Developing a Comprehensive Standards-Based Professional Learning System for MTSS

2.26.19
Facilitators

Amber Humm Patnode, PhD
Associate Director for Innovation & Outreach
Center for Applied Research and Educational Improvement
University of Minnesota
ahummpat@umn.edu
@Abrundage1

Amanda March, PhD
Professional Learning & Coaching Coordinator
Florida’s Problem-Solving/Response to Intervention Project
University of South Florida
amarch@usf.edu
@AmandaLMarch
Warm Up Activity: Visual Synectics

Leading professional learning for educators is like ______ because ______.
Advance Organizer

1) Introductions
   – Warm Up Activity
2) Agenda, Outcomes, & Resource Review
3) Icebreaker: MTSS in your Local Settings
4) PS/RtI Project’s Professional Learning System
   – Case Study Example
6) Professional Learning Tools
   – Exploration
   – Discussion
   – Practice
7) Closing
   – Q & A
   – Evaluation
Outcomes

After this session, participants will be able to:

1) Discuss the *knowledge, skills, and practices* required of educators to implement a Multi-tiered System of Supports (MTSS) framework, and how to develop *targeted professional learning supports* in these areas.

1) Identify the critical features required of a *comprehensive professional learning system*, and how one statewide project translated these elements into the development of a five domain *Comprehensive Standards-Based Professional Learning System* to support MTSS.

1) **Practice applying features** of the five domain *Comprehensive Standards-Based Professional Learning System* using checklists, plans, and other tools *to inform the design, delivery, and evaluation* of professional learning supports at the district and school levels.

1) Utilize and adapt *various resources, tools, materials, and planning documents* to facilitate job-embedded professional learning at the school, district, and state levels.
Resources & Materials

• Google Drive:  
  https://tinyurl.com/NASP-March-Patnode
Icebreaker: MTSS in Your Local Settings
MTSS is a framework to ensure successful education outcomes for ALL students by using a data-based problem solving process to provide, and evaluate the effectiveness of multiple tiers of integrated academic, behavior, and social-emotional instruction/intervention supports matched to student need in alignment with educational standards.
Activity: MTSS in your Local Setting

Directions:
1) Consider the 6 MTSS components as currently reflected in your local setting (school, district, region, state, etc.).
2) Jot down areas to be improved or strengthened for each of the components in your handout.
3) Share out with a partner or your table team.
Self Assessment of MTSS (SAM) - School Level

http://www.floridarti.usf.edu/resources/program_evaluation/sam/sam.pdf
PS/RtI Project’s Comprehensive Standards-Based Professional Learning System

“You don’t learn to walk by following rules. You learn by doing and falling over.” ~ Richard Branson
Comprehensive Professional Learning Systems

• Comprehensive Professional Learning System
  – Engine that powers professional learning
  – Creates conditions and structures in which effective professional learning works and links professional learning to other systems that function in a state, school system, or school.

• Professional Learning Plan
  – Guidance system that sets the destinations, gives directions, and provides progress indicators and other information to support the journey

Relationship Between Professional Learning & Student Results

1. Standards-based professional learning
2. Changes in educator knowledge, skills, and dispositions
3. Changes in educator practice
4. Changes in student results

<table>
<thead>
<tr>
<th>Standards for Professional Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Data:</strong> 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.</td>
</tr>
<tr>
<td><strong>Learning Communities:</strong> Professional learning that increases educator effectiveness and results for all students occurs within learning communities committed to continuous improvement, collective responsibility, and goal alignment.</td>
</tr>
<tr>
<td><strong>Leadership:</strong> 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.</td>
</tr>
<tr>
<td><strong>Resources:</strong> Professional learning that increases educator effectiveness and results for all students requires prioritizing, monitoring, and coordinating resources for educator learning.</td>
</tr>
<tr>
<td><strong>Learning Designs:</strong> Professional learning that increases educator effectiveness and results for all students integrates theories, research, and models of human learning to achieve its intended outcomes.</td>
</tr>
<tr>
<td><strong>Implementation:</strong> 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.</td>
</tr>
<tr>
<td><strong>Outcomes:</strong> Professional learning that increases educator effectiveness and results for all students aligns its outcomes with educator performance and student curriculum standards.</td>
</tr>
</tbody>
</table>

https://learningforward.org
PS/RtI Project’s Comprehensive Standards-Based Professional Learning System

