

Professional Development Planning for the K-3 Formative Assessment: A Comprehensive Guide

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Introduction

The K-3 Formative Assessment has been enhanced for use by a group of states as a part of an Enhanced Assessment Grant. A few states (i.e., North Carolina and Delaware) have implemented a formative assessment process across their state and have established professional development systems. However, these states may want to improve or build capacity to provide professional development to more educators¹ in their state at scale. For example, states may be seeking the opportunity to provide professional development to educators in districts and schools, in addition to existing state or regional implementation teams. Some states (i.e., Arizona, Iowa, Maine, and Rhode Island) have piloted and field tested the enhanced K-3 Formative Assessment with a subset of students. Professional development for the pilot and field test were provided by an external research partner, SRI International. These states will therefore need to identify how to build capacity within their own state implementation teams or professional development systems to support formative assessment – and the K-3 Formative Assessment in particular – in future years. Other states (i.e., North Dakota and Oregon) are now introducing parts of the K-3 Formative Assessment in their state and are beginning to develop a plan to provide professional development within their states for the new assessment. **As implementation scales up to more teachers and schools, there is a corresponding need to scale up the availability of professional development to educators to implement the K-3 Formative Assessment with fidelity.**

How to use this resource

This resource provides a set of planning tools based on core, evidence-based professional development (PD) planning principles. The tools are intended to assist implementation teams in planning for professional development for the K-3 Formative Assessment process. First, a synthesis of information drawn from a series of briefs prepared by the Puckett Institute in North Carolina (2017) for the Division of Public Instruction in North Carolina's Department of Education summarizes the core components that contribute to a successful professional development event. Second, planning tools based on the core components (Puckett Institute, 2017) can be used to customize professional development for various audiences of educators. While the templates can be used as included, they can also be adapted by each state depending on the type of educator receiving professional development, how many educators are participating in a professional development event, the capacity available to provide professional development, and the amount of funding available for professional development.

Each planning tool consists of:

- An overview of the topic
- An example for implementing the K-3 Formative Assessment
- Blank tool templates to be completed by state teams
- Discussion questions to support the planning process

¹ **Educator:** Teachers, teacher assistants, principals, and other school personnel whose responsibilities include the use of instructional, behavioral, or other educational practices intended to change or improve student outcomes. This definition comes from Puckett Institute (2017) *Professional Development Brief, Number 1: Introduction to the Inservice Professional Development Briefs*. Morgantown, NC.

Core Components of Professional Development²

The Puckett Institute (2017) has identified six core components of professional development that can be effectively used at any level of an educational system to support the training of a new practice. The core components of professional development are derived from findings from studies of the planning and implementation of in-service professional development.³ Studies have found that professional development opportunities that include multiple core components are more effective in supporting the uptake of new practices than professional development opportunities that contain fewer core components⁴. **As states plan for professional development for the K-3 Formative Assessment process, it is important to consider how to incorporate as many of the core components as possible.**

Below, we introduce each of the core components of effective professional development and provide questions to consider when incorporating this element into the professional development activities for the K-3 Formative Assessment. [Appendix A](#) contains additional resources, including links to videos and simulations demonstrating each core component.

Component 1: Introducing and Illustrating a Practice to Educators

Component 1 offers method(s) for **describing the key characteristics of a new practice** and **demonstrating how to use the practice**. These strategies can be used to orient educators to the K-3 Formative Assessment in initial trainings or to illustrate how the assessment process can be incorporated into regular classroom routines with hands-on activities.

First, a comprehensive description of the purpose of the K-3 Formative Assessment should be provided during each professional development event to ground educators in the appropriate use of the formative assessment process. This description should cover three aspects:

- (1) **Key characteristics of a formative assessment process** (e.g., What is a formative assessment process? What is whole child development? How does formative assessment inform instruction?)
- (2) **Settings where formative assessment are best used** (e.g., How can the assessment be incorporated into classroom routines? How can other assessments be used to inform the K-3 Formative Assessment? What activities can educators use to collect evidence?)

² The majority of the text in this section is from *Puckett Institute (2017). Professional Development Brief, No. 3: Professional Development Core Components. Morgantown, NC.*

³ Paraphrased from *Puckett Institute (2017). Professional Development Brief, No. 2.: Inservice Professional Development Research Foundations. Morgantown, NC.*

⁴ Browder, D. M., Jimenez, B. A., Mims, P. J., Knight, V. F., Spooner, F., Lee, A., & Flowers, C. (2012). The effects of a "tell-show-try-apply" professional development package on teachers of students with severe developmental disabilities. *Teacher Education and Special Education, 35*(3), 212-227. doi:10.1177/0888406411432650

Desimone, L. M. (2009). Improving impact studies of teachers' professional development: Toward better conceptualizations and measures. *Educational Researcher, 38*(3), 181-199. doi:10.3102/0013189X08331140

Guskey, T. R. (2002). Professional development and teacher change. *Teacher and Teaching: Theory and Practice, 8*(3/4), 381-391. doi:10.1080/135406002100000512

Zaslow, M. (2014). General features of effective professional development. In H. P. Ginsburg, M. Hyson, & T. A. Woosa (Eds.), *Preparing early childhood educators to teach math* (pp. 97-115). Baltimore: Brookes Publishing.

- (3) **Expected student outcomes** (e.g., How does the assessment help educators learn more about a child’s learning process? How can the data from the assessment help teachers to tailor instruction for the child?)

Second, multiple examples and scenarios for how to use the K-3 Formative Assessment can help educators develop a clear idea about how the formative assessment process can be incorporated into instructional routines. For instance, sharing how an educator can use the data from the formative assessment process to inform instruction allows educators to see the benefits of the assessment process for their classroom and students. Additionally, video examples or real-time demonstrations or simulations can be used to illustrate how the K-3 Formative Assessment may be used in a classroom setting. Illustration is best done in the settings where educators will use the practice (e.g., classrooms), with role playing used only when more authentic methods are not feasible (e.g., at a statewide training in a conference room).

Questions to consider during planning:

- What do educators need to know to get started with the K-3 Formative Assessment?
- What concerns will educators have about how the assessment should be used that should be addressed during professional development?
- What methods can be used to ensure that teachers feel ready and supported to use the K-3 Formative Assessment after receiving professional development?
- What topics are important to cover in ongoing professional development (e.g., how to incorporate the assessment into my classroom routine, how to use data from other assessments to inform the K-3 Formative Assessment, how to use the information from the assessment process to understand a child’s learning progress)?
- How can a trainer demonstrate what the formative assessment process will look like in the classroom?

Component 2: Active and Authentic Educator Learning Experiences

Component 2 augments Component 1 by encouraging the incorporation of as many opportunities as possible to **practice using the K-3 Formative Assessment in authentic, real-life settings**.

