in 2016 to support the state's schools and districts to implement effective professional learning for teachers. The DDOE partnered with the Mid-Atlantic Comprehensive Center (MACC) at WestEd and the Center on Great Teachers and Leaders (GTL) to conduct a review of the implementation of the proposed activities and the technical assistance and support provided by DDOE to its grantee schools as well as to document lessons learned that might inform future professional learning initiatives. The findings from this review are included in this report.

Delaware's Vision for Professional Learning

The purpose of professional learning for teachers is to enhance their professional knowledge and skills in order to improve student learning. The Delaware initiative is built on the understanding that professional learning for teachers plays a critical role in promoting innovation and in enhancing and differentiating instruction to better meet the needs of all students. The initiative awards grants to schools to enable them to provide professional learning that reflects current research and that uses data to measure results and drive continuous improvement.

Effective professional learning is designed to be coherent with teachers' content and their students' needs and continuously assessed and improved (Desimone & Garet, 2015; Guskey & Yoon, 2009). Professional learning is not a one-time event; rather it is an ongoing process of learning, applying learning, getting feedback on the use of new practices, and then reflecting on and deepening understanding of the new knowledge and skills (Thomson & Zueli, 1999). Research on changes in teacher practice indicates that teachers will embrace and use new approaches and instructional practices when they experience successful implementation and see evidence of positive outcomes (Guskey,

2000; 1986; 1985). This research suggests that professional learning should focus intentionally on supporting teachers to make changes in classroom practices that result in changes in student learning and ultimately changes teachers' attitudes and beliefs about teaching and learning. In addition, effective professional learning systems use data to assess their quality and efficacy. Delaware's vision and standards for professional learning and Reimagining Professional Learning Innovation Grants reflect these research-based principles.

The Delaware Professional Standards Board's adoption of Learning Forward's Standards for Professional Learning in 2012 marked a shift away from the concept of professional *development* toward a focus on professional *learning* to underscore the importance of ongoing learning and continuous improvement (box 1). Delaware defines professional learning as "a comprehensive, sustained and intensive approach to improving educators' knowledge, skills, practice, and disposition they need to help students perform at higher levels."

Box 1. Learning Forward Standards for Professional Learning

- **Learning Communities:** Professional learning that increases educator effectiveness and results for all students occurs within learning communities committed to continuous improvement, collective responsibility, and goal alignment.
- **Leadership:** Professional learning that increases educator effectiveness and results for all students requires skillful leaders who develop capacity, advocate, and create support systems for professional learning.
- **Resources:** Professional learning that increases educator effectiveness and results for all students requires prioritizing, monitoring, and coordinating resources for educator learning.
- **Data:** Professional learning that increases educator effectiveness and results for all students uses a variety of sources and types of student, educator, and system data to plan, assess, and evaluate professional learning.
- **Learning Designs:** Professional learning that increases educator effectiveness and results for all students integrates theories, research, and models of human learning to achieve its intended outcomes.
- **Implementation:** Professional learning that increases educator effectiveness and results for all students applies research on change and sustains support for implementation of professional learning for long-term change.
- **Outcomes:** Professional learning that increases educator effectiveness and results for all students aligns its outcomes with educator performance and student curriculum standards.

Source: 14 DE Admin. Code 1598 Delaware Professional Development Standards

Along with adopting these Standards for Professional Learning, Delaware has been providing strong support for teachers' professional learning through a variety of initiatives under the leadership of DDOE Chief Academic Officer, Michael Watson, Director of K12 Initiatives and Educator Engagement, Shelley Rouser, and Director of Assessment, Theresa Bennett. Through the Common Ground for the Common Core initiative, for example, participating schools and districts received intensive support and training on identifying needs, providing professional learning, and monitoring the professional learning's effectiveness with regard to implementing the Common Core State Standards. The DDOE has adopted a data-driven approach, tracking responses from the TELL Delaware survey to assess how teachers' experiences with professional learning have changed over time. For example, in 2013, 44 percent of teachers reported that their professional learning met their individual needs, as compared with 50 percent in 2017. Similarly, in 2013, 42 percent of teachers reported that their professional learning is evaluated with results communicated to them, as compared with 47 percent in 2017.

Review of the Reimagining Professional Learning Innovation Grants

In spring of 2016, the DDOE awarded 21 Reimagining Professional Learning Innovation Grants to elementary, middle, and high schools across the state to support their efforts to improve the quality and efficacy of professional learning for teachers (table 1). Grantees were selected based on the extent to which each school's plan integrated the Standards for Professional Learning, demonstrated alignment with the district's strategic plan, and incorporated innovative and rigorous models of professional learning in English/language arts (ELA), mathematics, and literacy instruction.

Table 1. Reimagining Professional Learning 2016/17 grantees, by content areas

Content Areas	Grantees
ELA	<ul style="list-style-type: none"> • <u>Caesar Rodney School District</u>: W. Reily Brown Elementary School, Nellie Stokes Elementary School, Allen Frear Elementary School, McIlvaine Early Childhood Center • <u>Colonial School District</u>: Eisenberg Elementary School, Wilmington Manor Elementary School
Literacy	<ul style="list-style-type: none"> • <u>Appoquinimink School District</u>: Bunker Elementary School • <u>Caesar Rodney School District</u>: W.B. Simpson Elementary School • <u>Colonial School District</u>: William Penn High School • <u>NCCVI</u>: St. Georges High School • <u>Smyrna School District</u>: Smyrna High School
Elementary Math	<ul style="list-style-type: none"> • <u>Milford School District</u>: Lulu Ross Elementary School, Benneker Elementary School, Morris Early Childhood Center, Mispillion Elementary School
Secondary Math	<ul style="list-style-type: none"> • <u>Capital School District</u>: Central Middle School, William Henry Middle School, Dover High School • <u>Colonial School District</u>: Gunning Bedford Middle School, George Read Middle School, McCullough Middle School

Source: Authors' analyses of the submitted grant application forms.

Working with key DDOE staff who oversee the Reimagining Professional Learning Innovation Grants initiative, the MACC at WestEd and GTL developed several questions to guide the external review of the initiative:

1. To what extent are the grantees' initiatives aligned with the Guskey Model of Evaluating Professional Development and Teacher Change and with the Delaware Professional Learning Standards/Learning Forward Standards?
2. What were the successes, lessons learned, and challenges faced during each of the cycles of professional learning, and how were challenges addressed?
3. How did the roles and structures of DDOE support the implementation of effective professional learning in the grantee sites?

To address the first guiding question, MACC staff analyzed qualitative data that were collected and submitted by the grantees and by DDOE. To fulfill part of the grant requirements, schools conducted two rounds of data collection and uploaded the data to a shared site online (called "Schoology"). The schools' data included student outcomes and feedback on or evaluations of professional learning activities (box 2).

To answer the second and third guiding questions, the MACC conducted data collections that included an online survey of grantees, a focus group of DDOE staff who provided oversight and support for grant implementation, and site visits

to selected grantee schools (box 2). The online survey (appendix C) was administered to the grantees to gather information about their perceptions of the successes and challenges in implementing the activities funded through the grants (guiding question 2) and of the support they received from DDOE (guiding question 3). Delaware has 19 districts and 225 public schools. The state does not have regional centers, and the DDOE is the main technical assistance and training provider to its local education agencies and schools (SREB, 2016). In May 2017, MACC staff conducted a half-day focus group to gain a deeper insight into how the roles and structures of DDOE supported the implementation of professional learning activities in the grantee sites (guiding question 3). The focus group was conducted with four DDOE staff who have reviewed the applications, monitored grant implementation in schools through periodic check-in calls and site visits, and provided technical assistance to grantees. The site visits to selected grantee schools were conducted by a MACC researcher and DDOE staff during the period from November 2016 to May 2017.