1. Standards-Based Professional Learning
   - Planning
   - Leadership Support
   - Readiness to Learn
   - Delivery
   - Evaluation
2. Changes in Educators Knowledge, Skills, & Dispositions

Changes in Educators

K Knowledge
A Attitudes (Beliefs)
S Skills
A Aspirations
3. Changes in Educator Practice

Changes in Educators, cont.

Behaviors (Practices)
4. Changes in Student Results
Instructional Methodology

- Explicit Instruction
- Modeled Instruction
- Guided Practice
- Independent Practice with Feedback/Ongoing Coaching

Joyce & Showers, 2004; Learning Forward, 2011
Facilitated Case Study: Secondary MTSS Professional Learning Series
Goal: Build capacity of districts to educate secondary students such that instruction is matched to need which results in college and career ready on-time graduates.

2015-16
Face to Face Session
- Importance of tiered system
- Universal Design for Learning
- Data analysis
- Data sources
- Beliefs and practices
- Infrastructure
- Scheduling

2016-17
Webinar
- Interventions I

Webinar
- Building Consensus

2017-18
Face to Face
- Problem Solving

Mini-Modules
- Secondary E/LA Interventions
- Secondary Math Intervention
PS/RtI Project’s Comprehensive Standards-Based Professional Learning System

1. Standards-Based Professional Learning

- Planning
- Leadership Support
- Readiness to Learn
- Delivery
- Evaluation
District and School Leaders Survey

Identified areas of “high need” at secondary level:

• SWD Proficiency
• Attendance/Chronic Absenteeism
• Student Engagement
## Standards-Based Professional Learning Plan: Secondary MTSS Series

**Learning Facilitator(s):** Secondary PL Team (PK12 & RCs)  
**Participants:** FL District & School Level Educators at Secondary Level

### Needs Analysis
- Spring needs assessments from 2015 & 2016; Day 1 Secondary Learning Series Evaluations; State Grad Rate; subgroup gaps; observation & self report data by educators

### Professional Learning Goal
Build capacity of districts to educate secondary students such that instruction is matched to need which results in college and career ready on-time graduates

### Professional Learning Objectives: Participants will...
1. Increase knowledge related to characteristics and logistics of MTSS implementation at the secondary level
2. Demonstrate data-based problem-solving skills to improve secondary level student outcomes such as college and career ready on-time graduates
3. Using a variety of data sources, practice designing action plans focusing on the consensus, infrastructure, and implementation components necessary to facilitate sustainable MTSS at the secondary level

### Professional Learning Activities

Conversation Notes: Do we want to think about behavior change? Possible survey during session or evaluation and then follow-up to get a sense of implementation. If they are not, why and what type of follow-up support can we provide them? Possible ranking/rating system for contributors to help in prioritization. Use case study with data that is used throughout the course of the day to model. Organizational document with reflections/notes to scaffold thinking as well as prompt/extend thinking and they leave with a product. Announcement that schools register as team.

<table>
<thead>
<tr>
<th>Planning</th>
<th>Learning &amp; Implementation (PL Delivery)</th>
<th>Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Data/ Resources</strong></td>
<td><strong>Leadership Support</strong></td>
<td><strong>Participant Learning Outcomes</strong> (Knowledge, Attitudes, Skills, Aspirations, Behaviors??)</td>
</tr>
</tbody>
</table>
| • Problem Solving Face to Face focused on proficiency rates among SWD  
• Based on: Secondary Needs Assessment—top rated | • Enrolled the support of Jose and George to vet outline and provide feedback  
• Will include Anne and David in content planning | 1. Build knowledge around contributors to SWD performance gaps, and data-based problem-solving.  
2. Participants will use data-based problem-solving skills to improve secondary level student outcomes: SWD proficiency rates  
3. Participants will use a | | | | |