Providing educators with authentic opportunities to learn and use the practice in settings similar to the ones where they will ultimately be using it after training (e.g., classrooms and schools) can promote educator understanding and mastery. When educators are learning about a new assessment process in the context in which they would use it (i.e., the classroom), they may be better able to understand the unique benefits and challenges of the specific assessment. For example, a new teacher can be trained on the assessment process in the classroom if the trainer is someone within the educator’s school (e.g., principal, instructional coach, or veteran teacher). The teacher can either shadow a fellow teacher in the school or can be observed by the trainer as he/she first uses the assessment. When teachers are being trained in their classrooms, principals and other administrators can gain a better understanding of how the assessment process may affect the school overall. However, it may not always be feasible to provide direct training within the classroom. For instance, in a larger state, trainings may be held at a central

location rather than in a classroom. Thus, implementation teams may want to follow-up with teachers once they have been able use the assessment in their classrooms to truly understand how the process will work. They can also follow-up with administrators to understand how incorporating the assessment process in classrooms has affected other areas of the school.

Questions to consider during planning:

- What will educators learn from using the assessment in authentic settings?
- Is it feasible to provide authentic, real-life practice prior to full implementation?
- How can teachers find opportunities to practice the assessment in their classrooms?
- Who is available to provide close support to teachers as they are learning the process? Who is available to answer questions for administrators about how to support teachers as they are learning the process?

Component 3: Educator Understanding of a Practice

Component 3 emphasizes ways for trainers to **provide feedback to educators on what worked well, what can be improved, and what student benefits were observed.**

After educators have had some practice or initial exposure to the K-3 Formative Assessment, trainers should seek ways to facilitate deeper educator understanding by having educators describe what they did while using the K-3 Formative Assessment and what happened as a result. Administrators can participate by discussing what strategies are feasible for teachers with resources available at the school or how using the K-3 Formative Assessment has impacted the school. Feedback on this reflective practice can be provided during in-person meetings; during online webinar conversations; by phone; or through online vehicles (e.g., email blasts or surveys). The reflective process should occur during all stages of implementation: when teachers first use the assessment, as teachers are in the midst of using the assessment, and at the end of the year when the process is complete. This process aims to help educators identify the practice characteristics they were able to use and understand the extent to which they implemented the practice with fidelity. Trainers can use this opportunity to identify strategies that are successful, correct practices that might reduce fidelity to the tool, or suggest alternative strategies for challenges.

Questions to consider during planning:

- What key characteristics do educators need to understand in-depth to implement the assessment effectively?
- How can feedback be provided to teachers about the assessment process on what works well and what was challenging?
- How often will feedback be provided?
- How can teachers be supported to use the assessment with fidelity after they have had a chance to use the assessment?

Component 4: Opportunities to Become Proficient in a Practice

Component 4 pairs with Component 3 by **engaging educators to develop a deep understanding of the practice through self-reflection.**

Professional development is an opportunity to promote proficiency by encouraging educator reflection and mastery of practice. Educators' self-reflection not only offers an opportunity to receive feedback from a trainer or more experienced user of the K-3 Formative Assessment, but it also allows educators to focus on their comfort and confidence and on their competence or ability to use the assessment with fidelity. To promote educator mastery of practice in tandem with reflection, educators should self-assess their mastery and understanding of the K-3 Formative Assessment. One way to do this is by having educators use a checklist of key characteristics of the assessment process to self-evaluate their performance, identifying areas of mastery and areas for further learning. Note that this process should not be conducted as an evaluation to identify deficiencies in performance, but rather as a way to identify the areas where further support may be needed. Administrators can reflect on whether the support they are providing is sufficient to allow teachers to use the K-3 Formative Assessment with fidelity.

Questions to consider during planning:

- How will educators reflect on their use of the practice?
- How will teachers know if they are implementing the K-3 Formative Assessment with fidelity?
- How will administrators know if they are supporting teachers to use the K-3 Formative Assessment with fidelity?
- What inter-rater reliability strategies can be used?
- What strategies will be used to turn these reflections into improvement strategies?

Component 5: Professional Development Specialist (PDS) Supports

Component 5 details **how a trainer, or professional development specialist, can support educators** during in-service training and follow-up sessions to reinforce their understanding and use of the K-3 Formative Assessment.

Educators are most successful learning a new skill or tool when they feel supported. When possible, professional development should be provided to as small a group of educators as possible to ensure that the trainer can adequately engage and support all participants.⁵ Smaller training sizes allow more opportunities for the trainer to provide immediate feedback to educators, make tailored suggestions for improving their use of the practice, and engage learners in discussions aimed at promoting using the assessment process with fidelity.

⁵ Dunst, C. J., Trivette, C. M., & Hamby, D. W. (2010). Meta-analysis of the effectiveness of four adult learning methods and strategies. *International Journal of Continuing Education and Lifelong Learning*, 3(1), 91-112.

In addition to support during professional development sessions, trainers should provide follow-up support to reinforce initial training.⁶ Follow-up support allows the trainer to reinforce the appropriate uses of the K-3 Formative Assessment and helps the newly trained educator implement the practice as a routine part of their instruction. Trainers can also provide administrators tips for how to support teachers to use the K-3 Formative Assessment. When it is not possible to provide in-person assistance or to support small groups of individuals, it is important to think through the processes by which educators can receive help. A clear communication plan should be developed to identify who educators should contact when they have a specific issue and by which means (e.g., phone or email) outside of professional development events.

Questions to consider during planning:

- How can close support be provided? What are the various ways that support can be provided?
- Who will be the point of contact for teachers when they need support? Is this one individual or multiple individuals?
- What services will be offered to teachers to provide close support (e.g., in-person meetings, online webinars, email check-ins, phone calls, etc.)?
- How often can these supports be provided within time, budget, and capacity constraints?

Component 6: Professional Development of Sufficient Duration and Interest

Component 6 offers guidelines for how to provide **professional development across multiple learning opportunities spread out over time** for educators to become proficient in the use of a practice.

In addition to ensuring educators have multiple opportunities for practice, it can be helpful to spread training and other learning opportunities across weeks or months. As educators are steeped in using the K-3 Formative Assessment, they may have other needs or challenges that arise that were not present at the start. For instance, teachers may find that they have issues with the technology platform that did not arise during the initial training. Administrators may not have enough experience to provide the necessary support. Offering professional development over time allows the educator sufficient time between learning experiences to try out the practice and reflect on their experiences.^{7,8} Additionally, as educators reflect and share what went well, areas for improvement, and how using the K-3 Formative Assessment affected instruction or student outcomes, this information can inform the number, frequency, and content of ongoing professional development. Individual professional development sessions should also have sufficient duration to provide the necessary content and support to meet the goals of that particular professional development activity.

⁶ Dunst, C. J., Bruder, M. B., & Hamby, D. W. (2015b). *Metasynthesis of inservice professional development research: Features associated with positive educator and student outcomes*. Paper submitted for publication.

⁷ Dunst, C. J., & Hamby, D. W. (2015). A case study approach to secondary reanalysis of a quantitative research synthesis of adult learning practices studies. *International Journal of Learning, Teaching and Educational Research*, 13(3), 181-191.

⁸ Lea, M. R., & Nicoll, K. (2002). *Distributed learning: Social and cultural approaches to practice*. New York, NY: Routledge.

Questions to consider during planning:

- How many professional development sessions can be offered?
- How often should ongoing professional development opportunities be provided?
- How long will educators be supported throughout the assessment process?
- How will training sessions build on each other?
- What should educators be doing between professional development sessions to work on their implementation skills?