Box 2. Data

- **Data collected by the grantees.** Grant applications, including action plans; evidence/data uploaded by grantee schools, including self-reflection or self-assessment data. A learning management system, Schoology, was used to upload and store all materials and evidence/data.
- **Data collected by the DDOE.** Notes from the check-in calls/interviews; site visits
- **Data collected by the MACC.**
 - **Online survey of grantees.** The survey included 14 closed-ended questions and 9 open-ended questions. The survey was sent out by the DDOE to the most knowledgeable respondents in grantee sites. Respondents had two weeks to respond to the survey and all 21 grantees participated (appendix C).
 - **In-person focus group of DDOE staff.** A half-day in-person focus group with four DDOE staff who were responsible for monitoring and providing technical assistance to grantees was conducted in May 2017. A semi-structured focus group protocol with six questions was used (appendix D).
 - **Site visits to selected grantee schools.** During the period from November 2016 to May 2017, a MACC researcher joined DDOE for site visits to selected grantee schools.

From December 2016 through June 2017, MACC staff reviewed data/evidence collected and uploaded to the Schoology site by the grantee schools and coded interview notes compiled by the DDOE staff.

The MACC's analysis of data was guided by a model, developed by Thomas Guskey, for evaluating professional learning. Specifically, the analysis focused on the degree of alignment of grantees' data to Guskey's five levels for evaluating professional learning (Guskey, 2000; box 3; also see appendix B).

Box 3. Guskey's five levels of professional learning evaluation

Research on changes in teacher practice indicates that teachers will embrace and use new approaches and instructional practices when they experience successful implementation of the new practices and see evidence of positive learning outcomes in their students (Guskey, 2000; 1985; 1986). This research led to the development of Guskey's Model of Teacher Change, which suggests that professional learning must focus intentionally on supporting teachers to make changes in classroom practices which result in changes in student learning and ultimately changes teachers' attitudes and beliefs about teaching and learning. In applying this model of teacher change to a framework for evaluating professional learning, Guskey identified five levels of evaluation that should be used to assess the effectiveness and impact of professional learning programs. The five evaluation levels are:

- **Level 1:** Participants' Reactions
- **Level 2:** Participants' Learning
- **Level 3:** Organization Support and Change
- **Level 4:** Participants' Use of New Knowledge and Skills
- **Level 5:** Student Learning Outcomes

Source: Extracted from "Guide to Guskey's Five Levels of Evaluation," one of the MACC's technical assistance materials submitted to DDOE and developed based on Guskey, 2000; 1985; 1986.

Based on guidance that the MACC provided about the Guskey model, DDOE also reorganized the data folders in Schoology to align with the Guskey levels and added a short description of each level to guide grantees' data collection.

Findings

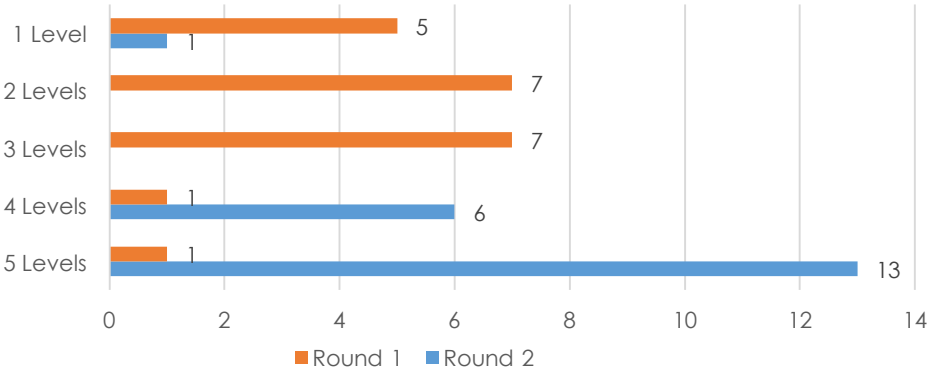
This section discusses the findings from the MACC's review of the initiative and data from the schools and DDOE.

Finding 1: Alignment with the Guskey model for evaluating professional learning has improved from Round 1 to Round 2 of data collection

Grantees gathered and uploaded a large amount of data; however, the review and analysis of Round 1 data showed that most grantees had only partially addressed Guskey's five levels of professional learning evaluation (Guskey levels). Ninety percent of the grantees addressed three or fewer of the Guskey levels (figure 1a). Also, while almost all schools collected some data to address Level 4: Participants' Use of New Knowledge or Skills, and more than half collected data to track Level 5: Student Learning Outcomes, only two grantees uploaded data that addressed the Level 3: Organizational Support & Change (figure 1b). Schools and districts cannot determine which professional learning activities are effective nor make judgments about the programs they use and their return on investment without more systematic data collection and use.

The analysis of the Round 2 evidence/data showed that most grantees had collected and uploaded data addressing four or more of the Guskey levels of professional learning evaluation to support the schools in better understanding the results of the professional learning and to inform next steps for their work with teachers.

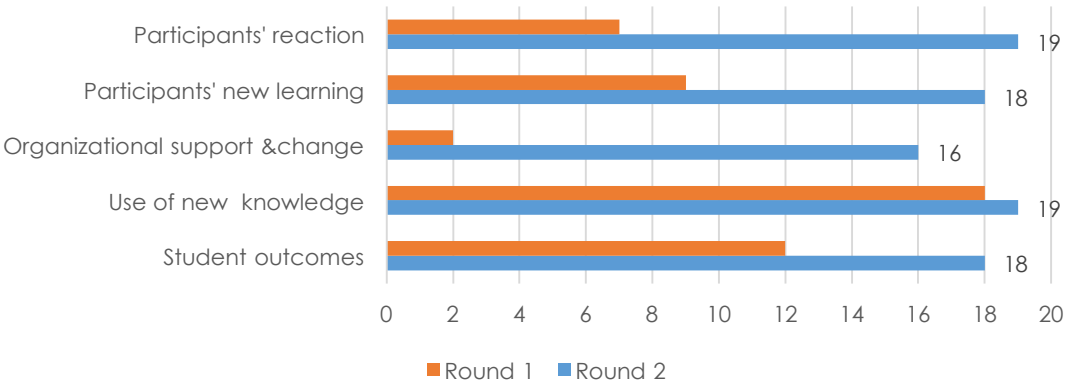
Figure 1a. Alignment to the Guskey levels — in terms of number of levels addressed — increased in Round 2 data submission



Note: n=21 for Round 1; n=20 for Round 2.

Source: Authors' analyses of data collected and uploaded by the grantees from December 2016 to June 2017.

Figure 1b. Alignment to the Guskey levels — in terms of number of schools addressing each level — increased in Round 2 data submission



Note: n=21 for Round 1; n=20 for Round 2; due to multiple responses, the sum of responses may exceed the total number of respondents.

Source: Authors' analyses of data collected and uploaded by the grantees from December 2016 to June 2017.

