

Professional Development Guide:

Module 2, Session 6

Selecting and Applying Methods to

Support Teacher Growth



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Modules and Sessions Table

Module	Topic	Session	Minutes	Session Date
1	Domain A: Applying Principles and Practices that Foster a Positive Culture	Intro	60	
		1	120	
		2	150	
		3	150	
2	Domain B: Applying Effective Pedagogy and Andragogy	4	120	
		5	120	
		6	165	
3	Domain C: Collecting Data to Inform Professional Learning	7	150	
		8	140	
		9	170	
4	Domain D: Planning, Implementing, and Analyzing Literacy Instruction	10	175	
		11	135	
		12	165	
		13	130	
5	Domain E: Growing Professionally	14	120	
		15	120	
6	Planning and Implementing Coaching	16	120	

Bridge to Practice Module Projects for Coaches

A Bridge to Practice project after each module will provide evidence that coaches are able to apply the knowledge and skills they developed in this course in their schools. Coaches will:

- **Module 1:** develop a principal-coach partnership agreement;
- **Module 2:** develop a needs assessment for professional development on evidence-based instructional practices and complete an **ADDIE model** for planning this professional development;
- **Module 3:** develop and describe planned implementation of a professional learning action plan;
- **Module 4:** create a video that reflects coaching to help teachers plan, implement, and analyze standards-based literacy instruction;
- **Module 5:** complete a reflection on the course, including plans for continued professional growth.
- **Module 6:** choose one teacher with whom you have seen significant growth as a result of coaching support and complete a reflection on what worked, why it worked, and which areas of growth were most evident.

A rubric is provided at the end of each module for the corresponding Bridge to Practice project.

Fundamentals of Literacy Coaching

Professional Development Modules

Module 2, Session 6

Selecting and Applying Methods to Support Teacher Growth



Module	Topic	Session	Minutes	Session Date
1	Applying Principles and Practices that Foster a Positive Culture	Intro	60	
		1	120	
		2	150	
		3	150	
2	Applying Effective Pedagogy and Andragogy	4	120	
		5	120	
		6	165	
3	Collecting Data to Inform Professional Learning	7	150	
		8	140	
		9	170	
		10	175	
4	Planning, Implementing, and Analyzing Literacy Instruction	11	135	
		12	165	
		13	130	
5	Growing Professionally	14	120	
		15	120	
6	Planning and Implementing Coaching	16	120	

Bridge to Practice Projects for Coaches

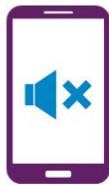
- An activity designed to serve as a Bridge to Practice after each Module will provide evidence that coaches are able to apply the knowledge and skills they developed in this course in their schools. Coaches will complete the following activities:

Module 1	Develop a principal-coach partnership agreement.
Module 2	Develop a needs assessment for professional development on evidence-based instructional practices and complete an ADDIE model for planning this professional development.
Module 3	Develop and describe planned implementation of a professional learning action plan.
Module 4	Create a video that reflects coaching to help teachers plan, implement, and analyze standards-based literacy instruction.
Module 5	Complete a reflection on the course including plans for continued professional growth.
Module 6	Choose one teacher with whom you have seen significant growth as a result of coaching support and complete a reflection on what worked, why it worked, and which areas of growth were most evident.

- A rubric is provided at the end of each Module for the corresponding Bridge to Practice project.

Norms for Our Course

**Cell phones
on silent**



**Pay attention to
self and others**



**Presume
positive intentions**



Define and Discuss Session Goals and Content

Goals for Today

- Learn how to select and apply appropriate methods to support effective teacher practice and growth in a variety of settings.
- Learn how to identify and apply scaffolding strategies that address the strengths and needs of individual teachers.
- Learn how to identify and apply appropriate strategies and resources for planning, facilitating, and evaluating professional learning aligned with school and district goals.

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Debrief

Review of Module 2, Session 5

Handout 7: Professional Development Needs Assessment Survey Instrument

Share important aspects of the adult learner characteristics and learning practices and how those are important to coaching. Discuss any initial thoughts you have about the Professional Development Needs Assessment Survey Instrument.

Self-Study 1: Video 6: Video Viewing Guide for The ADDIE Model Process

- Discuss the video viewing guide.
- Any comments or questions about Session 5?

Reflection:

Discuss any questions or comments regarding the last session.

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Literacy Coach Domain and Standards: Session 6

B. Knowledge of and ability to apply effective pedagogy and andragogy.

Coaches will be able to:

3. Select and apply appropriate methods (e.g., co-planning, collaborative teaching, modeling, etc.) to support effective teacher practice and growth in a variety of settings, including elementary self-contained and departmentalized classrooms, secondary classrooms, content area classrooms, prioritizing English Language Arts and reading.
4. Identify and apply scaffolding strategies that address the strengths and needs of individual teachers (e.g., differentiation of coaching support based on strengths and areas of growth).
5. Identify and apply appropriate strategies and resources for planning, facilitating and evaluating professional learning (e.g., use of the Florida's Professional Learning Standards) aligned with school and district goals.

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Learn and Confirm

Maintaining a Consistent Focus on Improving Instruction

(Recommendation 2)



Chronically low-performing schools need to maintain a sharp focus on improving instruction at every step of the reform process. To improve instruction, schools should use data to set goals for instructional improvement, make changes to immediately and directly affect instruction, and continually reassess student learning and instructional practices to refocus the goals.

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Maintaining a Consistent Focus on Improving Instruction

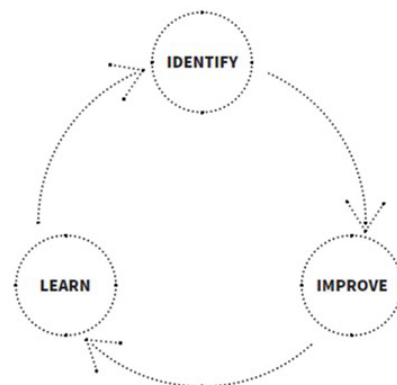
- ✓ Examine school-level data on student achievement to identify specific gaps in student learning.
- ✓ Have teachers use formative data about individual students to analyze their instruction in light of student progress toward standards.
- ✓ Establish priority areas for instructional focus and make necessary changes in those areas to strengthen teaching and improve student learning.
- ✓ Arrange for targeted professional development based on analyses of achievement and instruction, differentiated according to teacher needs and the subject areas targeted for instructional improvement.
- ✓ Have staff collaboratively conduct a comprehensive curriculum review to ensure that the curriculum aligns with state and local standards and meets the needs of all students in the school. Be sure to involve teachers in the review.
- ✓ Ensure that all school leaders and instructional staff monitor progress regularly, and systematically make adjustments to strengthen teaching and student learning.

Learn and Confirm

Selecting and Applying Appropriate Coaching Methods

THREE APPROACHES TO COACHING:

It is very important for leaders to adopt the right approach to coaching for the kind of change they hope to see. Indeed, choosing the wrong coaching model can cause problems—like choosing a plumber to wire your house. For that reason, Jim Knight divides coaching into three approaches: facilitative, directive, and dialogical.



From The Impact Cycle

Selecting and Applying Appropriate Coaching Methods

FACILITATIVE COACHING: The Sounding Board.

These coaches encourage teachers to share their ideas openly. They refrain from sharing their own expertise or suggestions with respect to what a teacher can do to get better. This approach may be used in all types of situations, so it has the potential to address issues that dialogical or directive coaching is not able to address. The relationship is based on equality.

From *The Impact Cycle*
by Jim Knight



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Selecting and Applying Appropriate Coaching Methods

CO-PLANNING FOR FACILITATIVE COACHING

Co-planning may be a good fit for the facilitative coaching model. While listening to the teacher, the coach may highlight the importance of items that are part of lesson planning without providing specific guidance in these areas:

- a. Essential standards,
- b. Assessments,
- c. Teaching strategies,
- d. Differentiation opportunities, and
- e. Decisions based on student work.



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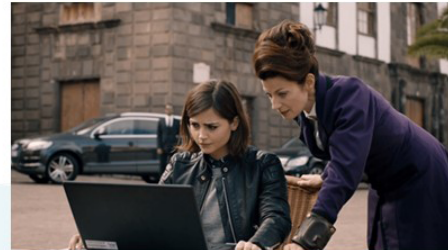
Selecting and Applying Appropriate Coaching Methods

DIRECTIVE COACHING: The Master and the Apprentice.

In many ways, directive coaching is the opposite of facilitative coaching. The directive coach has special knowledge, and his or her job is to transfer that knowledge to the teacher. In an instructional coaching scenario, the directive coach works from the assumption that the teachers they are coaching do not know how to use some practices needed to enhance instruction.

The relationship is respectful, but not equal.

From The Impact Cycle by Jim Knight



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Selecting and Applying Appropriate Coaching Methods

MODELING FOR DIRECTIVE COACHING

Coaches can provide guidance as expert practitioners, providing new content knowledge and skills teachers need. Their skill set includes modeling for and assisting teachers in their initially hesitant performances of new and demanding forms of teaching (Walpole & McKenna, 2004).

When well implemented, the directive coaching process creates an apprenticeship environment (Collins, Brown, & Holum, 1991) for learning and modeling knowledge, skills, and self-reflective strategies of effective literacy teachers.

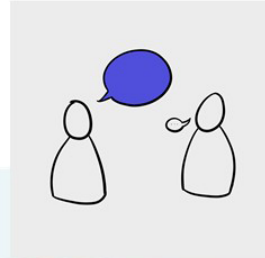
(Matsumura, Garnier, & Spybrook 2013) 14

Selecting and Applying Appropriate Coaching Methods

DIALOGICAL COACHING: The Partner.

Dialogical coaches balance advocacy with inquiry. That is, they share strategies and options for improvements provisionally and help teachers describe precisely both what it is they want to achieve and how to get there. Furthermore, they go beyond mere conversation to dialogue, where thinking is done together and neither the teacher nor the coach is expected to withhold their ideas. The relationship is equal. This is the approach used in *The Impact Cycle*.

From The Impact Cycle
by Jim Knight



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Selecting and Applying Appropriate Coaching Methods

COLLABORATIVE TEACHING FOR DIALOGICAL COACHING

Dialogical coaches first identify teacher needs through observations and questioning that lead toward a student-focused goal. The coach then shares teaching strategies aligned with the goal that the teacher learns through reviewing a checklist for the strategy, watching the coach modeling the strategy, and then collaborative teaching through gradual release followed by teacher implementation and improvement.