Professional Development Planning Tools Overview

Three tools offered in the following pages are to help you plan for professional development activities around the K-3 Formative Assessment throughout a school year. Each template is designed to help you answer one of the following questions:

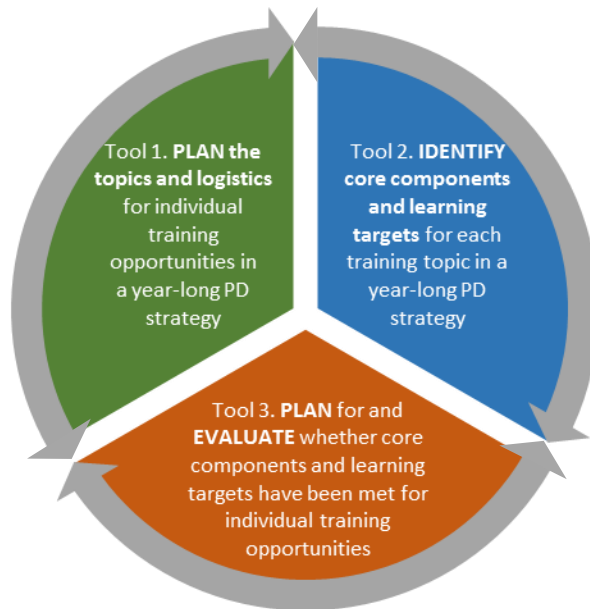
1. What professional development opportunities will we offer for each stakeholder group (i.e., teachers, administrators) over the school year?
2. For each topic addressed in the long-term plan, what core components and learning targets will be addressed for each stakeholder group?
3. How can I plan for and evaluate whether a professional development opportunity addressed the expected core components and learning targets?

The three tools are designed to inform one another, and are best utilized together (see Figure 1). First, consider the K-3 Formative Assessment professional development **topics** you would like to cover over a school year. Tool 1 helps you to organize this information by individual training opportunity and helps plan logistics for annual trainings. Tool 2 allows you to go into more detail about the **core components and learning targets** associated with each training topic. For instance, Tool 2 can help you plan how often the topic will be addressed, in what format(s) the topic should be presented, to whom the topic is directed, who can best present the topic, and which core components are addressed across the annual professional development opportunities.

The information from Tool 2 can be related back to Tool 1, which looks at the year-long K-3 Formative Assessment professional development timeline for each stakeholder by training opportunity. Tool 1 helps to plan the annual logistics of a year-long training plan – what dates, funding, space, and/or trainers are available to fulfill the trainings identified in Tool 2.

Tool 3 can be used throughout the professional development planning process. First, use it alongside Tool 2 to further develop trainings and detail when and how the core components will be addressed in your trainings. Then, after each professional development opportunity, use Tool 3 to evaluate whether the core components and other learning outcomes were successfully addressed.

Figure 1. Using the Professional Development Planning Tools Together



Considering Other Professional Development Opportunities.

K-3 Formative Assessment professional development is not the only training teachers and administrators will participate in over a school year. When developing a year-long K-3 Formative Assessment plan, it is important to consider how this professional development plan will fit within a more comprehensive PD plan for stakeholders. Here are some questions you may want to consider:

- Who needs to approve our professional development plan?
 - *Note:* With its inclusion of learning targets and comprehensive training plans for each topic, Tool 2 offers a great format for presenting your professional development plan to decision makers.
- To what other professional development opportunities are participants already committed?
- Can K-3 Formative Assessment trainings be offered in conjunction with other professional development commitments?
 - For example, knowing that a district provides a day-long, in-service every August may be a great opportunity to share training spaces and costs.
- In what ways, if any, can K-3 Formative Assessment trainings be designed to satisfy teachers' credentialing requirements? Can teachers receive credit for an opportunity?
 - *Note:* Tool 1 includes a column for PD Hours, which will facilitate an evaluation of whether the training opportunity meets requirements for teachers' ongoing professional development credits.
- Are there other formats to present a training topic?
 - For example, can some instructional topics be moved online to allow for more discussion-based topics to be considered in in-person training opportunities?

Professional Development Planning Tool 1: What professional development opportunities will we offer for each stakeholder group over the school year?

Purpose

The **goal** of PD Planning Tool 1 is to plan professional development activities for each stakeholder group across a school year. This tool is **best used by** leaders in charge of organizing professional development for multiple districts, schools, or individuals (e.g., state implementation teams for statewide professional development on the K-3 Formative Assessment; regional or district implementation leaders; or school administrators for teacher professional development). This tool may be **best used prior to the start of a school year** in order to account for all the necessary professional development sessions that may occur throughout the year to support educators to use the K-3 Formative Assessment. Likewise, the tool can be adapted to plan across multiple school years or for a few months within the year.

The following are definitions with guiding questions to help you identify what you need to know to plan for professional development:

- **Target Audience and Length:** Who is the intended audience for this year-long training plan? What is the proposed length of this plan?
- **Opportunity:** What is the training activity? In what format will it be offered (e.g., in-person, web-based)?
- **Topics:** What topics need to be covered by training? Does each topic need its own training, or can a training cover multiple topics? How will these trainings scaffold or build upon one another?
- **PD Hours:** How many hours of the training, if any, can be applied toward ongoing professional development credits?
- **Date & Time:** When will sessions be held? How long will they last? How often will they be held? Will there need to be multiple sessions offered to ensure that all are able to attend? *Key considerations:* Other required training, school vacations and holidays, compensation for hours spent in PD if necessary.
- **Location:** Where will sessions be held? How accessible are these locations for participants? How much space will be needed (i.e., are available rooms large enough)?
- **Lead:** Who will be responsible for conducting training? What skillset or experience is important for success? Will trainers be internal or external to the district?
- **Estimated or budgeted cost:** What is the estimated or budgeted cost of this training? *Key considerations:* location fees, food costs, training feed, compensation for hours spent in PD, if necessary.

Example - Teachers

The following examples are provided to give you a starting point to think about what professional development events for the K-3 Formative Assessment are needed for teachers.

Target Audience: K-3 Teachers						
Time Period: School Year 2018-2019 (June 2018 - June 2019)						
Opportunity (format)	Topic(s)	PD Hours	Date & Time	Location	Lead	Estimated or Budgeted cost
Formative Assessment Kick-off (In-person)	<ul style="list-style-type: none"> Introduction to K-3 Formative Assessment How to use the K-3 Formative Assessment How to use the technology platform 	12	July 30-31, 2018 9am-3pm	Wilson Elementary School	Joe Smith jsmith@trainer.org 555-555-5555	<ul style="list-style-type: none"> \$300 x 35 teachers = \$10,500 \$500 Rental fee \$200 Food \$300 Trainers Total: \$11,500
Check-ins (email/ phone)	<ul style="list-style-type: none"> Ongoing check-ins with teachers and principals 	N/A	Monthly, starting Sept.	Email and phone	Betty Jones bjones@trainer.org 555-555-555	\$10,000 for labor hours
Mid-year refresher training (web-based)	<ul style="list-style-type: none"> Sharing success stories Troubleshooting the technology platform 	3	January 3, 2019 1pm – 4pm	WebEx	Sally Jones sjones@trainer.org 555-555-5555	Budget: \$15,000
Notes: <ul style="list-style-type: none"> - Total available budget for K-3 Formative Assessment professional development is \$50,000. We are currently under budget. - School administrators will join Day 1 of Formative Assessment Kick-off - Make sure to coordinate email/phone check-in timeline with administrator feedback training dates. 						