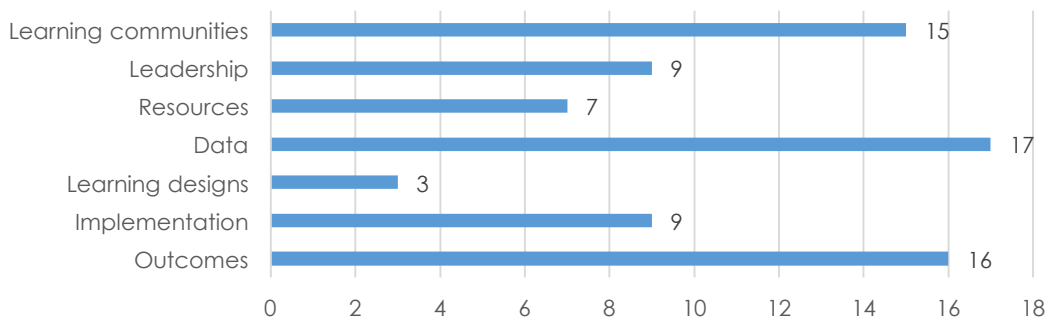
Finding 2: Proposed professional learning plans and activities partially incorporated the seven professional learning standards adopted by the state

Analysis of the 21 applications for the Reimagining Professional Learning Innovation Grants and the notes from the DDOE interviews/check-in calls with the grantee schools indicates that most schools' plans incorporated three of the seven Learning Forward Standards for Professional Learning adopted by

Delaware (see box 1) — Learning Communities, Data, and Outcomes. Just three schools incorporated the Learning Designs standard (figure 2a).

None of the schools' applications suggested that they were going to incorporate all seven standards for professional learning in their grant-funded professional learning activities. Five schools' plans addressed four of the standards and five other schools' plans incorporated five of the seven standards (figure 2b). Data collected by the grantees did not provide sufficient information to confirm the alignment to the professional learning standards during the implementation phase.

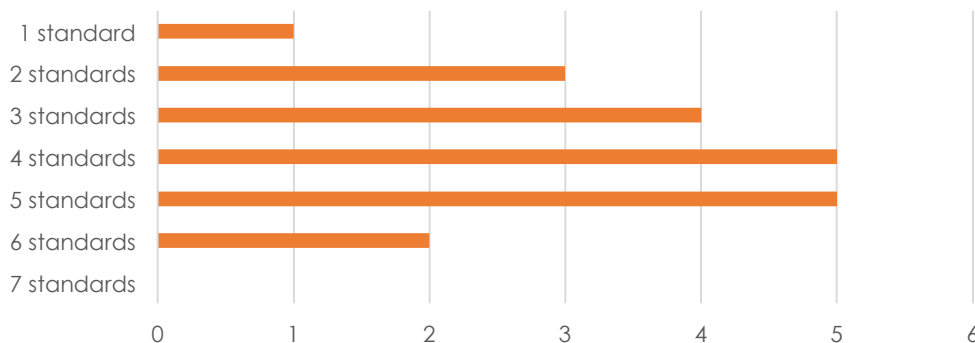
Figure 2a. Grantees partially incorporated the professional learning standards in their plans



Note: n=20. Analysis is based on the applications. Data were insufficient to examine the integration of the professional learning standards during the implementation of the grant.

Source: Authors' analyses of plans and activities proposed in the applications for the grant and interview/check-in call notes from DDOE.

Figure 2b. Grantees partially incorporated the professional learning standards in their plans



Note: n=20. Analysis is based on the applications. Data were insufficient to examine the integration of the professional learning standards during the implementation of the grant.

Source: Authors' analyses of plans and activities proposed in the applications for the grant and interview/check-in call notes from DDOE.

Finding 3: Grantees reported positive experience with, and results from, initiatives funded through the Reimagining Professional Learning Innovation Grants

All grantees reported that teachers attended and were engaged in the professional learning initiatives funded with the grants and that their learning goals were met. They also believed that the grant-funded activities contributed to improving the quality and efficacy of professional learning for teachers as well as collaboration across their schools. On the other hand, while there was an agreement that teachers seemed to ‘buy in’ to the importance of the initiative, only some strongly agreed with the statement.

These positive experiences motivated the schools to continue the professional learning initiatives either by seeking other grant opportunities or without external funding. Although there were not sufficient data for the MACC to objectively examine the alignment of grant-funded professional learning activities to the Delaware professional learning standards, a large majority of grantees responded to the survey that their schools' initiatives were well-aligned with those seven standards (table 2).

Table 2. Survey results for Reimagining Professional Learning Innovation grantees, suggesting the support from DDOE helped successful implementation of the activities and improved professional learning for teachers and other staff

Question	Strongly agree	Agree	Disagree	Strongly disagree
<i>My school's initiative was well-aligned with Delaware's standards for professional learning standards that are based on the Learning Forward standards for professional learning.</i>	17	2	0	0
<i>The grant helped my school to improve the quality and efficacy of professional learning for teachers.</i>	19	2	0	0
<i>The initiative was well-aligned with other instructional priorities in the school.</i>	18	3	0	0
<i>The teachers seemed to buy in to the importance of the initiative.</i>	11	10	0	0
<i>The teachers attended and seemed engaged in the professional learning activities.</i>	14	7	0	0
<i>The initiative helped teachers achieve specific learning goals.</i>	13	8	0	0
<i>The initiative helped improve professional collaboration and collegiality in the building.</i>	15	6	0	0

Note: n=21.

Source: Authors' analyses of the online survey responses from the grantees.

Finding 4: All grantees reported both teacher and student level successes

Qualitative data from the nine open-ended questions of the online survey administered by the MACC (appendix C) were coded to identify the successes, lessons learned, and challenges that the grantees experienced throughout the implementation. Approximately 850 teachers or other instructional staff across the schools participated in professional learning activities funded through this grant program. A majority of grantees reported positive teacher-level outcomes — improved collaboration and changes in instructional practices as well as improved student outcomes (tables 3a, 3b, 3c).

- The most-often-cited success of the initiative was changes in teachers’ instructional practices and knowledge.
- Grantees cited various implementation challenges, including having time for collaboration, teachers accepting or adopting changes, meeting diverse professional learning needs, and collecting feedback on the professional learning, which led grantees to think about changes needed for future professional learning initiatives based on the lessons learned.

Table 3a. Grantees reported both teacher- and student-level successes and cited various implementation challenges

What has been the biggest success of your initiative so far?	Number	Percent
<i>Improved or enhanced collaboration among teachers</i>	4	17%
<i>Changes in teachers’ instructional practices and/or knowledge</i>	9	38%
<i>Improved student outcomes</i>	6	25%
<i>Increased resources available to teachers</i>	3	13%
<i>Leadership capacity building</i>	1	4%
<i>Positive feedback/perception of stakeholders</i>	1	4%
Total	24	-

Note: n=21. Due to multiple responses, the sum of responses may exceed the total number of respondents. Percent of each response was computed based on the total number of responses, not the number of survey respondents.

Table 3b. Challenges reported by grantees

What has been the biggest challenge, and what have you done to address it?	Number	Percent
<i>Teachers' accepting or adopting of the changes</i>	3	15%
<i>Time for collaboration/discussion</i>	4	20%
<i>Meeting diverse professional development needs</i>	2	10%
<i>More PD/sustainable plan for ongoing professional development</i>	2	10%
<i>Grant timeline</i>	1	5%
<i>Ensuring fidelity in implementation</i>	1	5%
<i>Meeting the needs of students with unique challenges/needs</i>	2	10%
<i>Collecting feedback on professional learning</i>	1	5%
<i>Materials not readily available</i>	1	5%
<i>Differences among suggested programs</i>	1	5%
<i>Finding substitutes</i>	2	10%
Total	20	-

Note: n=21. Due to multiple responses, the sum of responses may exceed the total number of respondents. Percent of each response was computed based on the total number of responses, not the number of survey respondents.