*Outline:*

1. **20 minutes Stage setting/compelling data/Dear Colleague letter (Nov 2015)**—**Kelly**
   - Set purpose for the day—**Kelly**
   - Session objectives overview—**Kelly**
   - Relate structure of the day to session objectives—**Kelly**
   - History of Low Academic

   - Direct instruction and facilitated practice
   - 
   - #1
   - 
   - #2

---

**Professional Learning Plan**
1. Standards-Based Professional Learning

Professional Learning Objectives

Participants will:

1. Build knowledge about the contributors to SWD (students with disabilities) performance gaps, and data-based problem-solving

1. Use data-based problem-solving skills to improve secondary level student outcomes: SWD proficiency rates

1. Use a variety of data sources to develop instructional action plans
1. Standards-Based Professional Learning

Example in Practice: Secondary Evaluation Planning Template

<table>
<thead>
<tr>
<th>PD Offering related to the Initiative</th>
<th>PD Evaluation Occurrences</th>
<th>Evaluation Details (type of assessment/intended audience)</th>
<th>Quality's Critical Levels of Evaluation</th>
<th>Purpose of Evaluation (formative, summative)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Needs Assessment</td>
<td>PQ, Survey</td>
<td>Needs Assessment: Phase Study, Program Evaluations</td>
<td>Level 1: Participants' Understanding</td>
<td>Planning, Formative</td>
</tr>
<tr>
<td>Problem Solving</td>
<td>PQ, Survey</td>
<td>PQ, Survey: Needs, Intended Audience</td>
<td>Level 2: Participants' Learning</td>
<td>Formative</td>
</tr>
<tr>
<td>PD Initiative</td>
<td></td>
<td>PQ, Survey: Needs, Intended Audience</td>
<td>Level 3: Organizational Support</td>
<td></td>
</tr>
<tr>
<td>PD Initiative</td>
<td></td>
<td>PQ, Survey: Needs, Intended Audience</td>
<td>Level 4: Participants' Knowledge and Gains</td>
<td></td>
</tr>
<tr>
<td>PD Initiative</td>
<td></td>
<td>PQ, Survey: Needs, Intended Audience</td>
<td>Level 5: Student Learning Outcomes</td>
<td></td>
</tr>
</tbody>
</table>

Notice and Wonder

- Note: Teams should not be "bragging" any gains they have found at this point, but should note:

Revisions to Evaluation Plan

- Based on the Notice and Wonder column, what additions or revisions to the Evaluation Occurrences are needed, if any?

Leading/Lagging Indicators

- In the PD Evaluation's Leading or Lagging Indicator for the scale indicated.
2. Changes in Educators
Knowledge, Skills, & Dispositions

- **Knowledge (K)**
- **Attitudes (Beliefs) (A)**
- **Skills (S)**
- **Aspirations (A)**
Example in Practice:
Secondary Problem Solving

Learning Outcome 1
• Build knowledge around contributors to SWD performance gaps, and data-based problem-solving.

Learning Outcome 2
• Participants will use data-based problem-solving skills to improve secondary level student outcomes: SWD proficiency rates

Learning Outcome 3
• Participants will use a variety of data sources, to develop instructional and intervention action plans.