Example - Administrators

The following examples are provided to give you a starting point to think about what professional development events for the K-3 Formative Assessment are needed for administrators.

Target Audience: K-3 Administrators						
Time Period: School Year 2018-2019 (June 2018 – June 2019)						
Opportunity (format)	Topic(s)	PD Hours	Date & Time	Location	Lead	Estimated or Budgeted cost
What is formative assessment? (Webinar)	<ul style="list-style-type: none"> Introduction to formative assessments Overview of pilot program 	2	May 31, 2018 1-3pm	WebEx	Pam Johnson State Lead 555-555-5555	\$5,000 for labor hours
Curriculum Meeting at In-service (In person)	<ul style="list-style-type: none"> Aligning K-3 Formative Assessment with state, district, or school standards 	2	June 15, 2018 2:15-4:15pm	Longfellow Elementary School	Mary James Reg. Consultant 555-555-5555	No fee for rental (already covered in district training budget)
Formative Assessment Kick-off (In-person)	<ul style="list-style-type: none"> How to support teachers in the classroom Providing feedback Using the tech platform 	6	July 30, 2018 9am-3pm	Wilson Elementary School	Henry Adams Reg. Consultant 555-555-5555	<ul style="list-style-type: none"> \$300 x 15 admin = \$4,500 \$200 Food Total: \$4,700
Beginning of Year Check-in (Conference call)	<ul style="list-style-type: none"> Check in on the initial weeks of administration Provide continued professional development to support teachers 	1.5	Sept. 28, 2018 10-11:30am	Conference call	Pam Johnson State Lead 413-555-5555	<ul style="list-style-type: none"> \$25 conference call fee
Mid-Year Check-in (Conference call)	<ul style="list-style-type: none"> Refresher on the technology platform to support teachers Provide strategies for using the assessment data 	1.5	Nov. 30, 2018 10-11:30am	Conference call	Pam Johnson State Lead 413-555-5555	<ul style="list-style-type: none"> \$25 conference call fee
Notes: <ul style="list-style-type: none"> Update pilot kick-off dates by May 15 to help Pam build training materials Coordinate feedback training for administrators with start of required feedback for teachers, starting in September 						

Now it's your turn!

1. Brainstorm the types of topics you need to cover in professional development events for each stakeholder group that should receive professional development.
2. Think about how long each session can last, how much it might cost, and how many times you can bring people together. Add details about date, time, and location when you know.
3. Identify who can provide the appropriate training.

Target Audience: Time Period:						
Opportunity (format)	Topic(s)	PD Hours	Date & Time	Location	Lead	Estimated or Budgeted cost
Notes: -						

Discussion Questions

Planning considerations: How many professional development sessions can be offered? Are there budgetary limitations that might affect how you can provide professional development? If you have budgetary limitations, which audiences will you prioritize for receipt of professional development? What cost-cutting strategies could you use to provide professional development to all key constituents?

Frequency: How often should ongoing professional development opportunities be provided? How long will educators be supported throughout the assessment process? Are there events that you may want to schedule around (e.g., holidays, mandatory in-service days, conferences)? Are there events that you can capitalize on to provide professional development (e.g., early childhood conference)?

Capacity: What capacity do you have on your team to provide professional development? How can close support be provided? What are the various ways that support can be provided? Who will be the point of contact for teachers when they need support? Is this one individual or multiple individuals? Are you able to consult or contract out for someone else to provide professional development? What services will be offered to teachers to provide close support (e.g., in-person meetings, online webinars, email check-ins, phone calls, etc.)?

Follow-up: How will training sessions build on each other? What should educators be doing between professional development sessions to work on their implementation skills?

Professional Development Planning Tool 2: For each topic addressed in the long-term plan, what core components and learning targets will be addressed for each stakeholder group?

Purpose

The **goal** of PD Planning Tool 2 is to plan a comprehensive training agenda for each individual K-3 Formative Assessment training topic identified in the year-long plan developed in PD Planning Tool 1. For each topic, identify the specific PD opportunities that will support the learning; who will be present at each opportunity; the intended learning target for each opportunity; and the core components addressed by the opportunity. This tool is **best used by** leaders in charge of coordinating a single professional development topic (e.g., a state consultant leading an introduction to the formative assessment; a school principal providing school-specific K-3 Formative Assessment policies; a state-level technology consultant offering technology support). This tool may be **best used at least three months prior to a professional development topic kick-off**, or with sufficient time to plan the agenda, coordinate logistics, and notify participants of the details. The tool can be used for any and every professional development topic.

Example - Teachers

The following example has been adapted from a state’s kick-off training for the K-3 Formative Assessment. It pulls details from the Professional Development Planning Template 1 and provides more detailed information about what will be covered in the topic. Additionally, it describes how the core components are incorporated.

Topic: Introduction to the K-3 Formative Assessment Process			
Target: Audience: K-3 Teachers			
Opportunity	Lead/Presentation	Learning Target	Details & Core Components
July 30 Kick-off (In Person)	John Smith, Regional Consultant “Components of the K-3 Formative Assessment”	Teachers will be able to: <input type="checkbox"/> Label the formative assessment domains <input type="checkbox"/> Summarize how constructs/progressions are structured	Component 1: Introduction to the K-3 Formative Assessment, including a description of the domains (focus on the whole child), the constructs included in each domain, and an explanation of the structure of the progressions, along with the performance descriptors and examples.
	John Smith, Regional Consultant “Overview of Select K-3 Formative Assessment Content”	Teachers will be able to: <input type="checkbox"/> Identify two techniques for incorporating the assessment into classroom routines <input type="checkbox"/> Incorporate feedback into their administration of the assessment	Component 1: Overview of the assessment materials. Veteran Teacher will provide examples of how she has incorporated the assessment into her classroom routine. Component 2: Regional Consultant guides educators through 3 videos across different progressions to practice observing students and using the assessment materials. Component 3&4: After each video and in small groups, ask educators to provide their process when using the materials; Regional Consultant and Veteran Teacher provide feedback on the process to educators.
January 3 Mid-Year Refresher (Webinar)	Sally Jones External Trainer “K-3 Formative Assessment Process Practice”	Teachers will be able to: <input type="checkbox"/> Provide and receive feedback on administration practices	Component 2: Trainer will facilitate the participants’ use of the formative assessment process using video clips that feature the highlighted constructs. Component 4: Teachers will reflect on what was easy or difficult about the practice. Component 3&5: Trainers will provide direct feedback on what can be improved.

