Evaluation Instrument

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According to Guskey, there are five levels of evaluation for a successful professional development plan. Collaboration among staff and teachers is imperative in order to move forward. Therefore, during the development of a school-wide technology implementation plan, teachers and staff will participate in several modes of evaluation in order to better serve the Professional Learning Communities (PLC) at my school (Guskey, 2016). The technology implementation plan will be based on Canvas, our Digital Learning Days platform.

Level 1: Reactions by Teachers

At the end of the first PLC, staff and teachers will participate in a short survey in order to assess the usefulness of the coaching session. We will use Microsoft Forms as a tool for this evaluation because every staff in the school has access to a Microsoft account. The questions on the survey are below:

1. Did you find the PLC useful?
2. Were the activities well-planned?
3. Did the content make sense to you?

Level 2: Participants Learning

In the days to follow, teachers will receive an assessment on their level of understanding and what they understood and can implement in their classroom. According to Learning Forward, 2011, this will help teachers' understanding of the material presented and the level of interest and engagement by teachers during the coaching sessions and help the committee better serve the community. We will be using the Microsoft Forms for this assessment as well as we did for rthe initial survey. A few questions specific to the topic will be presented and these include the following:

1. What did you know about the topic before coming to the coaching session? (text box included)
2. Write 3 things that you know about the topic. (text box included)
3. Will you try this new knowledge in your classroom? And if so, when?
4. Will you be needing the technology committee support?
5. Will you be needing any additional support?
6. What technology devices will be useful for this task?

Level 3: Organizational Support and Change

Organizational support is imperative when applying new knowledge in the classroom (Guskey, 2016). Therefore, teachers must receive the support needed in order to be successful and ensure the success for the students as well. To maximize the success rate of the coaching sessions, we will personally observe the teachers who are implementing the technology in their classroom. After the observation, the teachers will receive a form asking them the following:

1. Did you receive any support from the technology committee?
2. What technological resources (if any) were provided to you?
3. Was time provided to you for the development of the technology lesson?
4. What additional support do you require in order to achieve your goal?

Level 4: Participant Implementation

After the observation listed in Level 3, the observer coach will evaluate the use of the technology presented during the coaching sessions PLCs, taking into consideration the answers provided by the teacher during the last questionnaire. Knight, 2018, expresses that uninterrupted video recordings can be a way to evaluate teachers' implementations of new strategies, I believe we probably use both, personal observations and video recording in order to better assess the use of the new technology implementation in the classroom. The teachers will be placed in one of the following categories:

1. Non-observed: the teacher has not yet begun to implement the new technology in the classroom.
2. Developing: the teacher has started to implement the new technology in the classroom. Further coaching is needed in order to reach the goal.
3. Mastery: the teacher has implemented the technology, has followed through with all requirements for implementation and may be able to coach others in the concept.

Level 5: Student Learning Outcome

At this level, Guskey focuses on student learning and outcome (Guskey, 2016). Data collection at this level is important in order to measure what we have accomplished during the PLC technology coaching sessions. The data can be collected in different ways to ensure validity. A combination of common assessments and Canvas data will be helpful for us in our school. Observation of the students in the class can be also useful, however this method can only be for strategy implementation purposes.

Student learning is the focus of level five (Guskey, 2016). Pre and post assessment scores may be analyzed. Depending on the coaching strategy or technology implemented, data may be pulled directly from the program. In addition, student work samples may be analyzed to look for impact. If student impact is observed, teachers, coaches, and administrators should analyze if the impact can directly correlate to the strategy or technology implementation. Teachers and students should be interviewed at this time to determine the effectiveness of the coaching. A questionnaire through Microsoft Forms will be sent to all students in the class, every student in the school has access to a Microsoft account, and the teacher will also receive a set of questions.

Student Questions:

1. What did you think about (what you were just taught)?
    a. Useful
    b. Not useful
    c. I need help with it
    d. I did not understand

2. Did you enjoy doing _____? Yes/No
3. What can your teacher do to help you with _____? (text box)

Teacher questions:

1. Did the technology implementation make a difference in your lesson?
2. What challenges did you encounter when implementing the technology?
3. Did it affect the performance of the students? In what way?

Based on the data collected throughout the session, we will determine the next course of action. If the data shows growth in student achievement, we can continue to build on the knowledge and move forward with additional technology implementation strategies. However, if the data shows little to no improvement, additional coaching should be provided to ensure that the goal is met.

References

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Knight, J. (2018). *The impact cycle: What instructional coaches should do to foster powerful improvements in teaching.* Thousand Oaks, CA: Corwin Press.

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