Table 3c. Suggested changes reported by grantees

If you were to implement the initiative again, based on what you've learned so far, what would you do differently and why?	Number	Percent
<i>Refine, narrow, or further differentiate the focus of the initiative based on teachers' needs</i>	4	19%
<i>Train more teachers</i>	2	10%
<i>Change scheduling/sequencing of training activities or allocation of time to different PD activities</i>	10	48%
<i>Spend more time on developing data collection in the beginning</i>	1	5%
<i>Will not make any changes</i>	1	5%
<i>Other</i>	1	5%
<i>No response, including N/A</i>	2	10%
Total	21	-

Note: n=21. Due to multiple responses, the sum of responses may exceed the total number of respondents. Percent of each response was computed based on the total number of responses, not the number of survey respondents.

Source: Authors' analyses of the online survey responses from the grantees.

Finding 5: Grantees collected and used various data to develop and track implementation and outcomes of professional learning activities

Participating schools collected, analyzed, and used various data — from conducting needs assessments to monitoring implementation and outcomes — throughout the grant process (table 4). Most grantees reported that they used various assessment data to track and monitor outcomes at student level and classroom observation data to track and monitor outcomes at teacher/instructional staff level. These various data sources were also confirmed by our review of data posted in Schoology.

Table 4. Data used to track implementation and outcomes

What types of data have you found most useful in guiding and improving the implementation of the initiative?	Number	Percent
<i>Screening or formative assessment data, DIBELS, or STAR scores</i>	11	37%
<i>Walkthrough or observation data</i>	7	23%
<i>Surveys</i>	4	13%
<i>Pre-post comparison of student outcomes</i>	3	10%
<i>Other (coaching minutes, anecdotal records, Schoology analytics, monthly summary)</i>	5	17%
Total	30	-

Note. n=21. Due to multiple responses, the sum of responses may exceed the total number of respondents. Percent of each response was computed based on the total number of responses, not the number of survey respondents.

Source: Authors' analyses of the online survey responses from the grantees.

Finding 6: Grantees would like to continue all activities, or aspects of the activities, regardless of external funding support

Most grantees reported having positive experience with this grant and that they are likely to seek out similar opportunities in the future and continue either all or some elements of this professional learning initiative regardless of funding (table 5).

Table 5. Positive experience with this grant encouraged grantees to sustain the professional learning initiative

Items	Strongly agree	Agree	Disagree	Strongly disagree
<i>Some aspects of the initiative were so valuable that they will continue next year, even without funding from the DDOE.</i>	16	5	0	0
<i>I'm likely to seek out a grant like this in the future, based on this experience.</i>	16	5	0	0
<i>I've already started to think about how I might secure funding for this type of work next year.</i>	15	5	1	0

Are there aspects of the initiative that are likely to continue in the future, regardless of funding?	Number	Percent
<i>Infrastructure/Feedback loops built with this grant will continue</i>	4	19%
<i>Interventions/Curriculum/Content area focus of this grant will continue</i>	7	33%
<i>Collaboration among teachers will continue</i>	3	14%
<i>All aspects of this initiative will continue</i>	5	24%
<i>Teachers' change of mindset resulted from this grant funded initiative will continue</i>	1	5%
<i>Yes (with no specific details)</i>	1	5%
Total	21	-

In the future, what support would you be interested in receiving from DDOE related to improving professional learning for teachers in your building?	Number	Percent
<i>Funding</i>	6	26%
<i>Support to continue collaboration among teachers within and across buildings</i>	3	13%
<i>Better communication of DDOE's expectations and resources available from DDOE</i>	3	13%
<i>Using school data to identify areas of needs</i>	1	4%
<i>None at this time</i>	3	13%
<i>N/A or no response</i>	7	30%
Total	23	-

Note: n=21. Due to multiple responses, the sum of responses may exceed the total number of respondents. Percent of each response was computed based on the total number of responses, not the number of survey respondents.

Source: Authors' analyses of the online survey responses from the grantees.

Finding 7: Grantees indicated that the most helpful support that they had received to implement professional learning for teachers was the flexible leadership and strong technical assistance provided by the Delaware Department of Education

Responses to both open-ended and close-ended questions on the online survey were consistent and showed that the state has played a critical role in ensuring successful and positive experience and outcomes from this grant (table 6).

Likewise, a majority of grantees would like funding, communication, and resources from DDOE to improve professional learning for teachers in the future.

- Grantees reported that the support provided by the DDOE staff improved their knowledge and understanding of professional learning and the state's professional learning standards as well as their use of data to inform and assess the implementation and results of the initiatives.
- Grantees agreed that the intensity, format, and timing of the DDOE support were helpful and appropriate.
- Most grantees (61%) reported that the guidance to design the professional learning initiatives and technical assistance provided by the DDOE staff through periodic check-ins, interviews, and site visits were most helpful.
- Many grantees (17%) indicated that open communication with, and easy access to, DDOE staff and their flexibility were helpful.

Table 6. State’s leadership and guidance played a major role supporting the grantees

What support from DDOE did you find most helpful?	Number	Percent
<i>Periodic check-ins, site visits, and feedback provided by DDOE staff</i>	13	57%
<i>Open communication and access to DDOE staff</i>	3	13%
<i>Funding the initiative</i>	2	9%
<i>Allowing flexibility to modify and adopt the plan when needed</i>	1	4%
<i>Providing a structure to design the initiative</i>	1	4%
<i>N/A or no response</i>	3	4%
Total	23	-

Note: n=21. Due to multiple responses, the sum of responses may exceed the total number of respondents. Percent of each response was computed based on the total number of responses, not the number of survey respondents.

Source: Authors' analyses of the online survey responses from the grantees.

Is there anything else you would like to share?	Number	Percent
<i>Appreciating the support and funding from DDOE</i>	7	26%
<i>Appreciating the opportunity to re-apply</i>	2	13%
<i>Changing organization of data/evidences to Guskey level in the mid-grant year was a challenge</i>	1	13%
<i>N/A or no response</i>	11	30%
Total	21	-

Note: n=21. Due to multiple responses, the sum of responses may exceed the total number of respondents. Percent of each response was computed based on the total number of responses, not the number of survey respondents.

Source: Authors' analyses of the online survey responses from the grantees.

Items	Strongly agree	Agree	Disagree	Strongly disagree
<i>The support we received from the DDOE helped us improve our knowledge of the Guskey Model's five levels of professional development.</i>	8	13	0	0
<i>The support we received from the DDOE helped us apply the Guskey Model to organize, analyze, and use data to inform the implementation of the initiative</i>	9	11	1	0
<i>The support we received from the DDOE helped us better understand and incorporate Delaware's standards for professional learning in our school's initiative.</i>	10	10	1	0
<i>The support we received from the Delaware Department of Education was sufficient in terms of timing, intensity and format (*e.g., online vs. face-to-face).</i>	12	9	0	0

Note: n=21.

Source: Authors' analyses of the online survey responses from the grantees.

The focus group with DDOE staff also revealed key elements of the state's flexible and supportive leadership:

- **Strong foundation and knowledge of professional learning.** DDOE staff indicated that, from 2013 to 2016, DDOE had provided ongoing technical assistance and training to teachers from the schools and districts that voluntarily participated in the department's Common Ground for the Common Core (CGCC) initiative. CGCC provided a model of professional learning with a cycle of continuous improvement for both the state and districts/schools, and DDOE has provided feedback using the Guskey levels throughout the three-year initiative.
- **Consistent and coordinated technical assistance.** DDOE staff indicated that, in monitoring and providing oversight of the grant, DDOE followed

a consistent process across all team members involved in the initiative. Staff went through the same training to review and score applications; met regularly, including to calibrate the scoring of applications across different teams; and created emails that can be customized to communicate with grantees so that the schools receive the same, consistent message regardless of their respective point of contact at DDOE.