Example - Administrators

Topic: Introduction to the K-3 Formative Assessment Process Target Audience: K-3 Administrators			
Opportunity (Format)	Trainer/Presentation	Learning Target	Details & Core Components
May 31 Training (Webinar)	Pam Johnson “What is formative assessment?”	Administrators will be able to: <input type="checkbox"/> Define formative assessments <input type="checkbox"/> Identify teachers for pilot program	Component 1: Introduction to the K-3 Formative Assessment, including a description of the domains (focus on the whole child), the constructs included in each domain, and an explanation of the structure of the progressions, along with the performance descriptors and examples.
June 15 Curriculum Meeting (In Person)	Mary James “Aligning the K-3 Formative Assessment with state standards”	Administrators will be able to: <input type="checkbox"/> Identify how the formative assessment aligns with state standards <input type="checkbox"/> Start preparing school staff presentation on alignment	Component 1: District leads will review K-3 framework and district/state standards to describe and illustrate how the K-3 Formative Assessment is aligned with state standards?
	Break out groups with regional consultants “Aligning the K-3 Formative assessment with district and school standards”	Administrators will be able to: <input type="checkbox"/> Consider how the formative assessment aligns with district/school standards <input type="checkbox"/> Consult with peers about possible school adjustments to assist with administration	Component 1: District and school leads will review K-3 framework and district/state standards to describe and illustrate how the K-3 Formative Assessment is aligned with district and school standards? Component 3: District and school leads will have the opportunity to review year-long data to examine child- and school-level improvements in student learning

Now it's your turn!

1. Using the broad topics identified in Professional Development Planning Template 1, specify the training opportunities needed to thoroughly address that professional development topic.
2. Identify the person responsible (i.e., the lead). It could be someone from the state or an external trainer. The training can be hosted by one individual or multiple individuals.

Detail how and when the core components are used throughout the event.

Topic: Target Audience:			
Opportunity (Format)	Lead/Presentation	Learning Target	Details & Core Components

Discussion Questions

Topic selection: What do educators need to know to get started with the K-3 Formative Assessment? What key characteristics do educators need to understand in-depth to implement the assessment effectively? What concerns will educators have about how the assessment should be used that should be addressed during professional development? What topics are important to cover in ongoing professional development (e.g., how to incorporate the assessment into my classroom routine, how to use data from other assessments to inform the K-3 Formative Assessment, how to use the information from the assessment process to understand a child's learning progress)?

Support: What methods can be used to ensure that teachers feel ready and supported to use the K-3 Formative Assessment after receiving professional development? How can a trainer demonstrate what the formative assessment process will look like in the classroom? Is it feasible to provide authentic, real-life practice prior to full implementation?

Reflection: How will educators reflect on their use of the practice? How will teachers know if they are implementing the K-3 Formative Assessment with fidelity? How will administrators know if they are supporting teachers to use the K-3 Formative Assessment with fidelity?

Logistics: How will each topic be delivered (e.g. PowerPoint, lecture, videos, etc.)? What materials and resources are necessary to engage educators in the training? What time should the meeting start and end? When should breaks or lunch be scheduled?

Professional Development Planning Tool 3: How can I plan for and evaluate whether the professional development activity's objectives were met?

Purpose

The **goal** of PD Planning Tool 3⁹ is to help plan professional development opportunities and evaluate whether learning targets and core components were met. The checklist can be used for multiple purposes: 1) to document which core components and learning targets are expected to be present in each professional development event and 2) to evaluate after the professional development event occurs to see if the goals of the event were met. Though you should plan to address every core component through a year-long professional development plan, each training opportunity may address a different combination of the core components.

Prior to the professional development event, the checklist is best used by leaders in charge of coordinating a single professional development event (e.g., state implementation lead with the trainer; regional implementation lead with a district leader; principal with an instructional coach) during their planning process. **After the professional development event, the checklist is also best used by** the organizers to self-assess the effectiveness of the professional development event; an external observer to evaluate the professional development event; or the participants (see Sample Participant Evaluation Form on page 33). This checklist may be **best used during the planning process for the event and within a day of the professional development event.**

When planning future activities, consider comparing evaluations of the previous activity to recent outcome data (e.g., platform, coaching, and teacher-self assessment data) to see in which areas participants have succeeded or struggled. This can be helpful, not only to identify future training areas, but also to evaluate the effectiveness of your previous training methods.

⁹ Checklist adapted from *Puckett Institute (2017). Professional Development Brief, No. 4: Professional Development Planning Process Tool and Checklist. Morgantown, NC.*

Example

The following is an example of how you might use the checklist. The example shows which indicators of the core components were intended to be a part of the professional development event. Then, it shows whether the indicators were met or unmet with notes.

Training: K-3 Formative Assessment Kick-Off Training Date & Time: July 30, 2017			
Expected? <i>Fill out prior to PD event.</i>	Core Component 1: Introducing and Illustrating a Practice to Educators Does the professional development describe how to use the K-3 Formative Assessment in detail and provide multiple examples of the practice by...?	Met/Unmet <i>Fill out after PD event.</i>	Notes
x	Describing the characteristics and uses of K-3 Formative Assessment?	Met	
x	Describing the expected outcomes of using the K-3 Formative Assessment?	Met	
x	Describing the settings where the K-3 Formative Assessment can be used?	Met	
x	Describing and illustrating how the K-3 Formative Assessment is aligned with state, district, or school standards?	Met	
x	Using photographs, videos, or other multimedia tools to illustrate how to use the K-3 Formative Assessment?	Met	Participants were most engaged during this portion.
x	Providing at least three different examples of how the K-3 Formative Assessment can be used with students?	Unmet	Provided only 2 examples.

Expected? <i>Fill out prior to PD event.</i>	Core Component 2: Active and Authentic Educator Learning Experiences Does the professional development use learner experiences to illustrate the use of the practice by...?	Met/Unmet <i>Fill out after PD event.</i>	Notes
	Using simulations or other exercises to have educators use the K-3 Formative Assessment, ideally in the setting that they will use the assessment process (e.g., classroom or school)?		
x	Engaging the educators in multiple opportunities to use the K-3 Formative Assessment during the training?	Met	Offered three opportunities for educators to practice.
	Observing or having the educators record the real-time use of the practice?		
Expected? <i>Fill out prior to PD event.</i>	Core Component 3: Educator Understanding of a Practice Does the professional development promote educator participation in training by...?	Met/Unmet <i>Fill out after PD event.</i>	Notes
	Offering multiple opportunities for the trainer to provide real-time feedback to educators?		
x	Allowing educators to ask questions about how to use the K-3 Formative Assessment?	Met	Spent more time than planned. Add more time to future events.
x	Using collective educator participation to learn the practice?	Unmet	Ran out of time. Cover in ongoing PD.
x	Using videos to prompt educators to describe the characteristics of the practices that were used?	Met	
x	Engaging educators in descriptions of changes or improvements in student learning as a result of using the practice?	Unmet	Ran out of time. Cover in ongoing PD.

