Holistically Evaluating Teacher Professional Development
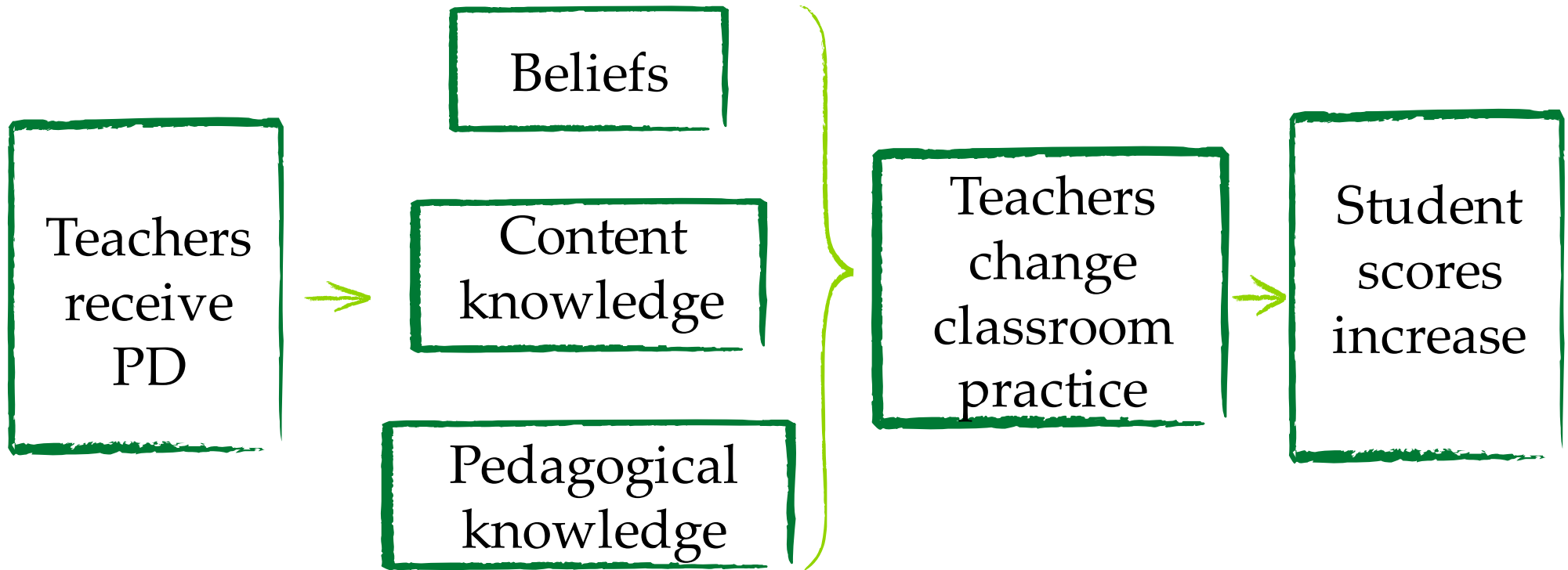
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Teacher Professional Development

Teacher Professional Development

How can we measure the effectiveness of teacher PD?

Literacy Program

- 2-year Master's degree or 1-year reading endorsement
- Collaboratively designed by school district and local university

Science Program

- Teachers write goals and design their own PD
- Coaches support teachers on meeting their goals

Measuring beliefs

- Use validated measures pre-post
  - *Surveys of Enacted Curriculum*
  - *Teachers' Sense of Efficacy for Literacy Instruction*

- Supplement with qualitative data
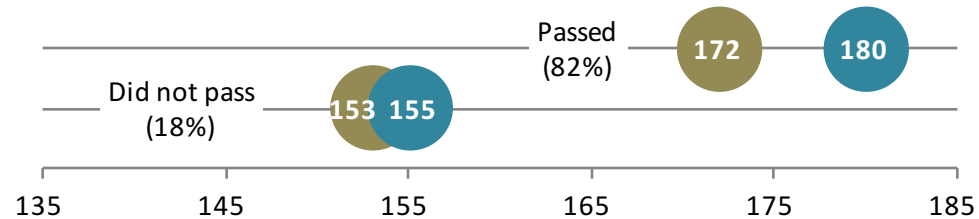
Measuring knowledge: PRAXIS