- **A culture of continuous learning and improvement.** DDOE staff reported being closely engaged with the schools throughout the grant period and providing ongoing, targeted support and resources to grantees, including periodic check-ins. After the first round of data collection, a DDOE liaison conducted a phone conference with each grantee, using a semi-structured interview protocol developed by the MACC and GTL (appendix A). After the second round of data collection, DDOE conducted an on-site meeting and walkthrough. DDOE focused on further developing trust and partnerships with schools and allowed opportunities for making mid-course corrections based on the evidence and data submitted and communications with grantees about progress made and challenges encountered.
- **Vision and commitment of the state's executive leadership.** DDOE staff indicated that the department has a long history of providing training and technical assistance directly to districts and schools. As evidenced by the CGCC and Reimagining Professional Learning Innovation Grants, professional learning has been a priority of DDOE, and the state's executive leadership was closely engaged throughout the grant period and ensured schools had access to support, tools, and resources when needed.

Also, to recognize the accomplishments of the 2016/17 Reimagining Professional Learning Innovation Grant, DDOE hosted a professional learning exhibition in May 2017 during which all 21 grantees were brought together to showcase their work and learn from each other (appendix F). Based on MACC's review of data, the Executive Director of the Learning Forward recognized the sites for their implementation of the seven standards (box 4).

Box 4. Grantees and Learning Forward awards for the implementation of the seven professional learning standards

Standard 1 - Learning Communities:

- Evelyn I. Morris Early Childhood Center
- Benjamin Banneker Elementary School
- George Read Middle School

Standard 2 - Leadership:

- Mispillion Elementary School
- W. Reily Brown Elementary School

Standard 3 - Resources:

- Gunning Bedford Middle School
- Harry O. Eisenberg Elementary School
- Lulu Ross Elementary School

Standard 4 - Data:

- Wilmington Manor Elementary School
- William Penn High School
- Nellie Hughes Stokes Elementary School
- Dover High School

Standard 5 - Learning Designs:

- W.B. Simpson Elementary School
- Smyrna High School
- Central Middle School

Standard 6 - Implementation:

- St. George's Technical High School
- Allen Frear Elementary School
- Bunker Hill Elementary School

Standard 7 - Outcomes:

- Calvin R. McCullough Middle School
- William Henry Middle School
- McIlvaine Early Childhood Center

Source: Learning Forward. (2017). Reimagining professional learning in Delaware. *EdWeek Teacher*. Available from http://blogs.edweek.org/edweek/learning_forwards_pd_watch/2017/05/reimagining_professional_learning_in_delaware.html

Limitations

Grantee schools collected and submitted a large quantity of data. However, the quality of evidence is limited, and most grantees did not provide a comprehensive picture of the learning, use, and outcomes from the professional learning of teachers.

Due to the variations in data submitted by the grantees, examining implementation and outcomes across all grantee schools was not possible as part of the review. For example, although many grantees posted data on the participants' use of new knowledge and skills (Guskey level 4), different data collection forms were used across grantees to document the degree and quality of how the new knowledge and skills were being used in the classrooms. This situation posed a limitation in that it was not possible to compare and contrast the use of professional learning across grantee sites and the outcomes of the initiative as a whole.

Implications and Recommendations for Future Initiatives

There are several recommendations for the DDOE to consider for future similar initiatives to improve professional learning for teachers and also to address the limitations of this study.

First, to improve the quality of evidence, we recommend encouraging grantee schools to expand their data sources. For example, in addition to engaging in walkthroughs or instructional rounds, conducting interviews with participants or gathering oral or written reflections from the participants about applying the new knowledge and skills in the classroom may provide deeper understanding of how their professional learning has improved their instructional practice. Also, reviewing the proposed observation tools and other data collection strategies for rigor during the application stage would help ensure consistency and quality of data collected across the grantee sites. Additionally, some grantees proposed

in their grant application to have the professional learning providers (e.g., consultants) conduct walkthroughs and provide feedback to the participants. Such activities could not only improve the quality and accuracy of observation data to assess the application of knowledge, but also may provide additional opportunities to improve practice. Documenting such feedback and the ways in which the feedback leads to a better use of knowledge and skills has the potential to improve the quality of evidence and inform future planning of professional learning. Schools could also seek to have their professional learning providers develop the capacity of school staff to conduct the observations.

Second, while most sites have uploaded a large quantity of data, it is not evident how the sites are interpreting and using the data systematically to inform action. For future initiatives, we suggest asking grantees to reflect on and provide data examples to show how they know that the new practices that are the focus of the professional learning are being used in the classroom or school. This reflection may be incorporated into the check-in calls or site visit feedback sessions and by asking grantees to include artifacts in their evidence submission. Such information could substantiate the grantees' reports on results of the initiative.

Third, to get more complete data on how system design and implementation align to the professional learning standards, we recommend that the DDOE administer a survey to gather data on how the grantees' professional learning initiatives reflect the seven Standards for Professional Learning, such as the Standards Assessment Inventory (SAI). The SAI is a 50-item web-based instrument from Learning Forward that gathers data on a school's professional learning practices to measure alignment to the Standards for Professional Learning.

Lastly, we recommend that DDOE continue building knowledge of the seven professional learning standards and what they look like in practice across the grantees as well as in other schools in the state. DDOE could consider posting resources for the standards on its website, organizing webinars, and writing and disseminating "stories from the field" about how the grantees have enacted the standards to further expand the capacity of its schools and districts to implement best practices of professional learning across the state.

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Appendix A: Mid-Year Check-In Interview Protocol

**Interview Protocol for Reimagining Professional Learning Grant Check-in Meetings
Delaware Department of Education**

Names of Participants:	Title(s):
School:	District:
Interviewed by:	Date:

INTRODUCTION AND BACKGROUND

Introduce people on the call and share the purpose of the call. [For example: The purpose of the check in discussion is to learn more about the professional learning programs you designed and are implementing for the Reimagining Professional Learning state grant. We will review the school’s grant Action Plan together and reflect on progress and accomplishments this year. We want to learn what is working well for you and highlight these "bright spots" and discuss what challenges or barriers you are encountering. We also will review the quality of the evidence you provided regarding: 1) teacher/staff reactions to the professional learning, 2) what teachers/staff are learning and applying to their practice, 3) organizational supports or changes; and 4) data on student learning outcomes.] Check to see if participants have any questions about the purposes of the call and respond. [Anticipate 45–60 minutes for this interview.]

Notes to DOE Liaisons:

- Throughout the interview, possible probes are set aside following each general question. We would like to gather information relative to each of those probes. If, when the general question is asked, the respondent provides the information requested by the probes, you do not need to ask the probing questions. In addition to providing additional information, asking the probing questions may help move the interview pace or may prompt a less talkative respondent. Keep the tone conversational and comfortable.
- To the extent that this information can be retrieved from other data sources already provided in beforehand, document that information below prior to the interview. During the interview, prompt the participants to confirm its accuracy.

BACKGROUND ON ROLE AND EXPERIENCE

Let's begin with some information about you.

Can you tell me a bit about your background and how you are involved in supporting the Reimagining Professional Learning grant?

Listen for:

- *What is your role with regard to professional development for teachers?*
- *How much of your time is dedicated to professional development responsibilities?*
- *Do you share any of these responsibilities with anyone else in the district? If so, how is this works shared?*
- *What other relevant experiences have you had related to leading professional learning and to learning to implement Common Core State Standards?*

Thank you for sharing some information about yourself and how you are involved in the grant and with professional learning for the school/district. For the remainder of the interview, I'd like to get your perspective on the design and implementation of the professional learning grant and how that is going. OK?

DESIGN

I'd like to hear about the factors that motivated your school to seek out this grant.