Expected? <i>Fill out prior to PD event.</i>	Core Component 4: Opportunities to Become Proficient in a Practice Does the professional development engage educators in evaluation of their experiences using the K-3 Formative Assessment by...?	Met/Unmet <i>Fill out after PD event.</i>	Notes
x	Offering multiple opportunities for educators to reflect on using the K-3 Formative Assessment?	Met	Time allotted after each practice.
x	Engaging educators in group discussions about their experiences using the practice (e.g., what worked, what did not work)?	Unmet	Ran out of time. Cover in ongoing PD.
x	Engaging educators in the development of plans for using the K-3 Formative Assessment in the classroom?	Unmet	Ran out of time. Cover in ongoing PD.
x	Allowing educators to develop improvement strategies for using the K-3 Formative Assessment?	Met	Lengthy part of the Q&A and discussion. Add more time for future events.
	Using a performance checklist to have educators self-assess how to use the K-3 Formative Assessment with fidelity?		
	Using journaling, work samples, reflective inquiry, discussions or other collaborative methods to facilitate deep understanding of how to use the K-3 Formative Assessment?		
x	Engaging educators in collaborative planning or communities of practice to provide ongoing peer support for initial learning?	Unmet	Ran out of time. Cover in ongoing PD.

Expected? <i>Fill out prior to PD event.</i>	Core Component 5: Professional Development Specialist (PDS) Supports Does the professional development allow for trainers to provide close support to educators by...?	Met/Unmet <i>Fill out after PD event.</i>	Notes
	Providing opportunities or plans for the educators to receive ongoing feedback on their use of the practice?		
x	Planning and implementing ongoing supports (peer, coach, supervisor, or mentor, etc.) to reinforce initial learning?	Met	Provided a communication plan for after the training.
x	Offering multiple avenues or methods for educators to reach trainers when they have questions?	Met	Provided a communication plan for after the training.
	Using classroom observations of educator practices to provide context-specific suggestions, supportive feedback, and encouragement?		
Expected? <i>Fill out prior to PD event.</i>	Core Component 6: Professional Development of Sufficient Duration and Interest Does the professional development or future planned professional development events ensure that the duration, intensity, and number of sessions needed to learn to use a practice are sufficient to use the K-3 Formative Assessment with fidelity by...?	Met/Unmet <i>Fill out after PD event.</i>	Notes
	Incorporating ongoing learning opportunities into the training over repeated occasions?		
	Distributing educator opportunities over time so educators can learn to use the K-3 Formative Assessment during multiple sessions?		
	Jointly identifying with educators ongoing opportunities to improve their use of the practice?		
x	Allowing sufficient time and practice for educators to feel confident to use the K-3 Formative Assessment?	Met/Unmet	Allowed for more time during discussion but did not have time for collaboration.

Expected? <i>Fill out prior to PD event.</i>	Learning Targets Does the professional development or future planned professional development events met the identified learning targets?	Met/Unmet <i>Fill out after PD event.</i>	Notes
x	Participants can label the formative assessment domains	Met	
x	Participants can summarize how constructs/progressions are structured	Met	
x	Participants can identify two techniques for incorporating the assessment into classroom routines	Met	We should return to this at mid-year refresher.
x	Participants incorporated feedback into their administration for the assessment	Unmet	Teachers did not have time to practice administration
Notes and Next Steps <ul style="list-style-type: none"> - While some indicators were not met, the discussion after each practice were so rich that the organizers made a decision to allow that time to continue. Plans have been made to follow-up in ongoing PD to allow for collaboration among peers. A clear communication plan and follow-up strategies were outlined. 			

Now it's your turn!

1. When planning for the event, write the details of the event on the top of the checklist to document which event is being evaluated.
2. Prior to the professional development event, note which indicators for each Core Component are planned to be incorporated into the professional development event in the left-hand column ("Expected?"). Add additional indicators for each Core Component if developed specifically for an event. Additional rows have been provided for this purpose.
3. After to the professional development event, evaluate whether the planned indicators were met or unmet in the event. Ideally, this would be done within 24 hours of the event as it is fresh on your mind.
4. Add notes to provide further justification for the evaluation.

Training: Date & Time:			
Expected? <i>Fill out prior to PD event.</i>	Core Component 1: Introducing and Illustrating a Practice to Educators Does the professional development describe how to use the K-3 Formative Assessment in detail and provide multiple examples of the practice by...?	Met/Unmet <i>Fill out after PD event.</i>	Notes
<input type="checkbox"/>	Describing the characteristics and uses of K-3 Formative Assessment?	<input type="checkbox"/> Met <input type="checkbox"/> Unmet	
<input type="checkbox"/>	Describing the expected outcomes of using the K-3 Formative Assessment?	<input type="checkbox"/> Met <input type="checkbox"/> Unmet	
<input type="checkbox"/>	Describing the settings where the K-3 Formative Assessment can be used?	<input type="checkbox"/> Met <input type="checkbox"/> Unmet	
<input type="checkbox"/>	Describing and illustrating how the K-3 Formative Assessment is aligned with state, district, or school standards?	<input type="checkbox"/> Met <input type="checkbox"/> Unmet	
<input type="checkbox"/>	Using photographs, videos, or other multimedia tools to illustrate how to use the K-3 Formative Assessment?	<input type="checkbox"/> Met <input type="checkbox"/> Unmet	
<input type="checkbox"/>	Providing at least three different examples of how the K-3 Formative Assessment can be used with students?	<input type="checkbox"/> Met <input type="checkbox"/> Unmet	

<input type="checkbox"/>		<input type="checkbox"/> Met <input type="checkbox"/> Unmet	
<input type="checkbox"/>		<input type="checkbox"/> Met <input type="checkbox"/> Unmet	
Expected? <i>Fill out prior to PD event.</i>	Core Component 2: Active and Authentic Educator Learning Experiences Does the professional development use learner experiences to illustrate the use of the practice by...?	Met/Unmet <i>Fill out after PD event.</i>	Notes
<input type="checkbox"/>	Using simulations or other exercises to have educators use the K-3 Formative Assessment, ideally in the setting that they will use the assessment process (e.g., classroom or school)?	<input type="checkbox"/> Met <input type="checkbox"/> Unmet	
<input type="checkbox"/>	Engaging the educators in multiple opportunities to use the K-3 Formative Assessment during the training?	<input type="checkbox"/> Met <input type="checkbox"/> Unmet	
<input type="checkbox"/>	Observing or having the educators record the real-time use of the practice?	<input type="checkbox"/> Met <input type="checkbox"/> Unmet	
<input type="checkbox"/>		<input type="checkbox"/> Met <input type="checkbox"/> Unmet	
<input type="checkbox"/>		<input type="checkbox"/> Met <input type="checkbox"/> Unmet	
Expected? <i>Fill out prior to PD event.</i>	Core Component 3: Educator Understanding of a Practice Does the professional development promote educator participation in training by...?	Met/Unmet <i>Fill out after PD event.</i>	Notes
<input type="checkbox"/>	Offering multiple opportunities for the trainer to provide real-time feedback to educators?	<input type="checkbox"/> Met <input type="checkbox"/> Unmet	
<input type="checkbox"/>	Allowing educators to ask questions about how to use the K-3 Formative Assessment?	<input type="checkbox"/> Met	

