



## Menu of Data Sources and Their Uses

DATA SOURCE	LEVEL(S)	PURPOSE	SAMPLE QUESTIONS/ISSUES
Surveys of Teachers	1 - Participants' reactions 2 - Participants' learning	<ul style="list-style-type: none"> <li>✓ To assess immediate reaction to professional development activity(ies)</li> <li>✓ To understand the influence of professional development (PD) on teachers' own practice</li> <li>✓ Gather anonymous feedback on how to modify PD to augment impact</li> </ul>	<ul style="list-style-type: none"> <li>✓ What did you learn from participating in the PD activity and what more do you need to learn?</li> <li>✓ How could the PD activity be improved?</li> <li>✓ How are you translating what you learned through participating in PD to your instruction and other practice?</li> </ul>
Interviews/Focus Groups with Teachers	1 - Participants' reactions 2 - Participants' learning	<ul style="list-style-type: none"> <li>✓ To understand individual perceptions and observations, especially links between PD and outcomes (both primary and secondary)</li> <li>✓ Gather specific feedback on how to modify future PD activities</li> </ul>	<ul style="list-style-type: none"> <li>✓ What did you learn from participating in the PD activity and what more do you feel you need to learn?</li> <li>✓ How are you translating what you learned through participating in PD to your instruction and other practice?</li> <li>✓ What are you noticing about how student learning has changed as a result of change in instructional practice?</li> </ul>

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Teacher Work Product (e.g., lesson plans, assessments, assignments, etc.)	2 - Participants' learning  4 - Participants' use of new knowledge and skills	<ul style="list-style-type: none"> <li>✓ To consider how PD has influenced the ways in which teachers organize lessons and set student expectations</li> <li>✓ Tracking change in pedagogy over time</li> </ul>	<ul style="list-style-type: none"> <li>✓ How have lesson plans changed over time that reflect influence of PD on learning objectives and organizing instruction?</li> <li>✓ Have expectations in what and how students learn changed?</li> </ul>
Student In-class Work	5 - Student learning outcomes	<ul style="list-style-type: none"> <li>✓ To track changes in student work product as a result of changes in instructional practice</li> </ul>	<ul style="list-style-type: none"> <li>✓ How are students demonstrating proficiency in their classroom work? Has this changed over time?</li> <li>✓ Do differences in student work among students reflect the differentiation of instruction?</li> </ul>
Student Assessments	5 - Student learning outcomes	<ul style="list-style-type: none"> <li>✓ To track changes in student proficiency in specific subjects</li> <li>✓ Assessing student learning strengths and deficits for the purposes of differentiation and targeting instruction</li> </ul>	<ul style="list-style-type: none"> <li>✓ Where do classrooms as a whole and individual students demonstrate strength and areas for improvement in learning?</li> <li>✓ How can we modify assessments to better support students' areas of need?</li> </ul>
Classroom Observations	4 - Participants' use of new knowledge and skills  5 - Student learning outcomes	<ul style="list-style-type: none"> <li>✓ Taking a "snapshot" of classroom practice</li> <li>✓ Linking changes in educator practice to student engagement, behavior, attitudes and/or learning</li> </ul>	<ul style="list-style-type: none"> <li>✓ How are teachers implementing lessons learned from the PD in real time?</li> <li>✓ How are students demonstrating changes in learning or behaving and can this change be attributed to change in educator practice?</li> </ul>

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Teacher Collaboration Observations	3 - Organization support and change 4 - Participants' use of new knowledge and skills	<ul style="list-style-type: none"> <li>✓ Taking a "snapshot" of teacher interaction and reflective practice</li> <li>✓ Linking professional development interventions to changes in educator practice</li> </ul>	<ul style="list-style-type: none"> <li>✓ How does school leadership support teachers and hold them accountable to changes in instructional practices?</li> <li>✓ How do teachers interact with and learn from each other?</li> </ul>