1. What were the main reasons for designing professional learning to address Common Core State Standards?

Listen for:

- *What was the rationale or what are the key drivers that served as the impetus for the initiative (e.g., dissatisfaction with student achievement in ELA or mathematics)?*

2. Who led the development of the initiative and who is providing leadership for it now?

Listen for:

- *Was it one individual?*
- *Was it led by a team? If yes, who was involved and what roles did they play?*
- *Who is providing ongoing leadership for the initiative?*

3. In the initial stages, how did you secure support and buy-in from key stakeholder groups or individuals within and external to the school?

Listen for:

- *How did they communicate the importance of this initiative to the various groups?*
- *Did certain groups or individuals, within and/or external to the school play a critical role in the initial stages of gaining buy-in and support for the development of this initiative?*
- *Who are the key players in the school or district who have the authority to push forward or potentially block or inhibit a professional learning initiative (e.g., district leaders, the school board, school administrators, teachers)?*
- *What external groups (if any) did the district need to engage (e.g., consultants, teacher union, community leaders, institutions of higher education)?*

4. To what extent is the design of this professional learning initiative different from how teacher professional development has usually been offered in this school or done in the past? How so?

Listen for:

- *What data was used to inform the focus of the professional learning?*
- *What is the cycle of professional learning?*
- *How is the professional learning being brought back to the classroom?*
- *Are teachers engaged in a cycle of continuous improvement?*

5. Could you explain any underlying principles that guided the professional learning program you are implementing?

Listen for:

- *Extent to which philosophy/principles were informed by data and/or research*
- *Ensuring that teacher learning is tightly linked to classroom practice*
- *Creating sustained, intensive opportunities for teacher learning*
- *Providing opportunities for teachers to think deeply about the content they are teaching and how students approach the content*
- *Providing structured opportunities for teachers to collaborate with one another and with other experts in a continuous cycle of improvement*

IMPLEMENTATION

Now, I'd like to learn more about how the initiative was rolled out and is currently being implemented.

6. *How do school leaders encourage the implementation of the professional learning initiative across the school and within individual classrooms?

Listen for:

- *Do school leaders make explicit connections between the goals of the professional learning initiative and the broader philosophy/mission of the school overall?*
- *What incentives were and are currently used to encourage full participation of all teachers in the initiative?*
- *Are there any accountability measures associated with participation in the initiative at the district, school, or teacher levels?*

Culture of Professional Learning and Growth

7. *Who participates in the professional development activities? How does the district support or encourage these individuals to attend?

Listen for:

- *Is it for volunteers, or are teachers required to attend?*
- *Are particular types of teachers targeted (e.g., new teachers, special education teachers, teacher leaders, teachers from different grade levels) to participate?*
- *What, if any, tools or resources does the district provide to support teachers' participation (e.g., teacher professional development credits, release time, stipends, substitutes)?*

8. *How has the school fostered a culture of professional learning and growth among teachers that supports their commitment to improving the teaching and learning of standards?

Listen for:

- *What role did or do teachers play in the development and implementation of the initiative?*
- *What supports and resources are provided to teachers to facilitate collaboration among them and support their learning of content and pedagogical content and use of effective instructional practices?*

9. Has the school taken any steps yet to help ensure sustainability of the initiative?

Listen for: Has the school engaged in any of the following efforts:

- *Gaining the buy-in of school leaders and teachers?*
- *Building a strong professional learning community focused on successful implementation of standards?*
- *Seeking new grants to continue the learning?*
- *Implementing strategies to promote efficient use of resources?*

DATA AND EVIDENCE

Next, I would like to walk through your color-coded Action Plan and discuss the activities you have implemented, where you are with each one, and the evidence you have documented to show progress and evaluate the effectiveness of the professional learning.

[Next: Walk through each row of the Action Plan and ask the following:]

10. **What is the current status of this activity and how do you know?

Listen for:

- *What has happened?*
- *Are relevant data collected and analyzed, including:*
- *Teachers' reactions to professional learning*
- *Evidence of teachers' learning*

- *Evidence of teachers using new practices/knowledge effectively in the classroom?*
- *Evidence of organizational supports provided or changes made to support use of new practices/knowledge?*
- *Teacher performance/evaluation data and student achievement data monitored and used to make improvements*
- *How are these data collected and by whom? With what frequency?*
- *Who analyzes the data and to whom are the results reported and shared?*

11. **To what extent do these data indicate that the initiative has been successful so far? How do you know?

Listen for:

- *What practices/activities have been effective in implementing the professional learning program and how do you know?*
- *What feedback have you heard from teachers? Have you heard anything from parents, students or other stakeholders?*

12. **What have been the greatest barriers to implementing the activities as you planned and how can the barriers be mitigated?

Listen for:

- *Have planned professional learning activities been conducted effectively and for all target teachers/staff?*
- *Is adequate time available and scheduled to engage in the professional learning?*
- *What roles have been played by administrators and other leaders to support professional learning?*
- *Have clear expectations and vision for professional learning been communicated with all teachers? To what extent is this vision aligned with teachers' daily work?*
- *Have resources such as instructional materials, technology, personnel for coaching and learning been provided as needed?*

FINAL THOUGHTS AND CONCLUSION

13. *Are there resources or supports you feel you need to increase your success with this work [that DE DOE may be able to provide]?

14. Do you have anything else that you would like to add before we conclude this interview?

Thank you for your time and for participating in the Reimagining Professional Learning grant program.

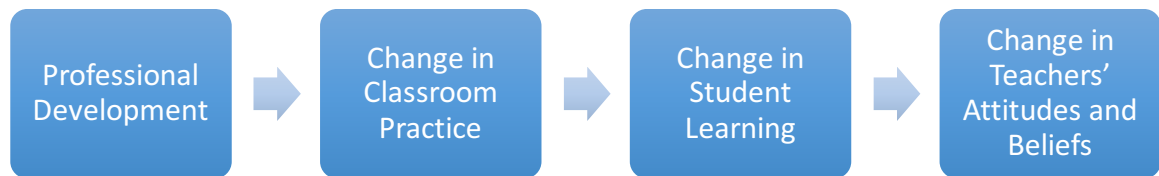
Appendix B: Guide to Guskey's Five Levels of Evaluation

Guide to Guskey's Five Levels of Evaluation

Introduction

The purpose of professional learning for educators is to enhance the professional knowledge and skills of the educators in order to improve the learning of all students. Professional learning is not a one-time event, but rather it is an ongoing process of learning, applying learning, getting feedback on use of new practices and then reflecting on and deepening understanding of the new knowledge and skills. Research on changes in teacher practice indicates that teachers will embrace and use new approaches and instructional practices when they experience successful implementation of the new practices and see evidence of positive learning outcomes in their students (Guskey, 2000; 1985; 1986). This research led to the development of Guskey's Model of Teacher Change. It suggests that professional development must focus intentionally on supporting teachers to make changes in classroom practices which results in change in student learning and ultimately changes teachers' attitudes and beliefs about teaching and learning. (See figure 1.)

Figure B1. Guskey Model of Teacher Change



In applying this model of teacher change to a framework for evaluating professional learning, Guskey identified five levels evaluation that should be used to assess the effectiveness and impact of professional learning programs. The five evaluation levels are:

- ❑ Level 1: Participants' Reactions
- ❑ Level 2: Participants' Learning
- ❑ Level 3: Organization Support and Change
- ❑ Level 4: Participants' Use of New Knowledge and Skills
- ❑ Level 5: Student Learning Outcomes

The following charts provide a guide to each level, including what is measured for that level, the key questions to ask, ideas for how to gather information for that level and examples of how the information for that level can be used for continuous improvement of professional learning. Following this section, are sample instruments for data gathering for each level that can be used by schools to gather data on the quality and effects of their professional learning programs.