2. Changes in Educators Knowledge, Skills, & Dispositions
2. Changes in Educators Knowledge, Skills, & Dispositions

Secondary Problem-Solving
Learning Outcome 1:
Contributors to performance gaps

4. Content increased knowledge of contributors to performance gaps

- Strongly Disagree
- Disagree
- Agree
- Strongly Agree

Overall (n = 122)

Chipley (n = 31)

Tampa (n = 39)

Boca Raton (n = 18)

Lake City (n = 34)
Secondary Problem-Solving Learning Outcome 2: Data-based problem-solving knowledge

5. Content increased knowledge of engaging in problem solving to improve outcomes

- Overall (n = 122):
  - Strongly Disagree: 7
  - Disagree: 66
  - Agree: 21
  - Strongly Agree: 1

- Chipley (n = 31):
  - Strongly Disagree: 1
  - Disagree: 16
  - Agree: 17
  - Strongly Agree: 1

- Tampa (n = 39):
  - Strongly Disagree: 1
  - Disagree: 12
  - Agree: 21
  - Strongly Agree: 3

- Boca Raton (n = 18):
  - Strongly Disagree: 2
  - Disagree: 13
  - Agree: 2
  - Strongly Agree: 0

- Lake City (n = 34):
  - Strongly Disagree: 1
  - Disagree: 7
  - Agree: 17
  - Strongly Agree: 4

2. Changes in Educators Knowledge, Skills, & Dispositions
Changes in Educators, cont.

3. Changes in Educator Practice

Behaviors (Practices)
Example in Practice: Secondary Problem Solving

Learning Outcome 1
• Build knowledge around contributors to SWD performance gaps, and data-based problem-solving.

Learning Outcome 2
• Participants will use data-based problem-solving skills to improve secondary level student outcomes: SWD proficiency rates

Learning Outcome 3
• Participants will use a variety of data sources, to develop instructional and intervention action plans

3. Changes in Educator Practice
Example in Practice:

Secondary Problem Solving:

Action Plans

3. Changes in Educator Practice

Blue = Attended: No plan submitted

Green = Attended: Plan submitted

33 Districts sent teams
36 Teams submitted plans
23 Teams asked for feedback on plans
Example in Practice:
Secondary Problem Solving:
Action Plans: Problem ID

3. Changes in Educator Practice

Problem ID

- Reading/ELA Proficiency/Skill: 15
- Attendance: 7
- Math Proficiency/Skill: 4
- Passing Classes: 2
- GPA >2.0/2.5: 2
- Graduation Rate: 2
- Engagement: 2
- Student Accountability/Responsibility: 1
- Lack of Support/Relationships: 1

Changes in Educator Practice

Example in Practice: Secondary Problem Solving:

Action Plans: Problem Analysis

Validated Hypotheses: Average of 2.6 per Plan

- Attendance: 7
- Academic Skill Gaps: 1
- Lack of Standards Based Instruction: 1
- Lack of Differentiation: 1
- Disengagement: 2
- Lack of Rigor: 5
- Lack of Seat Time: 3
- Unwelcoming Environment: 1

3. Changes in Educator Practice
Example in Practice: Secondary Problem Solving: **Action Plans: Intervention/Action Steps**

3. Changes in Educator Practice

**Intervention/Action Steps**

- Data Monitoring/Analysis: 8
- Professional Learning: 6
- Intervention/Pull-out Classes: 4
- Curriculum/Instructional Strategies/Push-in: 3
- Student Surveys/Interviews: 3
- Child Study/Parent Meetings: 2
- Teacher Surveys/Observations: 2
- Establish Common Language/Expectations: 1
- Mentoring: 1
- Planning for Transitions: 1
- PBIS Team Development: 3
- UDL Implementation: 3

---

**Example in Practice: Secondary Problem Solving**

**Action Plans: Intervention/Action Steps**

3. Changes in Educator Practice

**Intervention/Action Steps**

- Data Monitoring/Analysis: 8
- Professional Learning: 6
- Intervention/Pull-out Classes: 4
- Curriculum/Instructional Strategies/Push-in: 3
- Student Surveys/Interviews: 3
- Child Study/Parent Meetings: 2
- Teacher Surveys/Observations: 2
- Establish Common Language/Expectations: 1
- Mentoring: 1
- Planning for Transitions: 1
- PBIS Team Development: 3
- UDL Implementation: 3
Changes in Students

4. Changes in Student Results

Student Outcomes
3. Changes in Educator Practice

Example in Practice: Secondary Evaluation Planning Template: Implementation Survey
4. Changes in Student Results

**Example in Practice: Secondary Problem Solving**

Additional follow-up surveys?
- Specific to perceived improvements?
- Validated improvements?