From The Impact Cycle
by Jim Knight



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Selecting and Applying Appropriate Coaching Methods



Video 1: Jim Knight Impact Cycle presents an example of a coaching approach used in the book, *The Impact Cycle*. As you watch this video, consider how this is similar or different to coaching approaches you are familiar with. Which approach does this align with from the three (facilitative, directive, dialogical) discussed during this session?

Video retrieved at: <https://youtu.be/2uaspok3UKY> on 01/04/24.

Selecting and Applying Appropriate Coaching Methods

Review **Handout 1: The Impact Cycle** with your shoulder partner or small group, paying particular attention to the Identify Questions noted below.

CHECKLIST:

Identify Questions

1. On a scale of 1-10, with 10 being the best lesson you've ever taught and 1 being the worst, how would you rank that lesson? _____
2. What pleased you about the lesson?

3. What would have to change to move the lesson closer to a 10?

4. What would your class be doing differently if it was a 10?

Handout retrieved at https://assets-global.website-files.com/61e9ed8efb92171b37cbfba/64596daa5b04410cb3d218cc_RL_VIRFL_identify-questions.pdf on 1/04/24.

Collaborate and Practice

Selecting and Applying Appropriate Coaching Methods

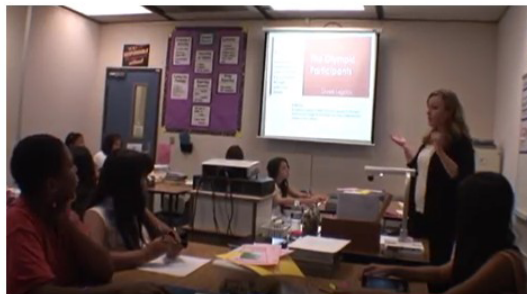


- [Video 2: Primary Instruction Example](#) presents an example of K-1 instruction teaching high frequency words.
- After watching the video, use **Handout 1: The Impact Cycle** to role-play identifying teacher needs and selecting and applying appropriate coaching methods to support effective teacher practice and growth. Video retrieved from <https://www.youtube.com/watch?v=58-Sih184HM> on 1/04/24.

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Selecting and Applying Appropriate Coaching Methods

Viewing an instructional example for role-playing



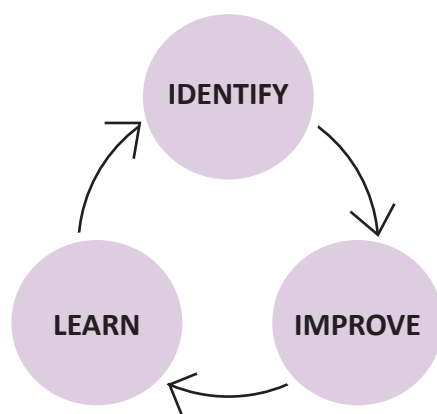
- [Video 3: Secondary Instruction Example](#) presents an example of secondary instruction teaching vocabulary.
- After watching the video, use **Handout 1: The Impact Cycle** to role-play identifying teacher needs and selecting and applying appropriate coaching methods to support effective teacher practice and growth. Video was retrieved at <https://www.youtube.com/watch?v=nX3kNk3NrJo> on 1/04/24.

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Handout 1 on next page

Handout 1: The Impact Cycle

Jim Knight



Checklist:

Impact Style

Identify:

- Teacher gets a clear picture of current reality by watching a video of their lesson or by reviewing observation data (video is best).
- Coach asks the identify questions with the teacher to identify a goal.
- Teacher identifies a student-focused goal.

Improve:

- Teacher implements the practice.
- Data is gathered (by teacher or coach in class or while viewing video) on student progress toward to the goal.
- Data is gathered (by the teacher or coach in class or while viewing video) on teacher's implementation of the practice (usually on the previously viewed check list).
- Coach and teacher meet to confirm direction and monitor progress.
- Coach and teacher make adaptations and plan next actions until the goal is met.

Learn:

- Coach shares a checklist for the chosen teaching strategies.
- Coach prompts the teacher to modify the practice if the teacher wishes.
- Teacher chooses an approach to modeling that they would like to observe and identifies a time to watch modeling.
- Coach provides modeling in one or more formats.
- Teachers set a time to implement the practice.

Three Approaches to Coaching

Impact Style

It is very important for leaders to adopt the right approach to coaching for the kind of change they hope to see. Indeed, choosing the wrong coaching model can cause problems—like choosing a plumber to wire your house. For that reason, we divide coaching into three approaches: facilitative, directive, and dialogical.

Facilitative Coaching: *The Sounding Board.*

These coaches encourage teachers to share their ideas openly. They refrain from sharing their own expertise or suggestions with respect to what a teacher can do to get better. This approach may be used in all types of situations, so it has the potential to address issues that dialogical or directive coaching is not able to address. The relationship is based on equality.

Directive Coaching: *The Master and the Apprentice.*

In many ways, directive coaching is the opposite of facilitative coaching. The directive coach has special knowledge, and his or her job is to transfer that knowledge to the teacher. In an instructional coaching scenario, the directive coach works from the assumption that the teachers they are coaching do not know how to use best practices. The relationship is respectful, but not equal.

Dialogical Coaching: *The Partner.*

Dialogical coaches balance advocacy with inquiry. That is, they share strategies and options for improvements provisionally and help teachers describe precisely both what it is they want to achieve and how to get there. Furthermore, they go beyond mere conversation to dialogue, where thinking is done together and neither the teacher nor the coach is expected to withhold their ideas. The relationship is equal. Effective instructional coaches are usually dialogical coaches. Therefore, this is the approach we use as we move through the Impact Cycle.

An instructional coach understands the three types of coaching and recognizes that an instructional coach works primarily as a dialogical coach. Although dialogue and thinking together with the collaborating teacher drive the coaching process, the instructional coach is aware of and understands the two other forms of coaching and is able to use any of the three approaches as situations may dictate. Nevertheless, directive coaching is used minimally—if at all—by an effective instructional coach.

Deep Learning, Deep Coaching

Deep Learning

At its heart, coaching is about striving to become the best version of ourselves and being committed to continuous and measurable improvement. Think about the feeling you get when you gain a new competency and how motivating that is. That is the very thing deep coaching taps into—the desire we all have to be the very best version of ourselves.

Deep learning changes us in unmistakable ways. Deep learning can come from positive or negative experiences.

“Real learning gets to the heart of what it means to be human. Through learning we recreate ourselves. Through learning we become able to do something we were never able to do. Through learning we re-perceive the world and our relationship to it. Through learning we extend our capacity to create, to be part of the generative process of life. There is within each of us a deep hunger for this type of learning.”

PETER SENGE

[The Fifth Discipline: The Art and Practice of the Learning Organization, 1990](#)

Identify:

Getting a Clear Picture of Reality

Video

Student Interviews

Student Work

Observation

Checklist:

Pre-Observation Conversation

Action

- Take notes during the conversation.
- Determine the desired form of feedback: (a) appreciation, (b) coaching, (c) evaluation, or (d) some other form.
- Determine the purpose of the observation: (a) to get a clear picture of reality, (b) to establish a base line for setting a goal, (c) to monitor progress toward a goal, or (d) some other purpose.
- Explain the different kinds of data that can be gathered.
- Determine which types of data will be gathered.
- Determine the location, date, and time for the observation.
- Determine whether or not it is OK for you to talk with students in the class.
- Ask, “Is there anything I need to know about particular students or this class in general?”
- Determine where you will sit and whether or not it is OK for you to move around the class.
- Ask, “Is there anything else you want to ask me that you haven’t asked yet?”
- Determine how you will share data (e.g., face-to-face, via email).
- Identify when and where you will meet to discuss data.

Checklist:

PEERS Goals

A PEERS Goal is:

- **POWERFUL:** Makes a big difference in children’s lives.
- **EASY:** Simple, clear, and easy to understand.
- **EMOTIONALLY COMPELLING:** Matters a lot to the teacher.
- **REACHABLE:** Identifies a measurable outcome and strategy.
- **STUDENT-FOCUSED:** Addresses a student achievement, behavior, or attitude outcome.

Checklist:

Listening & Questioning Effectively

To listen and question effectively, I need to:

- Make sure my conversation partner does most of the talking.
- Pause and affirm before I start talking.
- Don’t interrupt (except when it is very helpful).
- Ask one question at a time.
- Ask for clarification when I’m not certain what is being said.
- Ask, “And what else?”
- Assume people are doing their best.
- Avoid leading questions.
- Avoid giving advice disguised as a question.

Checklist:

Identify Questions

1. On a scale of 1-10, with 10 being the best lesson

2. What pleased you about the lesson?

3. What would have to change to move the lesson closer to a 10?

4. What would your class be doing differently if it was a 10?

5. Tell me more about what that change would look like.

6. How would we measure that change?

7. Do you want that to be your goal?

8. If you could hit that goal, would it really matter to you?

9. What teaching strategy can you use to hit your goal?

10. What are the next steps?

Strategies Can Be Shared and Taught by Creating an Instructional Playbook.

To help teachers improve student learning and wellbeing by improving instruction, the coach must be able to clearly describe a set of teaching strategies teachers can use to hit their goals. The so-called Instructional Playbook describes these strategies using the following three tools:

- A.** A one-page list of high-impact teaching strategies.
- B.** One-page descriptions for each of the strategies.
- C.** Checklists that help coaches describe the teaching practices contained in the playbook.



Identify:

Modeling

In class with students present

In class without students present

Co-teaching

Observe another teacher

Video

Observe another teacher

Identify:

Improve

CONFIRM DIRECTION

REVIEW PROGRESS

INVENT IMPROVEMENTS

PLAN NEXT ACTION

Questions:

Questions for the Improve Stage

QUESTIONS TO CONFIRM DIRECTION

Given the time we have today, what's the most important thing for us to talk about?

What's on your mind?

QUESTIONS TO REVIEW PROGRESS

What has gone well?

What are you seeing that shows this strategy is successful?

What progress has been made toward the goal?

What did you learn?

What surprised you?

What roadblocks are you running into?

QUESTIONS FOR INVENTING IMPROVEMENTS

Do you want to stick with the strategy as it is?

Do you want to revisit how you use the teaching strategy?

Do you want to choose a new strategy?

Do you want to change the way we measure progress toward the goal?

Do you want to change the goal?

QUESTIONS FOR PLANNING NEXT STEPS

When will we meet again?

What tasks have to be completed between now and our next meeting?

Who will do the tasks?

When will the tasks be done?

How else can I help you between now and then?

References

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End of Handout 1

Selecting and Applying Appropriate Coaching Methods

How do we differentiate our coaching for all teachers, keeping in mind that our goal is student achievement?