		<input type="checkbox"/> Unmet	
<input type="checkbox"/>	Using collective educator participation to learn the practice?	<input type="checkbox"/> Met <input type="checkbox"/> Unmet	
<input type="checkbox"/>	Using videos to prompt educators to describe the characteristics of the practices that were used?	<input type="checkbox"/> Met <input type="checkbox"/> Unmet	
<input type="checkbox"/>	Engaging educators in descriptions of changes or improvements in student learning as a result of using the practice?	<input type="checkbox"/> Met <input type="checkbox"/> Unmet	
<input type="checkbox"/>		<input type="checkbox"/> Met <input type="checkbox"/> Unmet	
<input type="checkbox"/>		<input type="checkbox"/> Met <input type="checkbox"/> Unmet	
Expected? <i>Fill out prior to PD event.</i>	Core Component 4: Opportunities to Become Proficient in a Practice Does the professional development engage educators in evaluation of their experiences using the K-3 Formative Assessment by...?	Met/Unmet <i>Fill out after PD event.</i>	Notes
<input type="checkbox"/>	Offering multiple opportunities for educators to reflect on using the K-3 Formative Assessment?	<input type="checkbox"/> Met <input type="checkbox"/> Unmet	
<input type="checkbox"/>	Engaging educators in group discussions about their experiences using the practice (e.g., what worked, what did not work)?	<input type="checkbox"/> Met <input type="checkbox"/> Unmet	
<input type="checkbox"/>	Engaging educators in the development of plans for using the K-3 Formative Assessment in the classroom?	<input type="checkbox"/> Met <input type="checkbox"/> Unmet	
<input type="checkbox"/>	Allowing educators to develop improvement strategies for using the K-3 Formative Assessment?	<input type="checkbox"/> Met <input type="checkbox"/> Unmet	
<input type="checkbox"/>	Using a performance checklist to have educators self-assess how to use the K-3 Formative Assessment with fidelity?	<input type="checkbox"/> Met <input type="checkbox"/> Unmet	

<input type="checkbox"/>	Using journaling, work samples, reflective inquiry, discussions or other collaborative methods to facilitate deep understanding of how to use the K-3 Formative Assessment?	<input type="checkbox"/> Met <input type="checkbox"/> Unmet	
<input type="checkbox"/>	Engaging educators in collaborative planning or communities of practice to provide ongoing peer support for initial learning?	<input type="checkbox"/> Met <input type="checkbox"/> Unmet	
<input type="checkbox"/>		<input type="checkbox"/> Met <input type="checkbox"/> Unmet	
<input type="checkbox"/>		<input type="checkbox"/> Met <input type="checkbox"/> Unmet	
Expected? <i>Fill out prior to PD event.</i>	Core Component 5: Professional Development Specialist (PDS) Supports Does the professional development allow for trainers to provide close support to educators by...?	Met/Unmet <i>Fill out after PD event.</i>	Notes
<input type="checkbox"/>	Providing opportunities or plans for the educators to receive ongoing feedback on their use of the practice?	<input type="checkbox"/> Met <input type="checkbox"/> Unmet	
<input type="checkbox"/>	Planning and implementing ongoing supports (peer, coach, supervisor, or mentor, etc.) to reinforce initial learning?	<input type="checkbox"/> Met <input type="checkbox"/> Unmet	
<input type="checkbox"/>	Offering multiple avenues or methods for educators to reach trainers when they have questions?	<input type="checkbox"/> Met <input type="checkbox"/> Unmet	
<input type="checkbox"/>	Using classroom observations of educator practices to provide context-specific suggestions, supportive feedback, and encouragement?	<input type="checkbox"/> Met <input type="checkbox"/> Unmet	
<input type="checkbox"/>		<input type="checkbox"/> Met <input type="checkbox"/> Unmet	
<input type="checkbox"/>		<input type="checkbox"/> Met <input type="checkbox"/> Unmet	

Expected? <i>Fill out prior to PD event.</i>	Core Component 6: Professional Development of Sufficient Duration and Interest Does the professional development or future planned professional development events ensure that the duration, intensity, and number of sessions needed to learn to use a practice are sufficient to use the K-3 Formative Assessment with fidelity by...?	Met/Unmet <i>Fill out after PD event.</i>	Notes
<input type="checkbox"/>	Incorporating ongoing learning opportunities into the training over repeated occasions?	<input type="checkbox"/> Met <input type="checkbox"/> Unmet	
<input type="checkbox"/>	Distributing educator opportunities over time so educators can learn to use the K-3 Formative Assessment during multiple sessions?	<input type="checkbox"/> Met <input type="checkbox"/> Unmet	
<input type="checkbox"/>	Jointly identifying with educators ongoing opportunities to improve their use of the practice?	<input type="checkbox"/> Met <input type="checkbox"/> Unmet	
<input type="checkbox"/>	Allowing sufficient time and practice for educators to feel confident to use the K-3 Formative Assessment?	<input type="checkbox"/> Met <input type="checkbox"/> Unmet	
<input type="checkbox"/>		<input type="checkbox"/> Met <input type="checkbox"/> Unmet	
<input type="checkbox"/>		<input type="checkbox"/> Met <input type="checkbox"/> Unmet	
Expected? <i>Fill out prior to PD event.</i>	Learning Targets Does the professional development or future planned professional development events met the identified learning targets?	Met/Unmet <i>Fill out after PD event.</i>	Notes
<input type="checkbox"/>		<input type="checkbox"/> Met <input type="checkbox"/> Unmet	
<input type="checkbox"/>		<input type="checkbox"/> Met <input type="checkbox"/> Unmet	

<input type="checkbox"/>		<input type="checkbox"/> Met <input type="checkbox"/> Unmet	
<input type="checkbox"/>		<input type="checkbox"/> Met <input type="checkbox"/> Unmet	
<input type="checkbox"/>		<input type="checkbox"/> Met <input type="checkbox"/> Unmet	
<input type="checkbox"/>		<input type="checkbox"/> Met <input type="checkbox"/> Unmet	
Notes and Next Steps			

Sample Participant Evaluation Form

To complete PD Planning Tool 3, it may be helpful to use a participant evaluation form to evaluate the extent to which a training met the expected outcomes and components. Keep in mind, each training may address a different combination of components. The example below incorporates components 1, 2, and 4.

Training _____ Date _____ Role _____

A. Please indicate how satisfied you were with your experience in this training:

1
2
3
4
5
Highly Unsatisfied *Unsatisfied* *Indifferent* *Satisfied* *Highly Satisfied*

