

2009 ATE PI Conference
Birds of a Feather Session on Learning and Evaluation
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The 2009 ATE PI Conference Birds of a Feather session was divided into two one-hour segments in which participants engaged in discussions about the evaluation of teacher professional development and its impact on teaching, learning, and beyond. Participants brought a diverse set of perspectives and experiences to the session, resulting in a dynamic discussion and rich exchange of ideas.

In the first session, participants generated ideas about ways to evaluate professional development and were asked to consider if the methods would assess the professional development activity itself, its impact on teaching, and/or impact on learning. In the second session, participants explored the identified measures in more depth. The topics discussed included broad and overarching concerns, such as “To what extent can and should the evaluation of professional development consider the ‘broader impacts’ of interest to NSF?” to highly -specific challenges, such as “How can an evaluator collect data from/about vulnerable populations, such as students with developmental disabilities?”

In the table below, the methods identified by participants are organized in terms of what they could be used to assess (focus of the evaluation) and at what stage the anticipated impacts would occur.

	Process	Immediate impact	Short-term impact	Intermediate impact	Long-term impact
Focus of evaluation	Professional development content & instruction	Changes in participants, knowledge, skills, and attitudes	Participants' application of professional development content	Changes in student knowledge, skills, attitudes, achievement	Change in quantity and quality of technicians to meet local, regional, and national workforce demands
Possible methods	<ul style="list-style-type: none"> • Expert review • Comparison with established criteria for high-quality PD • Participant satisfaction survey 	<ul style="list-style-type: none"> • Daily check-ins • Knowledge tests • Performance assessment • Assessment of intent to use • Self-assessment • Science Teaching Efficacy Beliefs Instrument for Teachers¹ 	<ul style="list-style-type: none"> • Self-report via interview, surveys, focus groups • Observation (of teaching, materials) • Feedback from students (survey, interview, focus group) • Input from supervisors 	<ul style="list-style-type: none"> • Tests (pre-post) • Surveys • Achievement data • Retention data • Focus groups • STEM/career interest inventory • Matched pairs • Portfolios • Performance assessment • Completion rates • Self-assessment (see SALG²) 	<ul style="list-style-type: none"> • Follow-up with students • Employer feedback

¹ Riggs, I., Enochs, M., & Larry, G. (1990). Science teaching efficacy beliefs instrument for teachers. *Science Education*, 74, 625-637.

² Student Assessment of Their Learning Gains (www.salgsite.org)