Request for progress monitoring data?
- Updated plans?
- Outcome data?

Others???
The simple act of standing after sitting for a while increases blood flow, and therefore oxygen, to the brain by about 15 to 20%. So, when learners move from sitting to standing, their capacity to learn also increases by about 20%. In other words, a simple change in position can lead to a profound change in learning!

Bowman (2009)
Stand, Stretch, & Speak

1) Stand up to form a pair or triad
2) Decide who will be the “Stretcher” and who will be the “Mirror(s)”
3) Stretchers – lead a stretch (demonstrating stretching part of your body like arms, legs, neck, hands, back, etc.) while summarizing what you’ve learned so far
4) Mirrors – copy the Stretcher’s stretch
5) Switch

Bowman (2009)
Review & Reflect: An Exploration of the PS/RtI Project’s Professional Learning Tools
Activity: Exploration & Discovery of Professional Learning Tools

Directions:

1) Select one of the three PL tools to explore

2) Answer the reflection questions on the handout and/or upload your findings here: https://tinyurl.com/ReflectionQuestions

3) Share your findings with your table mates
PS/RTI’S PROFESSIONAL LEARNING TOOLS
Professional Learning
Best Practices

Best Practice Indicators: 5 Domains
• Planning
• Leadership Support
• Establishing Readiness to Learn
• Delivery
• Evaluation

“High Quality Professional Learning Indicator Checklist”
The Checklist can be used in a number of ways to enhance the practices of professional learning providers:

- **Self-Reflection**
- **Peer Observation**
- **Continuous Mentoring**
High Quality PL Indicator Checklist
Spreadsheet Tool & Example

<table>
<thead>
<tr>
<th></th>
<th>Establishing Readiness to Learn: The Establishing Readiness to Learn domain outlines elements to consider at the beginning of a training, technical assistance, or coaching session to engage and prepare participants for the professional learning experience, prior to delivery of main content.</th>
<th>Present?</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>13</td>
<td>Reviews PL agenda, norms, materials, logistics, and handouts at the beginning of the event</td>
<td>✔️</td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>Reviews pre-event activities and materials, as appropriate</td>
<td></td>
<td>✔️</td>
</tr>
<tr>
<td>15</td>
<td>Frames PL purpose, goals, content, and material within context of systems change and prior PL activities</td>
<td>✔️</td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>Conveys how components of the PL are relevant to participants’ current assignments/responsibilities</td>
<td></td>
<td></td>
</tr>
<tr>
<td>17</td>
<td>Emphasizes that the overarching goal of PL is to improve student outcomes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>18</td>
<td>Creates a positive, safe environment for participants to collaborate, take learning risks, and be open to feedback</td>
<td>✔️</td>
<td></td>
</tr>
<tr>
<td>19</td>
<td>Surveys participants’ professional learning needs, goals, and motivation to learn prior to engaging in delivery of content (e.g., guiding questions, review of pre-event materials, skill assessments, beliefs surveys, discussions)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Establishing Readiness to Learn Domain Summary & Reflections:
<table>
<thead>
<tr>
<th>Evidence/Example:</th>
<th>Present?</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reviews PL agenda, norms, materials, logistics, and handouts at the beginning of the event</td>
<td>✔️</td>
<td></td>
</tr>
<tr>
<td>Reviews pre-event activities and materials, as appropriate</td>
<td></td>
<td>✔️</td>
</tr>
<tr>
<td>Frames PL purpose, goals, content, and material within context of systems change and prior PL activities</td>
<td>✔️</td>
<td></td>
</tr>
<tr>
<td>Conveys how components of the PL are relevant to participants’ current assignments/responsibilities</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Emphasizes that the overarching goal of PL is to improve student outcomes</td>
<td>✔️</td>
<td></td>
</tr>
<tr>
<td>Creates a positive, safe environment for participants to collaborate, take learning risks, and be open to feedback</td>
<td>✔️</td>
<td></td>
</tr>
<tr>
<td>Surveys participants’ professional learning needs, goals, and motivation to learn prior to engaging in delivery of content (e.g., guiding questions, review of pre-event materials, skill assessments, beliefs surveys, discussions)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Establishing Readiness to Learn Domain Summary & Reflections:**
High Quality Professional Learning (PL) Indicator Checklist