At-a-Glance Guide to Guskey Evaluation Model

Level 1: Measure Participants' Reactions to the Professional Learning			
What is Measured?	What Questions are Asked?	How is Information Gathered?	How is Information Used?
<p>Level 1 measures the quality of the professional learning design and gathers participants' satisfaction data. Level 1 also gathers input and ideas for enhancing future professional learning sessions.</p>	<p>Content Questions: Was the content relevant to your professional responsibilities? Did the content address a specific learning need you have? Did the content make sense to you? Was your time well spent? Will what you learned be useful to you? Will you be able to apply what you learned in the classroom?</p> <p>Process Questions: What the professional developer knowledgeable & helpful? Did the instructional strategies support your learning? Did you engage in different types of learning activities? Were the activities relevant to what you were learning? Was the professional developer well-prepared? Were activities carefully planned and organized? Were the learning goals clearly specified at the beginning? Were new practices explained and modeled? Did the session provide time for you to try using the new practices or plan for how you would use them? Did you have access to all necessary resources? Was time used effectively and efficiently? Was sufficient time provided for you to complete all learning activities? Did you leave the session with a clear understanding of your next steps for</p>	<p>Using some of the questions listed in column two, create the following instruments to gather Level 1 data:</p> <p>Exit Tickets Questionnaires Focus Groups Interviews Personal Learning Logs</p> <p>Gather this data immediately after the learning sessions. You may also gather additional information several weeks or months after the sessions to get more feedback after teachers have tried out the new practices in the classroom.</p>	<p>To improve program design and provision and establish is the professional learning was adequate to expect participants to be able to use new content or practices.</p> <p>Examples:</p> <p>If data indicate that time was not used effectively and efficiently, provide feedback to professional developer to improve pacing, tighten up agenda as needed and eliminate activities that are less important or irrelevant.</p> <p>If participants raise questions about their ability to apply what they have learned in the classroom, provide feedback to professional developers to increase use of modeling of how to use new practices in the classroom and provide more concrete examples of use during follow up sessions.</p>

Level 2: Measure Participants' Learning from the Professional Learning			
What is Measured?	What Questions are Asked?	How is Information Gathered?	How is Information Used?
Level 2 focuses on measuring the knowledge, skills, attitudes or beliefs that participants gain from the professional learning experiences.	<p>Questions:</p> <p>What new knowledge or skills did you developed through this professional learning experience?</p> <p>What new content knowledge did you gain from this session?</p> <p>What new instructional strategies did you learn to use?</p> <p>How confident are you about your ability to use the new knowledge and skills in your classroom?</p> <p>What do you still need to learn to be able to use the new knowledge and skills in your classroom?</p>	<p>Questionnaires</p> <p>Paper and pencil instruments, such as tests of subject matter knowledge</p> <p>Demonstrations, presentations or portfolios assessed using a rubric</p> <p>Participant reflections (oral and/or written)</p> <p>Pre-post reflection (e.g.,</p> <p>Pre-session:</p> <p>What do I know about the content?</p> <p>What do I want to learn in the session?</p> <p>Post-Session:</p> <p>What did I learn in the session?</p> <p>What do I still need to learn?</p>	<p>Level 2 data is used to improve program content, structure, and organization.</p> <p>Examples:</p> <p>If data indicate that teachers did not master the content of the professional learning session, identify which content was most challenging and for whom. Work with the professional learning leaders to offer additional follow up sessions or readings and exercises that focuses on the difficult content and provide to participants as follow up to the session.</p> <p>Ask teachers to indicate what they want to learn more about and use the data to group teachers who have similar interests and needs to further explore content together.</p>

Level 3: Organizational Support and Change			
What is Measured or Assessed?	What Questions are Addressed?	How Will Information be Gathered?	How Will Information be Used?
<p>Level 3 measures the extent to which the school and district provides support, advocacy, accommodation, facilitation, and recognition for the professional learning program.</p>	<p>There are nine aspects of organizational support</p> <p>1) Organizational Policies: Are the goals for the professional learning aligned with school policies and mission? Are any policies affected by the program or need to be altered to support the program?</p> <p>2) Resources: Are sufficient resources made available? Are problems addressed quickly and efficiently? Is access to expertise available to address problems?</p> <p>3) Protection from Intrusion: Were teachers freed from other duties? Was time for collaborative work uninterrupted? Do teachers have quiet work space to plan and discuss important issues?</p> <p>4) Openness to experimentation: Are staff encouraged to try out new practices? Are school leaders open to suggestions for improvements?</p> <p>5) Collegial Support: Do colleagues support each other to make improvements in the school? Do colleagues observe one another and discuss ideas and strategies? Do colleagues discuss student learning results?</p> <p>6) Principal Support</p>	<p>Examine district and school records for policies that may support or detract from the program</p> <p>Review minutes from staff meetings to document how the program is being recognized and supported by staff and leaders.</p> <p>Use questions in column 2 to develop</p> <p>Questionnaires or lead focus groups and interviews with participants and leaders to gather Level 3 data.</p>	<p>To document the level of organizational support and highlight areas that need to be changed to advocate for and support effective professional learning.</p> <p>Examples: If data indicate that time set aside for teachers to meet in PLCs is being used for administrative meeting or teachers are being pulled from the time to cover other duties, make leaders aware of the impact of those decisions on the professional learning. Seek alternatives to protect time for professional learning.</p> <p>If data indicate that student materials necessary for implementation have not been supplied, work with leaders to troubleshoot and provide materials to teachers.</p>

Level 3: Organizational Support and Change			
What is Measured or Assessed?	What Questions are Addressed?	How Will Information be Gathered?	How Will Information be Used?
	<p>Does the principal encourage everyone to learn? How was implementation advocated, facilitated and supported by the principal? Are the results from new strategies and other data shared by the principal?</p> <p>7) District Support Do district leaders meet requests for information and resources in a timely manner? Do district leaders advocate for the professional learning program?</p> <p>8) Recognition of Success Are successes recognized and celebrated in the school?</p> <p>9) Provision of Time Are teachers provided with time for learning, making improvements in practices, and meeting with colleagues during the regular school day?</p>		

Level 4: Participants' Use of New Knowledge and Skills			
What is Measured?	What Questions are Addressed?	How is Information Gathered?	How is Information Used?
Level 4 measures the degree to which the practices and strategies learned in the program are implemented as intended and effectively.	<p>What are the critical indicators of use of the new practice(s)? What would you see students and teachers doing in the classroom?</p> <p>Do teachers effectively apply the new knowledge and skills?</p> <p>What are teachers' concerns about using their new knowledge and skills?</p> <p>What is the level of use of the specific program components in the classroom?</p> <p>Are materials required for the use of the practices in place in the classroom?</p> <p>Is adequate time being provided to use new practices in the classroom?</p>	<p>Structured interviews with participants and their supervisors</p> <p>Participants reflections logs or journals</p> <p>Participant portfolios</p> <p>Direct observations</p> <p>Implementation Logs</p> <p>Examination of Lessons</p> <p>Video or audiotapes</p> <p>Questionnaires</p>	<p>To document and improve the implementation of program content.</p> <p>Example: Thru</p>
<p>Student Learning Outcomes: Cognitive (performance and achievement data)</p> <p>Affective (attitudes and dispositions)</p> <p>Psychomotor (skills and</p>	<p>What was the impact on students?</p> <p>What content did students learn?</p> <p>Did it affect student performance or achievement?</p> <p>Did it influence students' physical or emotional well-being?</p> <p>Are students more confident learners?</p> <p>Is student attendance improving?</p> <p>Are dropouts decreasing?</p>	<p>For cognitive outcomes: Examine student learning data and student records.</p> <p>Prepare participants' portfolios showing student work and interpretations of student work.</p> <p>For affective outcomes: Administer student surveys and examine school records such as</p>	<p>These data are used to improve all aspects of program design, implementation, and follow-up and especially to demonstrate the impact of the professional learning program on students.</p> <p>Example: Effective professional learning is designed to address specific goals for improved student learning. For example when students do not meet grade level goals in mathematics, teachers may adopt new, proven strategies for math teaching. Once professional learning is conducted and the evaluation shows that the new practices are</p>