Adapted from the Just Read, Florida! Literacy Coach Academy Training at the Florida Department of Education

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Selecting and Applying Appropriate Coaching Methods

- What are some of the challenges you face as a literacy coach in meeting the different professional learning needs of your teachers?
- In what ways do you differentiate coaching to support these needs?
- What role does reflection play within the teacher's learning process?

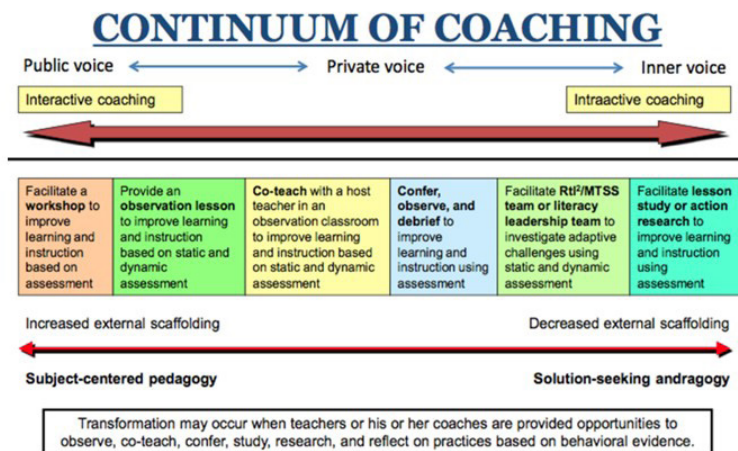
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Scaffolding Strategies for Coaching Individual Teachers

Learning should be differentiated to provide multiple options for taking in information, making sense of ideas, and sharing the information learned.

(Tomlinson & McTighe, 2006)

Learn and Confirm



Note: The term observation lesson has been used to replace demonstration lesson to denote the opportunity being provided versus a model lesson to emulate.

Adapted from: Puig, E.A. & Froelich, K.S. (2011), 2nd ed. *The literacy coach: Guiding in the right direction*. Allyn & Bacon/ Pearson.

Scaffolding Strategies for Coaching Individual Teachers

Confer

- Agreed-upon focus
- Reflective conversation
- Clarify teacher's focus
- Evidence of student learning

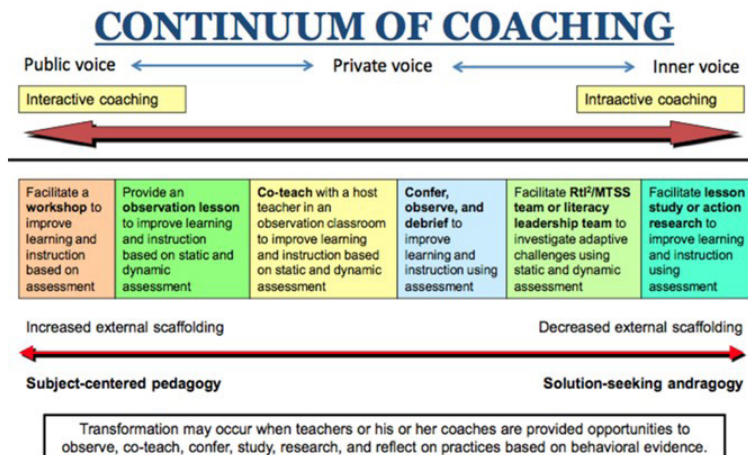
Observe

- Match pre-conference information with what you see
- Record what you see and hear
- Sketch physical environment

Debrief

- Conversation linked to agreed-upon focus
- Use questions to invite the teacher to share responses and reflections
- Clarify
- Paraphrase
- Prompt
- Evidence of student learning
- Next steps

Learn and Confirm



Note: The term *observation lesson* has been used to replace *demonstration lesson* to denote the opportunity being provided versus a model lesson to emulate.

Adapted from:
Puig, E.A. & Froelich, K.S. (2011), 2nd ed. *The literacy coach: Guiding in the right direction*. Allyn & Bacon/ Pearson.

Scaffolding Strategies for Coaching Individual Teachers

Considerations for continuum entry points vary and may include:

1. Years of teaching experience
2. Comfort level with change
3. Degree of self-directed behaviors exhibited by the teacher
4. Background knowledge of specific content
5. Knowledge of student strengths and needs
6. Effectiveness of established classroom routines and procedures

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Scaffolding Strategies for Coaching Individual Teachers

By differentiating professional learning, we acknowledge that teachers are individuals who need and want various kinds of support depending upon content, circumstances, personal experience, and timing.

(Moran, 2007)

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Collaborate and Practice

Scaffolding Strategies for Coaching Individual Teachers

Using the Continuum

- At your table, choose a scenario from **Handout 3: Coaching Continuum Scenarios**. Determine the best entry for this teacher on the coaching continuum (**Handout 2**). **Handout 4: Progress Monitoring Data** will be used for scenarios 1-4.
- Be prepared to share your ideas: Where on the continuum would you place this teacher? Why do you think this is the best place?

Handouts 2 and 3 begin on next page

Handout 2: Continuum of Coaching

CONTINUUM OF COACHING

Public voice ← Private voice → Inner voice

Interactive coaching

Intraactive coaching



Facilitate a workshop to improve learning and instruction based on assessment	Provide an observation lesson to improve learning and instruction based on static and dynamic assessment	Co-teach with a host teacher in an observation classroom to improve learning and instruction based on static and dynamic assessment	Confer, observe, and debrief to improve learning and instruction using assessment	Facilitate RtI²/MTSS team or literacy leadership team to investigate adaptive challenges using static and dynamic assessment	Facilitate lesson study or action research to improve learning and instruction using assessment
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Increased external scaffolding

Decreased external scaffolding



Subject-centered pedagogy

Solution-seeking andragogy

Transformation may occur when teachers or his or her coaches are provided opportunities to observe, co-teach, confer, study, research, and reflect on practices based on behavioral evidence.

Note: The term *observation lesson* has been used to replace *demonstration lesson* to denote the opportunity being provided versus a model lesson to emulate.

Adapted from:
Puig, E.A. & Froelich, K.S. (2011), 2nd ed. *The literacy coach: Guiding in the right direction*. Allyn & Bacon/ Pearson.

End of Handout 2

Handout 3: Coaching Continuum Scenarios

Scenario 1: Coaching Continuum	Scenario 2: Coaching Continuum
<p>During an Assessment Period (AP) 1 data review meeting with the 7th grade ELA team at Monroe Middle School, the teachers are quick to identify what they need to do to focus more attention on a particular skill area for students who are struggling. You notice that none of the ideas focus on grouping or differentiated instruction. What do you do? Where does your response fall upon the Continuum of Coaching?</p> <p>Upon further review of the data, what needs have you as the literacy coach identified? What is your plan of action? Where does your response fall upon the Continuum of Coaching?</p>	<p>As a literacy coach assigned to Hillside Middle School, you have been asked to work with a beginning year 8th grade teacher who is teaching an intensive reading class. You schedule a meeting to work with the teacher after AP 1 progress monitoring data has been reported. The teacher shares that he believes all of the students in his third period students are beyond help. What do you do? Where does your response fall upon the Continuum of Coaching?</p>
Scenario 3: Coaching Continuum	Scenario 4: Coaching Continuum
<p>You have continued to work with the 8th grade reading teacher from scenario two throughout the first half of the school year. The teacher has attended a training on universal design for learning (UDL). You have also modeled a lesson for the teacher and spent time observing in his classroom. The teacher does not appear to be implementing any UDL strategies and continues to rely primarily upon whole group direct instruction. You are meeting today to review AP 2 progress monitoring data for his third period intensive reading class. What will your next steps be? Where does your response fall upon the Continuum of Coaching?</p>	<p>A middle school Science teacher who also teaches students from the intensive reading class found in scenario two and three asks you to observe her morning lesson. She reports that she has several students with failing grades. She wants to help all of her students be successful, but she doesn't know what to do. How can you use the progress monitoring data from scenario three to help this teacher plan to meet the needs of all students? What will your plan of action be? Where does your response fall upon the Continuum of Coaching?</p>

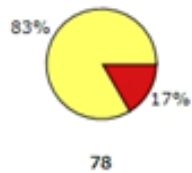
End of Handout 3

Handout 4: Progress Monitoring Data

AP 1

8th Grade Summary

Probability of Literacy Success



Median Percentile Rank

WRT	VKT	RCT	SKT
21 st	22 nd	10 th	12 th
78	78	78	78

Mean Ability Score

WRT	VKT	RCT	SKT
558 (618)	506 (567)	425 (583)	503 (627)
78	78	78	78

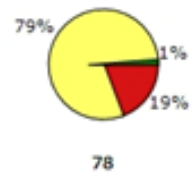
Teacher Report Key

- WRT Word Recognition Task
- VKT Vocabulary Knowledge Task
- RCT Reading Comprehension Task
- SKT Syntactic Knowledge Task