<table>
<thead>
<tr>
<th>Category</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Planning</td>
<td>75%</td>
</tr>
<tr>
<td>Leadership Support</td>
<td>20%</td>
</tr>
<tr>
<td>Readiness to Learn</td>
<td>67%</td>
</tr>
<tr>
<td>Delivery</td>
<td>62%</td>
</tr>
<tr>
<td>Evaluation</td>
<td>33%</td>
</tr>
</tbody>
</table>
High Quality PL Indicator Checklist

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Q1</th>
<th>Q2</th>
<th>Q3</th>
<th>Q4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Planning</td>
<td>75%</td>
<td>75%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Leadership</td>
<td>20%</td>
<td>40%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Readiness</td>
<td>67%</td>
<td>71%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Delivery</td>
<td>62%</td>
<td>62%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Evaluation</td>
<td>33%</td>
<td>33%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- **Planning**: Q1: 80%, Q2: 80%, Q3: 80%, Q4: 80%
- **Leadership**: Q1: 40%, Q2: 60%, Q3: 80%, Q4: 80%
- **Readiness**: Q1: 80%, Q2: 80%, Q3: 80%, Q4: 80%
- **Delivery**: Q1: 80%, Q2: 80%, Q3: 80%, Q4: 80%
- **Evaluation**: Q1: 80%, Q2: 80%, Q3: 80%, Q4: 80%
Professional Learning Plan (PLP) Template - R

- Needs Analysis
- PL Goal(s) & Objectives
- Aligns with Florida Department of Education’s Professional Development System Evaluation Protocol

- Planning
  - Data/Resources
  - Leadership Support

- Learning & Implementation
  - Learning Outcomes
  - Content/Topic
  - Readiness/Instructional Design
  - Homework

- Evaluation
  - KASAB Evaluation
  - Student Outcomes
Evaluation Planning Tool

- The tool allows for:
  - **Planning** by aligning evaluation with content
  - Consideration of:
    - KASAB
    - Engagement Types
  - **Reflection** on the extent to which objectives and outcomes were met
Debrief Template

- Template provides a structure for:
  - Reflection on PL from staff
    - Things that went well
    - Surprises
    - Things to do differently
  - Review of data/information from participants
    - Review of learning objectives/outcomes
  - Planning for additional action steps/PL needs
    - Current topic
    - Future topics
# KASAB Elements and Evaluation