Participant Average Scores Overall	Average Pre	Average Post	Difference
Total (n=59)	168.7	175.1	6.4*

Participant Average Scores:

Pre and **Post**

Participants who passed and did not pass state cut-score

Passed (82%)   172   180

Did not pass (18%)   153   155

135   145   155   165   175   185

Comparing Participant Post Test to National Median

The difference is statistically significant

182   177

National   Program
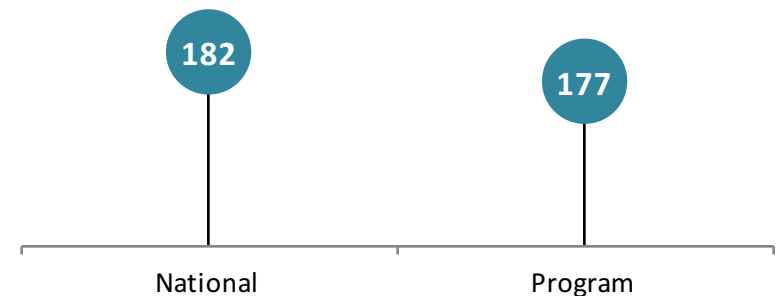
Measuring practice: RTOP
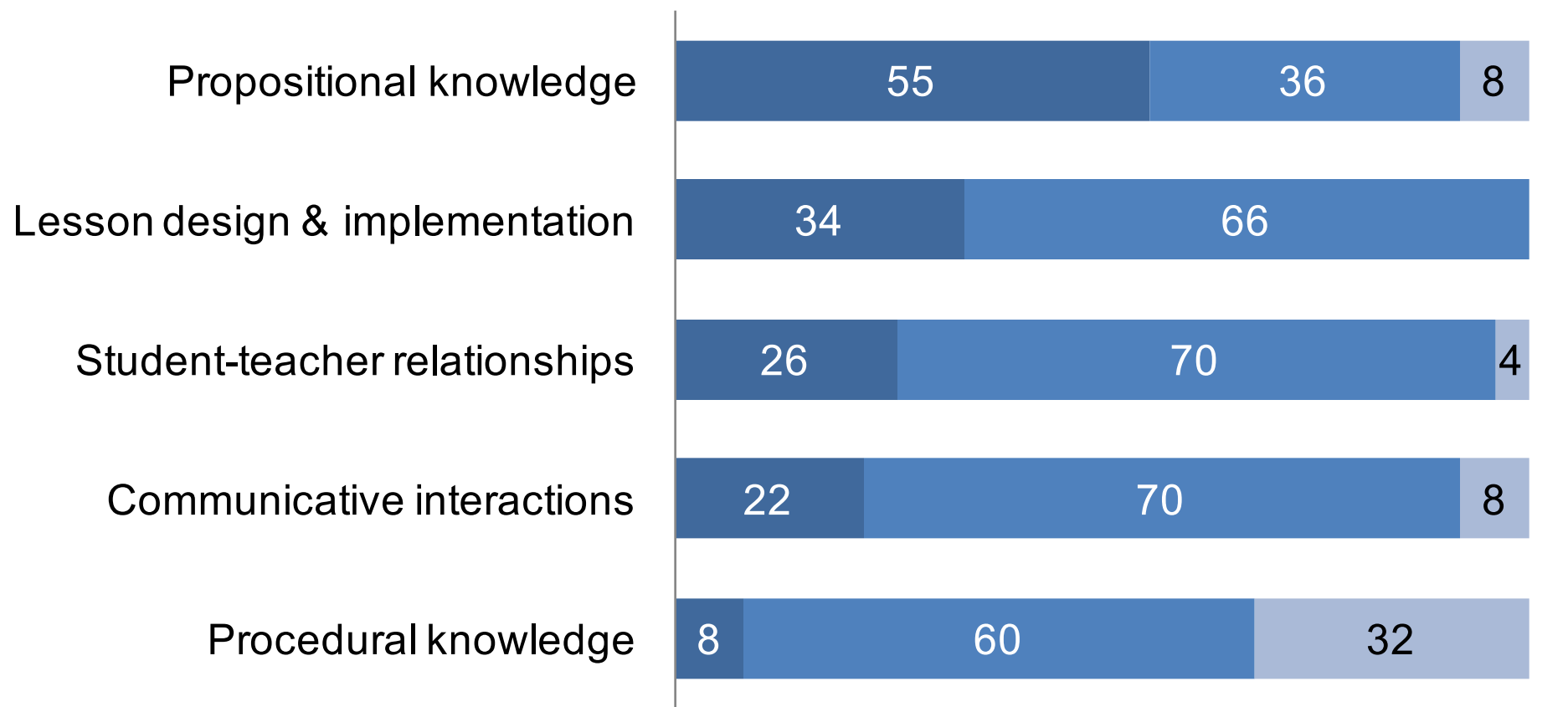
|	Percent "very descriptive" or "descriptive"	Percent "somewhat descriptive" or "rarely descriptive"	Percent "never occurred"
Propositional knowledge	55	36	8
Lesson design & implementation	34	66	
Student-teacher relationships	26	70	4
Communicative interactions	22	70	8
Procedural knowledge	8	60	32