AP 2

8th Grade Summary

Probability of Literacy Success



Median Percentile Rank

WRT	VKT	RCT	SKT
20 th	23 rd	7 th	15 th
78	78	78	77

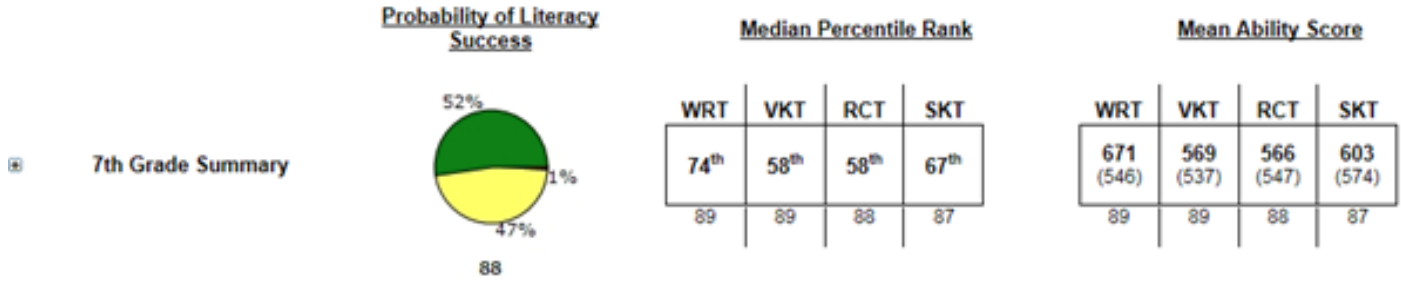
Mean Ability Score

WRT	VKT	RCT	SKT
543 (618)	495 (567)	409 (583)	543 (627)
78	78	78	77

Teacher Report Key

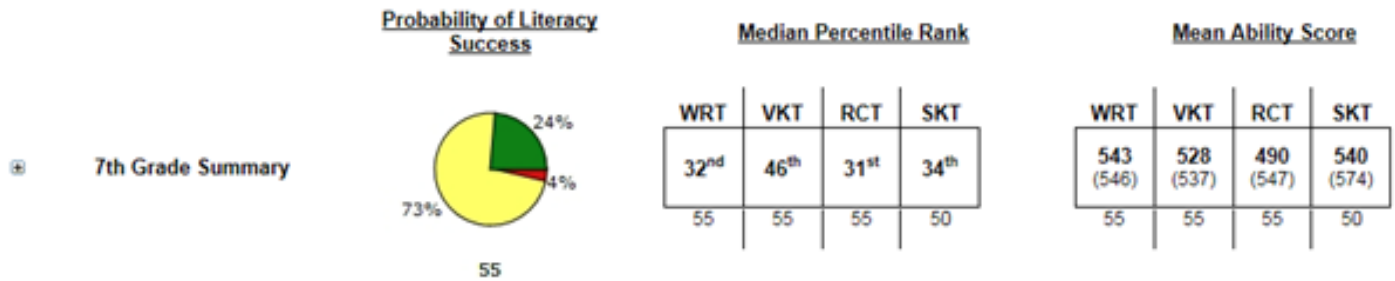
- WRT Word Recognition Task
- VKT Vocabulary Knowledge Task
- RCT Reading Comprehension Task
- SKT Syntactic Knowledge Task

Assessment Period 1 progress monitoring data for use with SCENARIO 1



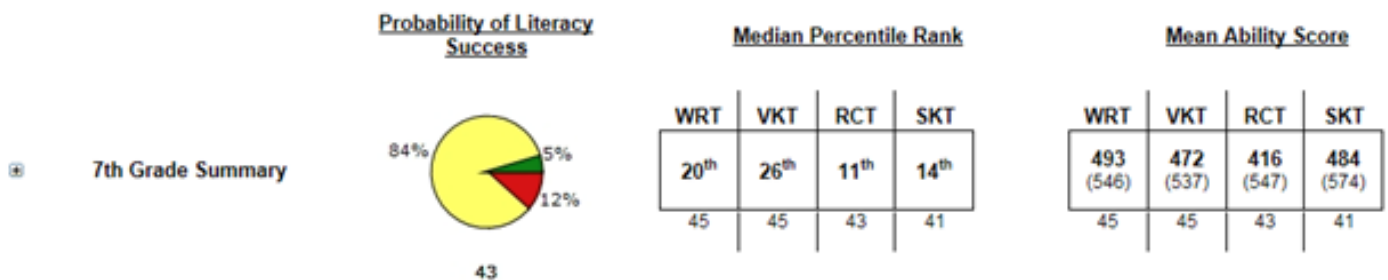
Teacher Report Key

- WRT Word Recognition Task
- VKT Vocabulary Knowledge Task
- RCT Reading Comprehension Task
- SKT Syntactic Knowledge Task



Teacher Report Key

- WRT Word Recognition Task
- VKT Vocabulary Knowledge Task
- RCT Reading Comprehension Task
- SKT Syntactic Knowledge Task



Teacher Report Key

- WRT Word Recognition Task
- VKT Vocabulary Knowledge Task
- RCT Reading Comprehension Task
- SKT Syntactic Knowledge Task

End of Handout 4

Relationship Between Levels of Impact and Components of Professional Development

Components of Training \ Levels of Impact	Conceptual Understanding	Skill Development	Effective Use In Classroom
Presentation of Theory	10%	5%	0%
Theory + Modeling	30%	20%	0%
Theory + Modeling + Practice and Feedback	60%	60%	5%
Theory + Modeling + Practice and Feedback + Coaching	95%	95%	95%

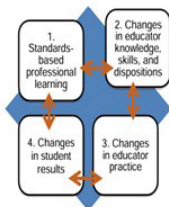
(Joyce & Showers, 2002)

30

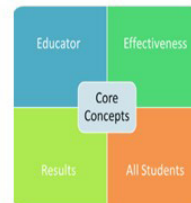
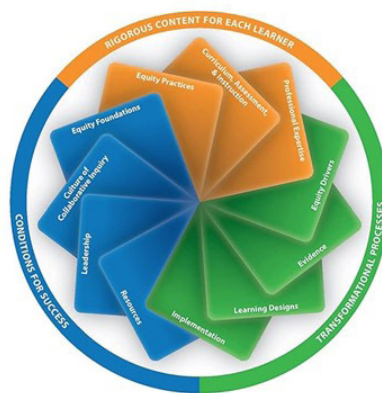
Learn and Confirm Planning, Facilitating, and Evaluating Professional Learning



Link to Student Results



- Massachusetts Standards for High Quality Professional Development (HQPDP)
- Characteristics of High Quality PD:
1. Has SMART goals relevant to student outcomes
 2. Aligned with goals and priorities
 3. Designed based on the analysis of data
 4. Assessed to ensure goals met
 5. Promotes collaboration
 6. Advances an educator's ability to apply learnings
 7. Models good pedagogical practice
 8. Makes use of relevant resources to meet goals
 9. Facilitated by knowledgeable professionals
 10. Is coherent and connected



Delaware



31

Planning, Facilitating, and Evaluating Professional Learning

Using Professional Learning Standards to Increase Educators' Capacity

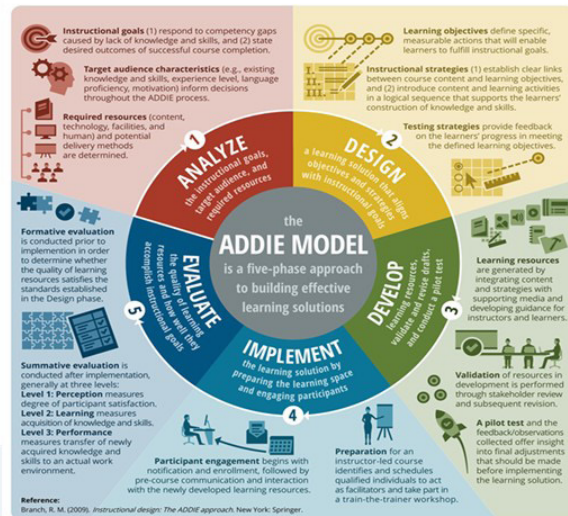
Learning about the standards of effective professional learning can better enable the design of high-quality professional learning experiences for both pre-service and in-service teachers. High-quality professional learning experiences are associated with positive changes in teacher practice, teacher effectiveness, and student outcomes.



Collaborate and Practice

Planning, Facilitating, and Evaluating Professional Learning

For this activity, use **Handouts 5 and 6** to compare Florida's Professional Learning Standards with the ADDIE Model.



Handouts 5 and 6 begin on next page

Handout 5: Florida's New Professional Learning Standards

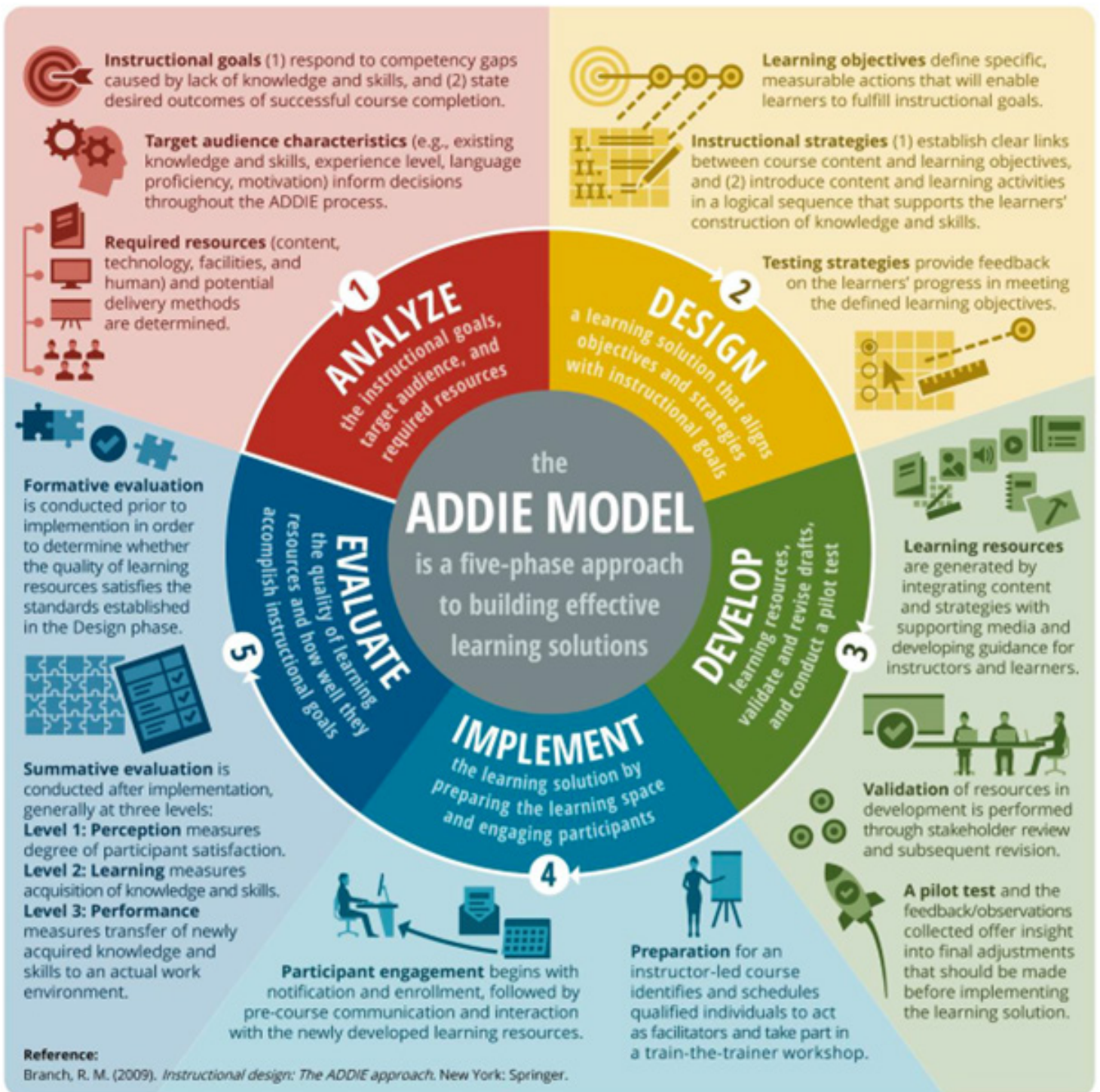
FOUNDATION	<p>Leadership Professional learning requires leaders who develop capacity, create support systems, and advocate for professional learning to continually improve educator practice and student outcomes.</p>
NEEDS & PLANNING	<p>Professional Learning Needs Professional learning includes the use of student, educator, and system data to analyze, prioritize, and plan for continuous improvement of educator practice and student outcomes.</p> <p>Professional Learning Resources Professional learning requires schools and systems to maximize and monitor the use of resources to continually improve educator practice and student outcomes.</p>
LEARNING	<p>Learning Outcomes Professional learning includes outcomes that ensure intended changes in educator knowledge, skills, dispositions, and practice align with student learning needs.</p> <p>Learning Designs Professional learning includes use of research- and evidence-based learning designs to continually improve educator practice and student outcomes.</p>
IMPLEMENTING	<p>Implementation of Learning Professional learning includes multiple opportunities to implement new learning with ongoing support and actionable feedback to continually improve educator practice and student outcomes.</p>
EVALUATING	<p>Evaluation of Professional Learning Professional learning includes formative and summative evaluation of the effectiveness of professional learning in increasing educator knowledge, changing educator dispositions and practice, and improving student outcomes to inform future decisions about professional learning.</p>