<table>
<thead>
<tr>
<th>KASAB Element</th>
<th>Definition</th>
<th>Evaluation Method</th>
<th>Benefits of Method</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge</td>
<td>Conceptual understanding of information principles, theories, and research</td>
<td>Pre/Post Assessments use same questions specific to goals/ objectives of session</td>
<td>Measures growth in knowledge</td>
</tr>
<tr>
<td></td>
<td>educating educators need to acquire to have the foundation for making</td>
<td>Mastery Assessment: multiple methods: case study, multiple choice, rating</td>
<td>Measures mastery of content</td>
</tr>
<tr>
<td></td>
<td>sound decisions and implementing effective practices. Knowledge</td>
<td>of how well session objectives were met; use session objectives and rank on 1-5</td>
<td></td>
</tr>
<tr>
<td></td>
<td>conceptual and awareness building and are insufficient alone to change</td>
<td>Scale. TA = Teaching Assistant Evaluation</td>
<td></td>
</tr>
<tr>
<td>Attitudes (Beliefs)</td>
<td>Beliefs about the value of specific information or strategies that support</td>
<td>Beliefs Survey: current Project survey or customized to session content.</td>
<td>Measures meeting of objectives</td>
</tr>
<tr>
<td></td>
<td>educators' commitment to the course as a means to student success. Some</td>
<td>Efficacy Survey: individual or collective related to content/innovation.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>factors include: attitude, persistence, efficacy, growth-oriented, inquiry-</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Skills</td>
<td>Strategies and processes to apply knowledge and capacities an educator</td>
<td>Skill Assessments: demonstration of skill related to session may include action</td>
<td>Measures current skill level related to session</td>
</tr>
<tr>
<td></td>
<td>needs to achieve the identified goal; sometimes considered procedural</td>
<td>plan, skill demonstration, case studies.</td>
<td>content</td>
</tr>
<tr>
<td>Aspirations</td>
<td>Desire or internal motivation to engage in a particular practice. Personal</td>
<td>Perceptions of Skills Survey: Project or customized. May use pre/post.</td>
<td>Measures individuals' perception of skills in general or specific to intervention. Shows growth over time</td>
</tr>
<tr>
<td></td>
<td>concerns about how the learning impacts educators</td>
<td>CBAS: Stages of Concern survey. Motivation survey: customized to specific topic/</td>
<td>Measures level of willingness to engage in innovation implementation. Measures individuals' perception of practices in</td>
</tr>
</tbody>
</table>

**Consistent application/implementation**
Practice Activity

• Consider a past or upcoming professional learning event:
  – Practice Using the High Quality PL Indicator Checklist, Professional Learning Plan Template, the Evaluation Planning Tool, and/or Debrief Template
  – Access additional examples of the completed tools online
  – Share your practice experiences with your table mates
Q&A
Celebrations: 1 Minute Action Plan

Write your own action plan! What you are committing to use from the information discussed today?

- List 3 action items
- Sign and date your action plan
Session Evaluation

https://tinyurl.com/NASP-March-Patnode-Eval

<table>
<thead>
<tr>
<th>Mini-Skills Evaluation Survey</th>
<th>Session Evaluation Survey</th>
</tr>
</thead>
</table>

**Directions:** Based on your experience as a participant in this session, please indicate your level of agreement or disagreement with each of the statements below using the response scale given. Please circle the option that best represents your response.

1 = Strongly Disagree (SD)
2 = Disagree (D)
3 = Neutral (N)
4 = Agree (A)
5 = Strongly Agree (SA)

<table>
<thead>
<tr>
<th></th>
<th>SD</th>
<th>D</th>
<th>N</th>
<th>A</th>
<th>SA</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The content aligned with the goals of my school district.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>2. The content aligned with the needs of my school district.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>3. The content was appropriate given my knowledge and skill level.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>4. The session increased my skills.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

1 = Not at all 6 = Totally

<table>
<thead>
<tr>
<th></th>
<th>Not at All</th>
<th>Totally</th>
</tr>
</thead>
<tbody>
<tr>
<td>5. To what extent did the mini-skills session:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. increase your knowledge?</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>b. meet your mandated objectives?</td>
<td>1</td>
<td>2</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Always</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>6. To what extent will you:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. use what you learned from the mini-skills session?</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>b. recommend the mini-skills session to others?</td>
<td>1</td>
<td>2</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>1 Very Disatisfied</th>
<th>2 Dissatisfied</th>
<th>3 Somewhat Satisfied</th>
<th>4 Satisfied</th>
<th>5 Very Satisfied</th>
</tr>
</thead>
<tbody>
<tr>
<td>7. Overall, how satisfied were you with the quality of the training provided in this session?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>
Thank you in different languages:

- obrigado
- Dank U
- Merci
- mahalo
- Köszönöm
- Grazie
- Thank you
- mauruuru
- Takk
- Gracias
- Dziękuję
- Děkuji
- danke
- Kiitos