Level 4: Participants' Use of New Knowledge and Skills			
What is Measured?	What Questions are Addressed?	How is Information Gathered?	How is Information Used?
behavior)		disciplinary and retention data. Other data on student learning can be gathered from interviews with students, parents, teachers, and/or administrators.	being implemented, teachers expect to see some changes in their student learning results. At Level 5, schools revisit the same (or similar) student data they used to set professional learning goals to determine if the new practices are producing desired student results. Based on data, take action to increase use of new practices if they are working and/or seek additional strategies that may be needed to address student needs. For example, some teachers may need additional coaching or training to increase their mastery in the use of new practices.

Source: Guskey, T. (2000). *Evaluating Professional Development*. Thousand Oaks, CA: Corwin

Appendix C: Online Survey

Dear Reimagining Professional Learning Grantee:

You are invited to participate in a short survey to share feedback on your school's Reimagining Professional Learning grant. The survey gathers information on the support the Delaware Department of Education provided to you and asks about your experiences with the grant-supported activities in your school. Your opinion is valuable to us and we hope you will take the time to respond.

The short questionnaire includes a series of open-ended and closed-ended questions to gather your perceptions of the successes of the initiative and to identify areas for improvement of professional learning for teachers in Delaware. Your responses are voluntary and will be kept confidential. Responses will not be identified by individuals; all responses will be compiled and analyzed as a group.

We urge you to complete the survey as soon as possible and no later than April 21, 2017.

If you have any questions or concerns, please contact Theresa Bennett at the Delaware Department of Education at Theresa.Bennett@doe.k12.de.us. If you experience any technical difficulty completing the survey, please contact Kellie Kim at kkim@wested.org.

We appreciate you taking the time to provide information on the successes and challenges you encountered in implementing your Reimagining Professional Learning grant. To begin just click on the link below. Thank you!

Study of Quality and Results of Reimagining Professional Learning Grants

Please rate how strongly you agree or disagree with the following statements.

	Strongly Disagree	Disagree	Agree	Strongly Agree
My school's initiative was well-aligned with Delaware's standards for professional learning standards that are based on the Learning Forward standards for professional learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The grant helped my school to improve the quality and efficacy of professional learning for teachers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The initiative was well-aligned with other instructional priorities in the school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The teachers seemed to buy in to the importance of the initiative.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The teachers attended and seemed engaged in the professional learning activities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The initiative helped teachers achieve specific learning goals.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The initiative helped improve professional collaboration and collegiality in the building.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Some aspects of the initiative were so valuable that they will continue next year, even without funding from the DDOE.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The support we received from the DDOE helped us:				
<ul style="list-style-type: none"> • Improve our knowledge of the Guskey Model's five levels of professional development. • Apply the Guskey Model to organize, analyze, and use data to inform the implementation of the initiative. • Better understand and incorporate Delaware's standards for professional learning in our school's initiative. 	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The support we received from the Delaware Department of Education was sufficient in terms of timing, intensity and format (*e.g., online vs. face-to-face).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I'm likely to seek out a grant like this in the future, based on this experience.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I've already started to think about how I might secure funding for this type of work next year.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Briefly respond to the following questions:

- A. What has been the biggest success of your initiative so far?
- B. About how many teachers have been served by the grant?
- C. What has been the biggest challenge, and what have you done to address it?
- D. What types of data have you found most useful in guiding and improving the implementation of the initiative?
- E. If you were to implement the initiative again, based on what you've learned so far, what would you do differently? Why?
- F. Are there aspects of the initiative that are likely to continue in the future, regardless of funding?
- G. What support from Delaware Department of Education (DDOE) did you find most helpful?
- H. In the future, what support would you be interested in receiving from DDOE related to improving professional learning for teachers in your building?
- I. Is there anything else you would like to share?

Appendix D: Focus Group Questions

1. Please describe how DDOE monitored the grantees – frequency, duration, any protocols or guiding questions used to support continuous improvement?
2. What additional roles did DDOE play, other than monitoring, to provide support to the grantees so that they may successfully carry out plans in their respective proposal?
3. How was DDOE involved in helping grantees learn how to use state PL standards?
4. Were any other federal or state funds used to support professional learning in these grantee sites?
5. What do you think was most helpful internally at DDOE (e.g., SEA structures) in providing guidance and support for the grantees?
6. What additional roles or structures would increase support for achieving outcomes for effective professional learning in the state?

Appendix E: Redesign Professional Development Partnership Innovation Study Team Meeting Agenda

**Delaware Reimagining Professional Learning Innovation Initiative
Redesign PD Partnership Innovation Study Team Meeting
Wilmington Westin Hotel, Shipyard Suite
Wilmington, Delaware
May 1-2, 2017**

AGENDA

Monday, May 1, 2017

3:00 – 3:10 p.m.	Welcome and Introductions	Michael Watson
3:10-4:00 p.m. Watson	Overview of Delaware Reimagining PL Innovation Initiative	Michael Theresa Bennett
	<ul style="list-style-type: none">• Observations from the SEA• Observations from the Field• Observations from Innovation Study team	
4:00-4:30 am	Early Lessons Learned	Michael Watson Theresa Bennett
	<ul style="list-style-type: none">• Observations from the SEA• Observations from the field• Observations from Innovation Study team	
4:30-5:15 pm	Innovation Study	Susan Mundry Kellie Kim Kirk Walters
5:15-5:30 pm	Break	
5:30-6:00 pm	Next Steps for Delaware	
6:00-6:15 pm	Implications for Other States	Stephanie Hirsh

6:15-6:40 pm	Design Presentation for RPDP at June 1-2 Meeting	All
6:40-6:45 pm	Meeting Summary, Other Stephanie Hirsh	

Tuesday, May 2, 2017

8:00 a.m.	Meet in Lobby of Westin Hotel for School Site Visits
8:30-10:00 a.m.	McCullough Middle School
10:30-1:00 p.m.	Site Visit to St. George High School
1:30-3:00 p.m.	Site Visit to Bunker Hill Elementary School
3:00-3:30 p.m.	Travel to Dover Downs
3:30-4:30 p.m.	Break
4:30-7:30 p.m.	Professional Learning Exhibition and Dinner
7:30-8:30 p.m.	Debrief

Appendix F: Delaware Department of Education Professional Learning Exhibition

Please Join Us

Professional Learning Exhibition

MAY 2, 2017

4:30-7:30pm ~ Dover Downs Ballrooms

Registration: PDMS Course #25814



Program Schedule

- 3:30-4:30 Registration, Schools Set Up
- 4:30-5:30 Welcome: Michael Watson, Chief Academic Officer
Greetings: Governor Carney and Secretary Bunting
Key Note: Stephanie Hirsh, Executive Director,
Learning Forward
- 5:30-7:00 Professional Learning Exhibition, Ignite Presentations from
Reimagining Professional Learning 2016-17 Grant Winners,
Appetizer, Dessert, and Beverage Stations
- 7:00-7:30 Wrap up and Closing Remarks