B. Please rate if the training met the following goals:

Component 1: Introduced and Illustrated the K-3 Formative Assessment	Met or Unmet
Described the characteristics and uses of the K-3 Formative Assessment?	<input type="checkbox"/> Met <input type="checkbox"/> Unmet
Described the expected outcomes of using the K-3 Formative Assessment?	<input type="checkbox"/> Met <input type="checkbox"/> Unmet
Described the settings where the K-3 Formative Assessment can be used?	<input type="checkbox"/> Met <input type="checkbox"/> Unmet
Described and illustrated how the K-3 Formative Assessment is aligned with state, district, or school standards?	<input type="checkbox"/> Met <input type="checkbox"/> Unmet
Provided at least three different examples of how the K-3 Formative Assessment can be used with students?	<input type="checkbox"/> Met <input type="checkbox"/> Unmet
Core Component 2: Active and Authentic Educator Learning Experiences	Met or Unmet
Used simulations or other exercises to use the K-3 Formative Assessment, ideally in the setting that you will use the assessment process (e.g., classroom or school)?	<input type="checkbox"/> Met <input type="checkbox"/> Unmet
Engaged educators in multiple opportunities to use the K-3 Formative Assessment during the training?	<input type="checkbox"/> Met <input type="checkbox"/> Unmet
Observed or had the educators record the real-time use of the practice?	<input type="checkbox"/> Met <input type="checkbox"/> Unmet
Core Component 3: Educator Understanding of a Practice	Met or Unmet
Offered multiple opportunities for the trainer to provide real-time feedback to educators?	<input type="checkbox"/> Met <input type="checkbox"/> Unmet
Allowed educators to ask questions about how to use the K-3 Formative Assessment?	<input type="checkbox"/> Met <input type="checkbox"/> Unmet
Used collective educator participation to learn the practice?	<input type="checkbox"/> Met <input type="checkbox"/> Unmet
Used videos to prompt educators to describe the characteristics of the practices that were used?	<input type="checkbox"/> Met <input type="checkbox"/> Unmet
Engaged educators in descriptions of changes or improvements in student learning as a result of using the practice?	<input type="checkbox"/> Met <input type="checkbox"/> Unmet
Core Component 4: Opportunities to Become Proficient in a Practice	Met or Unmet
Offered multiple opportunities for educators to reflect on using the K-3 Formative Assessment?	<input type="checkbox"/> Met <input type="checkbox"/> Unmet
Engaged educators in group discussions about their experiences using the practice (e.g., what worked, what did not work)?	<input type="checkbox"/> Met <input type="checkbox"/> Unmet

Engaged educators in the development of plans for using the K-3 Formative Assessment in the classroom?	<input type="checkbox"/> Met <input type="checkbox"/> Unmet
Allowed educators to develop improvement strategies for using the K-3 Formative Assessment?	<input type="checkbox"/> Met <input type="checkbox"/> Unmet
Used a performance checklist to have educators self-assess how to use the K-3 Formative Assessment with fidelity?	<input type="checkbox"/> Met <input type="checkbox"/> Unmet
Used journaling, work samples, reflective inquiry, discussions or other collaborative methods to facilitate deep understanding of how to use the K-3 Formative Assessment?	<input type="checkbox"/> Met <input type="checkbox"/> Unmet
Engaged educators in collaborative planning or communities of practice to provide ongoing peer support for initial learning?	<input type="checkbox"/> Met <input type="checkbox"/> Unmet

Notes, if applicable:

C. After participating in this training, do you feel you could:

Learning Target	Met or Unmet
Identify two techniques for incorporating the assessment into classroom routines	<input type="checkbox"/> Met <input type="checkbox"/> Unmet
Incorporate feedback into your own observations and use of assessment materials	<input type="checkbox"/> Met <input type="checkbox"/> Unmet

Notes, if applicable:

D. What aspects of the training did you find most and least helpful?

E. Any additional feedback you would like to give the trainers?

Discussion questions

Evaluation: Who is the best person to evaluate the effectiveness of the professional development event? The tool can be used both as an external evaluation with an outside evaluator or activity participant, or as a self-evaluation.

Core Components: What other aspects of your training may meet the core components other than what has been listed in the checklist? Feel free to get creative and think outside the box.

Next steps: How will you use the checklist to improve future professional development? How can feedback be provided to teachers about the assessment process on what works well and what was challenging? How often will feedback be provided? How can teachers be supported to use the assessment with fidelity after they have had a chance to use the assessment? What strategies will be used to turn these reflections into improvement strategies?

Appendix A: Additional Core Component Resources

Component 1. The resources for illustrating and demonstrating the use of content knowledge or practice include different ways a PDS can engage educators in learning the key characteristics of a practice. These include videos, observations, and educator demonstrations.

Bilash, O. (2011). The value of observation. Available at

<http://www.educ.ualberta.ca/staff/olenka.bilash/best%20of%20bilash/observation.html>

British Broadcasting Company. (2010). Videos for educator training. Available at

<http://www.bbcactive.com/BBCActiveIdeasandResources/VideosforEducatorTraining.aspx>

Trucano, M. (2013). Using video to improve teaching -- and support educators. Available at

<http://blogs.worldbank.org/edutech/using-video-improve-teaching-and-support-educators>

Core Component 2: The resources for educator use and evaluation of their experiences using content knowledge or practice include different active and authentic learning activities and opportunities that professional development specialists can use to promote educator adoption of new knowledge or practice. The resources provided were selected because they include a wide range of different activities for authentic learning.

Cariinfo. (2015). Active learning activities for adults. Available at

http://cariinfo.pe.hu/cari/Active_Learning_Activities_for_Adults.html

Center for Teaching and Learning. (2008). Some basic active learning strategies. Minneapolis, MN: University of Minnesota. Available at

<http://www1.umn.edu/ohr/teachlearn/tutorials/active/strategies/>

Hellman, A. B. (2010, March). Authentic professional learning for inservice educators with open access media. Paper presented at the Annual TESOL Conference, Boston, MA. Available at

http://www.academia.edu/1661579/Authentic_professional_learning_for_in-service_educators_with_open_access_media

Core Component 3 and 4: The focus of the resources for reflection and mastery is educators' deep understanding of their use of content knowledge or practice, student benefits and outcomes, and their sense of competence and confidence (mastery). The resources include activities for professional development specialist facilitation of educator reflection and methods for promoting educator competence for engaging in self-reflective teaching.

British Broadcasting Company. (2011). Reflective teaching: Exploring our own classroom practice.

Available at <http://www.teachingenglish.org.uk/article/reflective-teaching-exploring-our-own-classroom-practice>

Clark, D. (2011). Learning through reflection. Available at

<http://www.nwlink.com/~donclark/hrd/development/reflection.html>

McGraw Hill Education. (2015). The reflective educator. Available at

<http://www.mheducation.co.uk/openup/chapters/9780335222407.pdf>

North American Council for Online Learning. (2008). Online teaching support programs: Mentoring and coaching models. Available at http://www.inacol.org/wp-content/uploads/2012/11/NACOL_OnlineEducatorSupportPrograms_2008.pdf

The Open University. (2015). Learning to teach: Becoming a reflective practitioner. Available at <http://www.open.edu/openlearn/education/learning-teach-becoming-reflective-practitioner/content-section-6.1>

Component 5 and 6: The resources for ongoing educators' learning opportunities for promoting sustained use of content knowledge or practice in their classrooms include strategies for job-embedded reinforcement of initial inservice training and in vivo coaching and mentoring. The resources include different types of procedures for providing ongoing follow-up supports.

Croft, A., Coggshall, J. G., Dolan, M., Powers, E., & Killion, J. (2010). Job-embedded professional development: What it is, who is responsible, and how to get it done well: Issue brief. Washington, DC: National Comprehensive Center for Educator Quality. Available at <http://learningforward.org/docs/pdf/jobembeddedpdbrief.pdf?sfvrsn=0>

Minnesota Department of Education. (2012). Job-embedded professional development. Available at <http://www.education.state.mn.us/MDE/EdExc/ProDev/index.html> *Resources:* Component 6 is closely related to Component 5 in its focus on ensuring educators have ongoing support and learning opportunities as they implement the K-3 Formative Assessment. See the resource section above for Component 5 for relevant resources and tools.