Domains of Florida's Professional Learning Standards



End of Handout 5

Handout 6: ADDIE Model



End of Handout 6

Collaborate and Practice

Planning, Facilitating, and Evaluating Professional Learning

To **plan** professional learning, **analyze** the instructional goals, target audience, and required resources.



Analysis: The analysis phase determines what goes into course content. Review **Handout 7: Professional Development Needs Assessment Survey**. We reviewed this handout earlier. Discuss how analyzing items from this survey could help plan professional learning. Are there other questions you would include?



Complete the Analysis section of **Handout 8: ADDIE Model Worksheet-Early Draft** and discuss with your partner.

Handouts 7 and 8 begin on next page

Handout 7: Professional Development Needs Assessment Survey

Survey Instrument

Welcome!

Hanover Research is conducting a survey on behalf of [DISTRICT NAME] to understand staff perceptions of professional development (PD). Specifically, this survey addresses what educators perceive as the strengths and areas for improvement in their existing school/district PD. Findings will help inform the district's PD priorities.

This study is for research purposes only: all information you provide will be maintained on a confidential basis by Hanover Research and will only be reported to [DISTRICT NAME] in an aggregate form, so please be candid in your responses.

This survey will only take about 10 minutes to complete. Thank you for your participation!

1. Which of the following best describes your role at school?*

- Classroom Teacher
- Instructional Coach/Specialist
- Instructional Support Staff (e.g., instructional aide, teaching assistant)
- School Administrator (e.g., principal, assistant principal)
- Other (please specify): _____

Display if Q1 = "Classroom Teacher" OR "Instructional Coach," OR "Instructional Support Staff"

2. What grade levels do you currently teach? Please select all that apply.*

- | | |
|------------------------------------|--------------------------------------|
| <input type="radio"/> Pre-K | <input type="radio"/> Grade 7 |
| <input type="radio"/> Kindergarten | <input type="radio"/> Grade 8 |
| <input type="radio"/> Grade 1 | <input type="radio"/> Grade 9 |
| <input type="radio"/> Grade 2 | <input type="radio"/> Grade 10 |
| <input type="radio"/> Grade 3 | <input type="radio"/> Grade 11 |
| <input type="radio"/> Grade 4 | <input type="radio"/> Grade 12 |
| <input type="radio"/> Grade 5 | <input type="radio"/> Adult Learners |
| <input type="radio"/> Grade 6 | |

Display if Q1 = "School Administrator" OR "Other"

3. Where do you work (2018-2019 school year)? If you work across multiple school sites, please respond to the school-level questions in this survey for the site where you spend the majority of your time.*

- [SCHOOL NAMES]
- District Office
- None of the above **Disqualify**

4. What are your total years of experience in the field of education?*

- Less than 1 year
- 1 to 3 years
- 4 to 6 years
- 7 to 10 years
- 11 to 15 years
- 16 to 20 years
- More than 20 years
- Prefer not to respond

5. How long have you been employed by [DISTRICT NAME]?*

- Less than 1 year
- 1 to 3 years
- 4 to 6 years
- 7 to 10 years
- 11 to 15 years
- 16 to 20 years
- More than 20 years
- Prefer not to respond

Display if Q1 = “Classroom Teacher” OR “Instructional Coach’ OR “Instructional Support Staff”

6. What do you teach? Please select all that apply.*

- Art
- Business, Computer, or Information Technology
- English Language Arts
- General classroom instruction
- Health and Physical Education
- Math
- Music
- Performing Arts
- Science
- Social Studies
- Special Education
- Visual Arts
- World Languages
- Other (please specify): _____
- Support with no direct student instruction or assignment **Exclusive answer**

Display if Q1 = “Classroom Teacher” OR “Instructional Coach’ OR “Instructional Support Staff”

7. Do you teach or directly work with any of the following student populations?

Please select all that apply.*

- English Language (EL) learner
- Gifted and Talented
- Special Education
- None of the above **Exclusive answer**

Professional Development Participation

8. In which of the following types of professional development (PD) programs or workshops did you participate during the 2018-2019 school year that were offered by your school or district? Please select all that apply.*

- Technology-related (e.g., integration, skill development)
- Differentiated instruction
- State standards
- Data collection and analysis (e.g., analyzing or tracking student assessment or progress)
- Safety (e.g., bullying, mandatory reporting OSHA)
- Subject-specific programs (e.g., math, literacy, foreign language)
- Supporting special student populations (e.g., EL, Special Education, At-Risk)
- Pedagogy
- Classroom management
- Lesson planning/curriculum development
- Parent communication and engagement
- Professional responsibility (e.g., legal and ethical responsibilities)
- Developing and using formative/summative assessments
- Other (please specify): _____
- Other (please specify): _____
- Other (please specify): _____
- I did not participate in any PD during the 2018-2019 school year. **Exclusive answer**

Professional Development Satisfaction

9. Overall, how satisfied are you with the PD programs offered by...*

	Very Unsatisfied	Unsatisfied	Neither Satisfied Nor Unsatisfied	Satisfied	Very Satisfied	Don't Know/NA
...your school?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...your school district?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

10. How satisfied are you with the quality of training you received in the following PD programs/workshops?*

	Very Unsatisfied	Unsatisfied	Neither Satisfied Nor Unsatisfied	Satisfied	Very Satisfied	Don't Know/NA
Piped selected responses from Q8	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

11. How satisfied are you with the ongoing support and reinforcement of material following training for the following PD programs/workshops?*

	Very Unsatisfied	Unsatisfied	Neither Satisfied Nor Unsatisfied	Satisfied	Very Satisfied	Don't Know/NA
Piped selected responses from Q8	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

12. How satisfied are you with the convenience and accessibility of training for the following PD programs/workshops?*

	Very Unsatisfied	Unsatisfied	Neither Satisfied Nor Unsatisfied	Satisfied	Very Satisfied	Don't Know/NA
Piped selected responses from Q8	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

13. Please indicate how much you disagree or agree with the following statements about professional development at your school:

In general, the professional development opportunities offered by my school...*

	Strongly Disagree	Disagree	Neither Agree Nor Disagree	Agree	Strongly Agree	Don't Know/NA
...meet my needs as an educator. ...are relevant to my work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...are relevant to my work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...positively impact my instructional practice.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...include offerings for participants of different skill/experience levels.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...offer practical information or skills for me to implement.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

14. Please indicate how much you disagree or agree with the following statements about professional development at [DISTRICT NAME]:

*In general, the professional development opportunities offered by the district...**

	Strongly Disagree	Disagree	Neither Agree Nor Disagree	Agree	Strongly Agree	Don't Know/NA
...meet my needs as an educator.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...are relevant to my work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...positively impact my instructional practice.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...include offerings for participants of different skill/experience levels.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...offer practical information or skills for me to implement.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Professional Development Interests

15. In which of the following areas would you be most interested in receiving additional PD?

Please select up to 5 options.*

- Technology-related (e.g., integration, skill development)
- Differentiated instruction
- State standards
- Data collection and analysis (e.g., analyzing or tracking student assessment or progress)
- Safety (e.g., bullying, mandatory reporting OSHA)
- Subject-specific programs (e.g., math, foreign language)
- Supporting special student populations (e.g., EL, Special Education, At-Risk)
- Pedagogy (e.g., explicit, systematic instruction)
- Classroom management
- Lesson planning/curriculum development
- Parent communication and engagement
- Professional responsibility (e.g., legal and ethical responsibilities)
- Developing and using formative/summative assessments
- None of the above **Exclusive answer**

Display if “Technology-related (e.g., integration, skill development)” is selected

16. Select the areas in which you would like technology-related professional development. Please select all that apply.

- Using technology for interactive instruction (e.g., SMART Boards)
- Using technology for productive classroom tools (e.g., Word and Excel)
- Using technology for collaborative apps (e.g., Bring Your Own Technology/BYOT)
- Other (please specify): _____

Display if “Differentiated instruction” is selected

17. Select the areas in which you would like professional development in providing differentiated instruction to students. Please select all that apply.

- Implementing specially designed instruction
- Managing a differentiated classroom
- Differentiating lessons and assignments
- Other (please specify): _____

Display if “State standards” is selected

18. Select the areas in which you would like professional development on state standards. Please select all that apply.

- English language arts
- Mathematics
- Social studies
- Science
- Vertical alignment
- Curriculum mapping
- Stacking standards
- Integrating standards across curricula
- Selecting core curricula aligned to standards
- Selecting intervention materials aligned to standards
- Ensuring alignment of core curricula and intervention materials aligned to standards
- Other (please specify): _____

Display if “Data collection and analysis (e.g., analyzing or tracking student assessment or progress)” is selected

19. Select the areas in which you would like professional development in data collection and analysis. Please select all that apply.

- Data analysis to drive instructional practices
- Strategies to analyze student work
- Using classroom data to provide feedback to students
- Other (please specify): _____

Display if “Safety (e.g., bullying, mandatory reporting to OSHA)” is selected

20. Select the areas in which you would like professional development in safety.

Please select all that apply.