- Percent "very descriptive" or "descriptive"
- Percent "somewhat descriptive" or "rarely descriptive"
- Percent "never occurred"

Why measure holistically?

Promotes <u>use</u> of findings

Program

Field
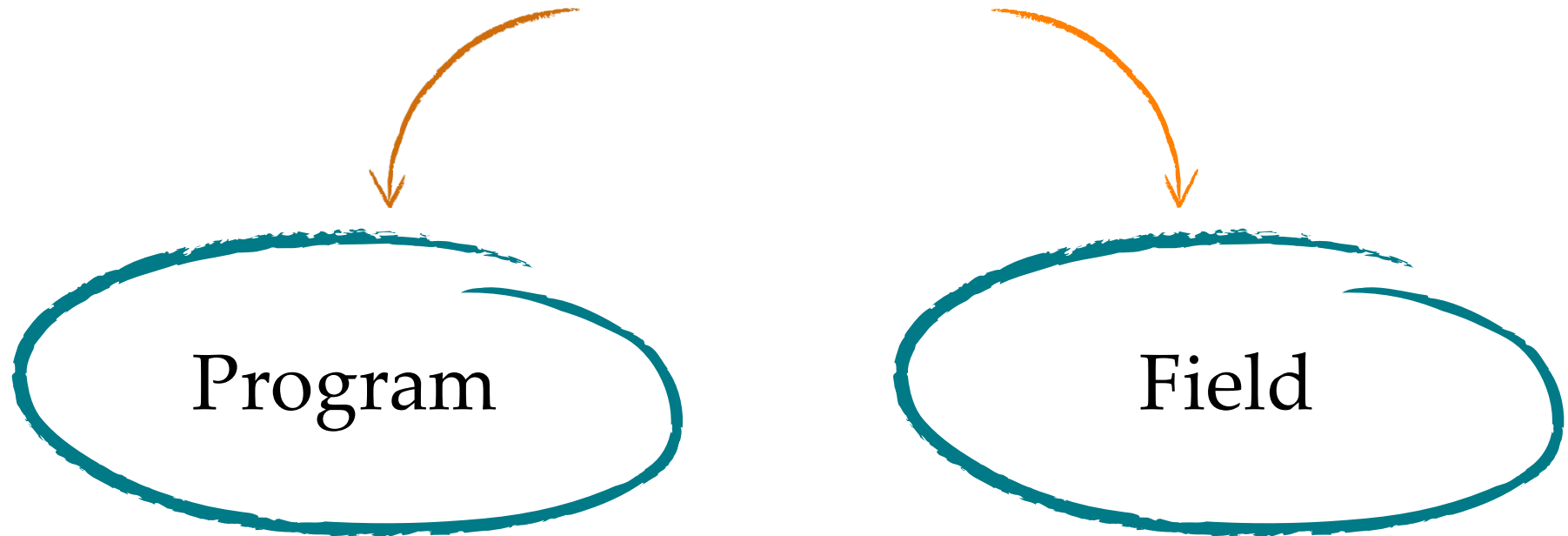
Thank you!

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