- Student-on-students violence and harassment
- Student-on-teacher violence and harassment
- Bullying in schools
- Child abuse and neglect
- Reporting to OSHA
- Other (please specify): _____

Display if “Subject-specific programs (e.g., math, foreign language)” is selected

21. Select the areas in which you would like professional development in subject-specific programs. Please select all that apply.

- Strategies for teaching reading
- Strategies for teaching writing
- Strategies for teaching math
- Strategies for teaching science
- Strategies for teaching social studies
- Strategies for teaching foreign language
- Other (please specify): _____

Display if “Supporting special student populations (e.g., EL, Special Education, At-Risk)” is selected

22. Select the areas in which you would like professional development in supporting special student populations. Please select all that apply.

- Supporting economically disadvantaged students
- Supporting English learners (ELs)
- Supporting Gifted and Talented students
- Supporting minority students
- Supporting Special Education students
- Supporting at-risk students
- Strategies for targeted interventions
- Other (please specify): _____

Display if “Pedagogy” is selected

23. Select the areas in which you would like professional development in Pedagogy. Please select all that apply.

- Explicit instruction
- Systematic instruction
- Scaffolded instruction
- Providing corrective feedback
- Other (please specify): _____

Display if “Classroom management” is selected

24. Select the areas in which you would like professional development in classroom management. Please select all that apply.

- Establishing classroom rituals and routines
- Engaging students
- Managing student learning and achievement
- Disruptive and unresponsive students
- Increasing positive student behavior
- Other (please specify): _____

Display if “Lesson planning/curriculum development” is selected

25. Select the areas in which you would like professional development in instructional lesson planning/curriculum development. Please select all that apply.

- Understanding, planning for, and assessing the standards
- Strategies for raising rigor or depth of knowledge
- Using rubrics
- Other (please specify): _____

Display if “Parent communication and engagement” is selected

26. Select the areas in which you would like professional development in parent communication and engagement. Please select all that apply.

- Encouraging collaboration between educators and parents
- Creating a friendly school environment
- Working with cultural/language barriers
- Other (please specify): _____

Display if “Professional responsibility (e.g., legal and ethical responsibilities)” is selected

27. Select the areas in which you would like professional development in professional responsibilities. Please select all that apply.

- Ethics in education
- Legal rights as an educator
- Legal rights of school districts
- Legal rights of parents and students
- Other (please specify): _____

Display if “Developing and using formative/summative assessments” is selected

28. Select the areas in which you would like professional development in formative/summative assessments. Please select all that apply.

- Monitoring student progress using formative assessments
- Assessing student achievement using summative assessments
- Differentiating student instruction using formative/summative assessments
- Other (please specify): _____

29. Please share any other topics that you would like to be offered for professional development in the future.

Professional Development Format

30. What do you perceive to be the quality of the following professional learning models?*

	Very Poor	Poor	Fair	Good	Excellent	Don't Know/NA
Professional Learning Communities/Collaborative Planning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
District-led Professional Learning Sessions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
School-led Professional Learning Sessions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Outside of District Professional Learning (e.g., RESA, Universities, Professional Organizations)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Peer Observation with Feedback	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Instructional Coaching	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Online Academic Courses	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Online Modules (e.g., PD 360, PD Now)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Book Studies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

31. What is your preferred mode of delivery to receive professional development?

Please select up to 5 options.*

- Academic coaching
- Classroom lesson modeling
- Colleagues observing me and providing feedback
- Conferences or workshops with external partners
- In-person workshops/seminars run by the district
- Intensive summer training
- Mentoring from other teachers
- Observing colleagues
- Online, on-demand “how-to” videos
- Online repository of example lesson plans
- Online training sessions/seminars
- Self-guided professional development
- Structured teacher planning time
- Teacher collaboration time (e.g., Professional Learning Communities)
- Other (please specify): _____
- Don't Know/No Preference

32. What time of day do you prefer to participate in professional development?

Please select up to 3 options.*

- During planning time
- During school-day release time
- During designated staff meetings
- During designated district early-release days
- After school hours
- Before school hours
- Other (please specify): _____
- Don't Know/No Preference

33. What time of year do you prefer to participate in professional development?

Please select up to 3 options.*

- During the summer
- Right before the school year begins
- At the beginning of the school year
- At regular intervals throughout the school year
- Closer to the end of the school year
- At the beginning of each quarter/semester
- Over holiday break (e.g., winter break)
- On weekends
- During designated district early-release days
- During designated district days off allocated for teacher professional development
- Other (please specify): _____
- Don't Know/No Preference

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End of Handout 7

Handout 8: ADDIE Model Worksheet – Early Draft

Directions: This exercise will provide a brief walkthrough of the instructional design process from the ADDIE model. The first task is to determine and then plan for professional learning needed at your school that is aligned with district and/or school goals. You will complete a more extensive version of an ADDIE Model as part of the Bridge to Practice Project for Module 2.

Analysis: What professional learning is needed to help meet a district/school need?

Is needs assessment data available to help determine how to meet this need through professional learning?

Who:

What:

Why:

Design: How can this professional learning best be provided/taught/facilitated?

What content is needed to meet goals, and in what ways can the content be organized?

What considerations are given for the following evidence-based core design features of professional learning?

Content focus:

Active Learning:

Coherence:

Duration:

Collective participation:

How might learning and implementation be evaluated?

Development: Develop a list of talent and resources needed to accomplish the professional learning noted above. Include the roles and availability of the talent and availability of the resources. It may also be helpful to develop a “to-do” list.

What is the timeline for development?

Implementation: What logistics should be considered (e.g. LMS integration, enrollment, scheduling, teaching resources, feedback)?

What will the professional learning setting look like?

How long do you think it would take to deliver this?

What organizational pieces need to be in place?

Evaluation

Formative: What questions would you ask during the development and implementation of the professional learning experience to see if the process is working as intended?

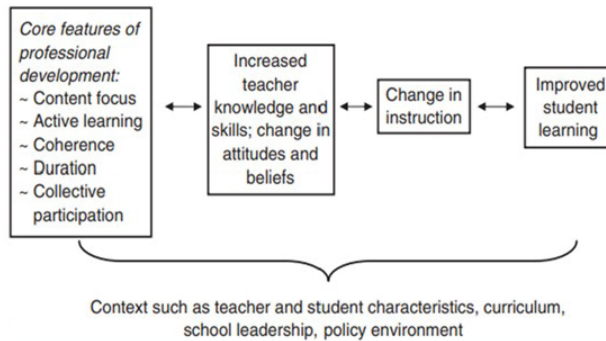
Summative: What questions would you ask after the professional learning to see if it worked the way you intended and that goals and objectives were met?

End of Handout 8

Planning, Facilitating, and Evaluating Professional Learning

To **plan** professional learning, **analyze** the instructional goals, target audience, and required resources.

Design: Core features of professional learning from Desimone (2009)



Planning, Facilitating, and Evaluating Professional Learning

To **plan** professional learning, it is important to **design** a learning solution that aligns objectives, strategies, and content with district and school instructional goals.



Design: The design phase draws on the information gathered in the analysis phase, and practical decisions are made to guide the creation of the course content.



- Review **Handout 9: Designing High-Quality Professional Learning Checklist** for other areas important to consider for Professional Learning Design.
- Complete the Design section of **Handout 8: ADDIE Model Worksheet** and discuss with your partner.

Handout 9 on next page

Handout 9: Designing High-Quality Professional Learning Checklist

Before investing the time and resources to evaluate a professional learning initiative, it is important to examine the initiative to ensure that it aligns with the characteristics of high-quality professional learning, as described in the literature. Darling-Hammond, Hyster, and Gardner (2017) conducted a comprehensive review of research to identify methodologically rigorous studies that have demonstrated a positive link between teacher professional learning, teaching practices, and student outcomes. The authors analyzed these professional learning models to identify seven common features of effective professional learning:

- **Is content focused:** PD that focuses on teaching strategies associated with specific curriculum content supports teacher learning within teachers' classroom contexts. This element includes an intentional focus on discipline-specific curriculum development and pedagogies in areas such as mathematics, science, or literacy.
- **Incorporates active learning:** Active learning engages teachers directly in designing and trying out teaching strategies, providing them an opportunity to engage in the same style of learning they are designing for their students. Such PD uses authentic artifacts, interactive activities, and other strategies to provide deeply embedded, highly contextualized professional learning. This approach moves away from traditional learning models and environments that are lecture based and have no direct connection to teachers' classrooms and students.
- **Supports collaboration:** High-quality PD creates space for teachers to share ideas and collaborate in their learning, often in job-embedded contexts. By working collaboratively, teachers can create communities that positively change the culture and instruction of their entire grade level, department, school, and/or district.
- **Uses models of effective practice:** Curricular models and modeling of instruction provide teachers with a clear vision of what best practices look like. Teachers may view models that include lesson plans, unit plans, sample student work, observations of peer teachers, and video or written cases of teaching.
- **Provides coaching and expert support:** Coaching and expert support involve the sharing of expertise about content and evidence-based practices, focused directly on teachers' individual needs.
- **Offers feedback and reflection:** High-quality professional learning frequently provides built-in time for teachers to think about, receive input on, and make changes to their practice by facilitating reflection and soliciting feedback. Feedback and reflection both help teachers to thoughtfully move toward the expert visions of practice.
- **Is of sustained duration:** "Effective PD provides teachers with adequate time to learn, practice, implement, and reflect upon new strategies that facilitate changes in their practice" (Darling-Hammond et al., 2017, pp. v–vi).

Activity: How well do the features of high-quality professional learning align with your professional learning initiative?

Using the descriptions of effective design features of professional learning given above, consider the extent to which these design elements are present in the design of your professional learning initiative. For each design feature, provide a rating where 4 indicates that the feature is strongly present in the professional learning design and 1 indicates that the feature is missing from the design (Table 1). If the design of your professional learning initiative is weak in some areas, consider making modifications to strengthen the design before moving forward with implementation and evaluation.

We suggest having members of a team complete this assessment independently before convening to discuss the ratings. Discussion prompts might include:

- Which design features were rated the strongest for our professional learning model? What are some examples of how these features are included?
- Which design features were rated the weakest for our professional learning model? Are there ways we might modify the design to better reflect these features?

Table 1. Professional learning design evaluation checklist

	1	2	3	4	Explanation for your Rating
Is Content Focused	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Incorporates Active Learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Supports Collaboration	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Uses Models of Effective Practice	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Provides Coaching and Expert Support	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Offers Feedback and Reflection	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Is of Sustained Duration	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

End of Handout 9

Planning, Facilitating, and Evaluating Professional Learning

To **plan** professional learning, it is important to **develop** a learning solution that successfully presents necessary content to meet goals.



Development: The development phase includes all of the work that goes into creating the final professional learning course. The outlines created during the design phase will provide overall structure for the course, but the content is now procured or presented by the instructional designer. The delivery of each piece of content is decided, whether through infographics, articles, presentations, videos, discussion boards, or other forms of media.



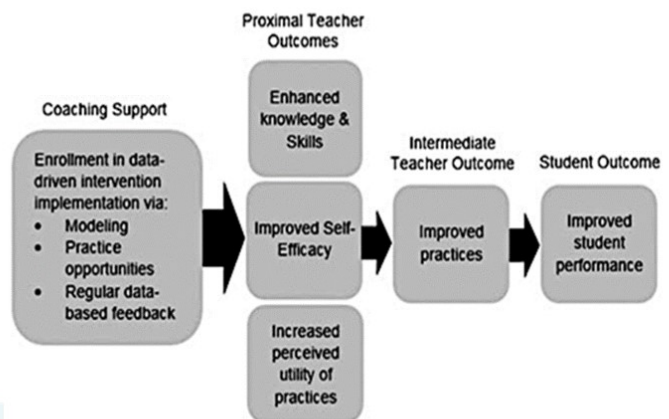
Complete the Development section of **Handout 8: ADDIE Model Worksheet** and discuss with your partner.

Planning, Facilitating, and Evaluating Professional Learning

To **plan** professional learning, it is important to **develop** a learning solution that successfully presents necessary content to meet goals.

Collaborative Development Process: Logic Model

A logic model can be collaboratively developed by a broad group of stakeholders to allow for multiple perspectives on how the program should operate.



Planning, Facilitating, and Evaluating Professional Learning

To **facilitate** professional learning, it is important to consider all areas of **implementation** for successfully delivering the developed content.



Implementation: The implementation phase involves the actual delivery of the course content to the intended learners. For online courses, using a learning management system (LMS) can aid in the overall structure and delivery of the course, as well as in tracking metrics and reports associated to the learners. This phase is focused on logistics and on the learners taking the course.



Review **Handout 10: Describe Implementation of Professional Learning Activities** with your partner and then complete the Implementation section of **Handout 8: ADDIE Model Worksheet**.

Handout 10 on next page

Handout 10: Describe Implementation of Professional Learning Activities

Once the logic model has been developed, the next step is to document what it looks like to effectively implement each of the professional learning strategies/activities included in that logic model. Establishing a clear understanding of the components of effective implementation that is shared among your team is critical to ensuring strong and consistent implementation and successful evaluation.

The guiding questions below prompt you to think about how you will design your professional learning for some common professional development activities:

- **Workshops:** Who leads the workshops? Who participates? Is participation voluntary? How often are they held? What content is covered? Do workshops build on one another or can the content stand alone? What pedagogy is used? Is any follow-up support provided to help teachers implement what they have learned in the classroom?
- **Coaching:** Do coaches use a common approach to working with teachers? How are coaches hired, trained, and supported? How do you ensure coach quality? How are teachers assigned to work with coaches? Is it voluntary? How often do coaches meet with teachers and for how long? How are teacher learning goals identified? How do coaches use their time with teachers?
- **Professional learning communities (PLCs):** How are teachers grouped into PLCs? How often do they meet? Is there a group leader? What are the goals of the PLCs and how is this determined? Does the group follow a protocol? How is the time used?
- **Analyzing student work:** Who participates in analysis of student work? What student work is used? How often is it analyzed? Is a particular protocol for looking at student work used? How is information from the analysis used?
- **Peer observation:** How many teachers participate? How are teachers selected to participate? How are peers matched? Is there a clear purpose for each observation and how is this purpose identified? How is this time used? Is any guidance provided for the content or format of this time? Do peers use an observation protocol? Is there an opportunity to pre-conference or debrief? How often do peers observe one another?
- **School visits:** What are the goals of school visits? How do you select schools or classrooms to visit? Do you use an observation protocol or some other tool to guide your experience? Who attends the school visits? How is the information learned documented or shared?

You can document your thinking about what implementation looks like in practice for each of the strategies/activities in your professional learning initiative in Table 2. In the first column, list all the strategies/activities that were included in your logic model. The columns to the right ask you to provide specific details describing how each strategy/activity is intended to be implemented.

Table 2. Implementation of strategies/activities

Strategy/Activity <i>From logic model</i>	Intended Outcomes <i>From logic model</i>	Participation <i>Who participates? How are they selected? How are participants grouped? Is participation voluntary?</i>	Content <i>What content is addressed and by whom?</i>	Format <i>How is the learning activity structured? Is a protocol used?</i>	Frequency and Duration <i>How often does the learning activity take place and for how long?</i>
<p>Example: University faculty and students mentor teachers with inquiry-based science and lesson planning.</p>	<p>Teachers use the professional learning to create inquiry-based curriculum; the quality of STEM curricula in schools increases.</p>	<p>60 teachers across 12 schools will participate. Schools are selected through an application process that assesses their commitment to STEM education and prioritizes high-need schools. Mentors are matched by STEM focus area.</p>	<p>Mentors observe their mentees biweekly and provide written and in-person feedback. Teachers collaborate with their mentors in monthly curriculum planning workshops where they develop inquiry-based STEM units and reflect on implementation.</p>	<p>Observations use a structured feedback protocol focused on specific instructional practices. Unit planning also follows a specific process that is modeled at the first mentor-teacher workshop.</p>	<p>Biweekly classroom observations include face-to-face debrief; workshops are held monthly. Both occur for 2 years.</p>

Planning, Facilitating, and Evaluating Professional Learning

To **evaluate** professional learning, it is important to consider formative and summative processes.



Evaluation: The evaluation phase allows for the gathering of direct feedback and information on the success of the course. This is from both the perspective of the learners as well as of the organization. For **formative evaluation**, questions need to be asked throughout the ADDIE process to optimize instructional design and delivery. For **summative evaluation**, considerations need to be made for how to collect valuable feedback from the learners to determine effectiveness and how this will be used for possible revisions.



- Read and discuss **Handout 11: The Importance of Evaluating Professional Learning** with your partner to learn more about evaluation.
- Complete the Evaluation section of **Handout 8: ADDIE Model Worksheet**.

Handout 11 on next page

Handout 11: The Importance of Evaluating Professional Learning

Why evaluate professional learning?

Districts spend significant resources on providing professional learning to teachers. Researchers estimate that most urban districts spend between \$6,000 and \$8,000 per teacher each year on professional learning and suggest that these costs are often underestimated (Sawchuk, 2010). For example, one study estimated that in the 2007/08 school year, Philadelphia School District spent almost \$162 million on professional learning, which included training for teachers as well as release time for teachers and coaches (ERS, 2013). Another study found that the average professional learning expenditure per teacher, per year in the study districts was \$18,000 (TNTP, 2015).

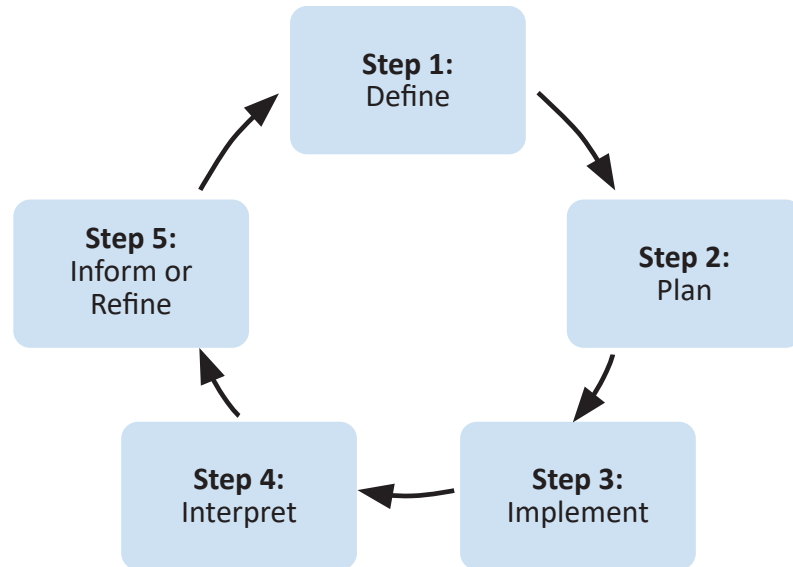
Yet district leaders often have little information about whether professional learning activities are having the intended impact on teacher practice and student learning (Guskey, 2000; Haslam, 2010; Killion, 2017; Yoon, Duncan, Lee, Scarloss, & Shapley, 2007). Resources are limited, and information is needed to guide decision makers to use these resources most effectively. Evaluating professional learning can help decision makers determine whether the results warrant further investment to continue or expand the professional learning activities, or whether it is time to discontinue efforts and try a new approach. Evaluation also provides important insight about the strengths and challenges of the professional learning and how current efforts can be improved.

What is evaluation?

Evaluation is “the systematic investigation of merit or worth” of a policy or program (Guskey, 2000, p. 41). This definition implies that evaluators engage in a formal, disciplined study of the program of interest. There are two general types of evaluations: formative and summative (Mertens & Wilson, 2012). Formative evaluations are often conducted during the implementation of a program, in order to make mid-course corrections and improvements. Questions in formative evaluation might include, for example: “Was the professional learning program delivered as intended?” and “What were participants’ initial levels of learning as a result of the professional learning program?” Formative evaluation can drive continuous program improvement by providing information for decision making at key points during program implementation. In contrast, summative evaluations provide information about program effectiveness and are focused on assessing short- and long-term outcomes. They are often conducted after the completion of the program. They typically focus on questions such as: “What was the effect of the professional learning program on teachers’ use of classroom practices?” and “What was the effect of the professional learning program on students’ learning outcomes?” Evaluations often include both formative and summative questions and aim to gather information about the process of implementation and the outcomes that are achieved.

The U.S. Department of Education’s Embedded Evaluation Model provides a framework for evaluation that draws parallels to the continuous improvement process.

Figure 1: Embedded Evaluation Model



Source: U.S. Department of Education, Office of Elementary and Secondary Education, School Support and Rural Programs. (2014). *Evaluation Matters: Getting the Information You Need From Your Evaluation*. Washington, D.C.

In step one, evaluators define the purpose of the evaluation and the underlying logic of the program. In step two, evaluators identify the questions the evaluation should answer and determine what evaluation design should be used. Step three examines how data should be collected and analyzed. In step four, evaluators consider how results should be used and communicated. Finally, in step five, evaluators make decisions about the program based on the information they collected. This model illustrates that evaluation is not a linear process; rather, it is iterative and dynamic.

Evaluating professional learning

Effective evaluation of professional learning requires consideration of five critical levels of information (Guskey, 2000, 2013):

- **Level 1:** Participants' reactions: Did participants feel the professional learning was useful?
- **Level 2:** Participants' learning: Did they acquire the intended knowledge and skills?
- **Level 3:** Organization support and change: Was professional learning implementation advocated, facilitated, and supported at the school?
- **Level 4:** Participants' use of new knowledge and skills: Did participants effectively apply the new knowledge and skills?
- **Level 5:** Student learning outcomes: What was the impact on students?

Collection and analysis of data progresses from simple to more complex with each level. The levels build on one another so that success at lower levels is usually necessary—but not sufficient—for success at the levels above. An evaluation of professional learning should aim to collect data that addresses questions at each of the five levels.

End of Handout 11

Needs Assessment

Use the following handouts to complete the Needs Assessment Bridge to Practice project for Module 2:

- Review **Handout 7: Professional Development Needs Assessment Survey**.
- Review **Handout 12: Needs Assessment Survey Template** to create a needs assessment survey for professional development on evidence-based instructional practices with at least 10 items.
- Review **Handout 13: Needs Assessment Rubric**.
- Share any questions with your pair or small group and then with the whole group.

Handouts 12 and 13 begin on next page

Handout 12: Needs Assessment Survey Template

School/District: _____

Principal: _____

Coach: _____

Welcome!

I am conducting a survey on behalf of [DISTRICT NAME, SCHOOL NAME] to understand staff perceptions of professional development (PD). Specifically, this survey addresses what educators perceive as the strengths and areas for improvement in their existing school/district PD. Findings will help inform the district/school's PD priorities.

This is for planning purposes only: all information you provide will be maintained on a confidential basis and will only be reported to [DISTRICT NAME, SCHOOL NAME] in an aggregate form, so please be candid in your responses.

This survey will only take about 10 minutes to complete. Thank you for your participation!

Q1. Question

- Response 1
- Response 2
- Response 3
- Response 4

Q2. Question

- Response 1
- Response 2
- Response 3
- Response 4

Agreement Items	Strongly Disagree	Disagree	Neither Agree Nor Disagree	Agree	Strongly Agree	Don't Know/NA
Q3. Question	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q4. Question	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q5. Question	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Approximately how many hours of professional development in the following areas have you received? Choose one.

	Less than 10	10-30	31-60	61-90	More than 90
Q6. Hours of professional developing in category 1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q7. Hours of professional developing in category 2	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q8. Choose one for each item.

	Always	Often	Sometimes	Rarely	Never
Item 1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Item 2	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Is there anything specific that you would like to share?

Q9. How many years have you been teaching as of the beginning of the XXXX school year?

Choose one.

- 0
- 1-3
- 4-9
- 10-15
- 16-25
- 25-35
- More than 35

Q10. How would you describe your teacher preparation? Choose one.

- Completed an accredited teacher preparation program at a college or university
- Completed an alternate certification pathway after receiving a degree in another field
- Temporary certificate; working on certification

Thank you for your participation!

End of Handout 12

Handout 13: Needs Assessment Rubric

In order for participants to pass this Bridge to Practice project, all areas must be met based on the rubric below.

Area	Met	Not Met
Needs Assessment has at least 10 items	Response includes: <ul style="list-style-type: none">• At least 10 items	Response does not include or is missing : <ul style="list-style-type: none">• At least 10 items
Needs Assessment items will provide enough information to plan for professional development on evidence-based instructional practices	Response includes: <ul style="list-style-type: none">• Specific items that will provide enough information to understand the needs of teachers who will receive professional development.• Specific items that will provide enough information to plan for needed professional development on evidence-based instructional practices.	Response does not include or is missing : <ul style="list-style-type: none">• Specific items that will provide enough information to understand the needs of teachers who will receive professional development.• Specific items that will provide enough information to plan for needed professional development on evidence-based instructional practices.

End of Handout 13

Final ADDIE Model

Use the following handouts to complete the Needs Assessment Bridge to Practice project for Module 2:

- Review completed **Handout 8: ADDIE Model Worksheet.**
- Complete **Handout 14: Final ADDIE Model Template.**
- Review **Handout 15: Final ADDIE Model Rubric.**
- Share any questions with your pair or small group and then with the whole group.

Handouts 14 and 15 begin on next page

Handout 14: Final ADDIE Model Template

Analyze

Learning Problem from District/School Goals Focused on Evidence-Based Instructional Practice(s):

Learners: Who are the learners? List the characteristics of your learners. What is their background? (Information from the Needs Assessment Survey should help.)

Prior Knowledge: What do they already know?

Design

Content: What is the scope of the content for which you are developing this instructional material?

How will this be aligned with the selected district/school goal and needs assessment? (Why are you including this content?)

What is the timeline to build and teach this? How much time do the learners have to learn this?

What are considerations for evidence-based core design features?

(Content focus, active learning, coherence, duration, collective participation)

Objectives: The learners will know and/or be able to:

Instructional Methods/Activities: How will the content be taught? (Online/Face-to-Face/Hybrid, PLC) What activities will the learners be engaged in? (articles, videos, lectures, interactions, reflections, etc.)

Assessment/Evidence of Learning: How can learning be assessed? What can the learners do/show/present/submit to show they have learned the content?

Develop

What tasks are on your To-Do list to finish development?

What is a reasonable timeline for each of these To-Do tasks?

This is the step where the material is actually developed.

Implement

This is the step where the teaching/learning actually occurs. Describe logistics/steps for delivery below including the setting, timeline and schedule for delivery, and required organizational pieces.

Evaluate

Formative Evaluation: What questions are important to ask along the way to inform the development of your instructional design?

Summative Evaluation: What questions would you ask to see if the curriculum and instructional materials worked the way you intended and the learners met the objectives? How will you evaluate the success of this effort and decide which potential improvements to make for future delivery or development?

Note: While the Evaluation step comes at the end, the evaluation must be planned ahead of time or it may not be possible to complete.

End of Handout 14

Handout 15: Final ADDIE Model Rubric

In order for participants to pass this Bridge to Practice project, all areas must be met based on the rubric below.

Area	Met	Not Met
Analyze	<p>Response includes:</p> <ul style="list-style-type: none"> • Learning problem from district/school goals focused on evidence-based instructional practice(s) • Description of the learners with characteristics and backgrounds • Description of prior knowledge of learners 	<p>Response does not include or is missing:</p> <ul style="list-style-type: none"> • Learning problem from district/school goals focused on evidence-based instructional practice(s) • Description of the learners with characteristics and backgrounds • Description of prior knowledge of learners
Design	<p>Response includes:</p> <ul style="list-style-type: none"> • Clear description of the scope of the content, alignment with goals and needs assessment, timelines, and alignment with evidence-based core design features • Clear objectives • Details of Instructional Methods/ Activities • Considerations for Assessment/ Evidence of Learning 	<p>Response does not include or is missing:</p> <ul style="list-style-type: none"> • Clear description of the scope of the content, alignment with goals and needs assessment, timelines, and alignment with evidence-based core design features • Clear objectives • Details of Instructional Methods/ Activities • Considerations for Assessment/ Evidence of Learning
Develop	<p>Response includes:</p> <ul style="list-style-type: none"> • Clearly outlined tasks for the To-Do list • Reasonable timelines for each of the To-Do list tasks 	<p>Response does not include or is missing:</p> <ul style="list-style-type: none"> • Clearly outlined tasks for the To-Do list • Reasonable timelines for each of the To-Do list tasks
Implement	<p>Response includes:</p> <ul style="list-style-type: none"> • Clearly outlined logistics/steps for delivery 	<p>Response does not include or is missing:</p> <ul style="list-style-type: none"> • Clearly outlined logistics/steps for delivery
Evaluate	<p>Response includes:</p> <ul style="list-style-type: none"> • Clearly outlined questions and considerations for Formative Evaluation • Clearly outlined questions and considerations for Summative Evaluation 	<p>Response does not include or is missing:</p> <ul style="list-style-type: none"> • Clearly outlined questions and considerations for Formative Evaluation • Clearly outlined questions and considerations for Summative Evaluation

 **Reflect, Plan, and Implement****Post-Session Reflection, Planning, and Implementation**

READ **Handout 16: Sample ADDIE Tasks and Deliverables.** This will be helpful for developing the Final ADDIE Model.

DO **BRIDGE TO PRACTICE PROJECTS:** Complete **Handout 12: Needs Assessment Survey Template** and complete Final ADDIE Model using **Handout 14: Final ADDIE Model Template.**

WATCH [Video 4: Principal Coach Support](#). Be prepared to debrief at the beginning of Session 7.

Handout 16 on next page

Handout 16: Sample ADDIE Tasks and Deliverables

Analyze

Description	Tasks	Deliverables
Define what is to be learned.	<ul style="list-style-type: none"> • Problem identification • Needs assessment • Task analysis • Learner characterization 	<ul style="list-style-type: none"> • Problem statement • Task list • Learner profile • Statement of constraints

Design

Description	Tasks	Deliverables
Specify how it is to be learned.	<ul style="list-style-type: none"> • Subject matter analysis • Write objectives • Media selection • Identify developers • Plan instruction 	<ul style="list-style-type: none"> • Instructional strategy • Course outline • Measurable objectives • Development team assembled • Storyboard

Develop

Description	Tasks	Deliverables
Create instructional materials.	<ul style="list-style-type: none"> • Develop flowchart • Develop workbook • Work with content providers • Author content • Develop student evaluation instruments • Develop course valuation 	<ul style="list-style-type: none"> • Instructional materials • Narrative script • Exercises • Student evaluation • Course evaluation

Implement

Description	Tasks	Deliverables
Teach the developed instructional materials.	<ul style="list-style-type: none"> • Gather material • Prepare environment • Train the teacher • Pilot target audience training • Course observation 	<ul style="list-style-type: none"> • Student feedback • Teacher feedback • Student evaluation results • Observation results

Evaluate

Description	Tasks	Deliverables
Determine if instructional objectives are met	<ul style="list-style-type: none"> • Analyze student evaluation results • Analyze student and teacher course evaluations • Follow up with students and teachers for further feedback • Revise objectives • Revise instructional materials 	<ul style="list-style-type: none"> • Project report • Revised project plan • Revised instructional materials

End of Handout 16

Questions?



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**We have completed
Session 6**

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