



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

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			<ul style="list-style-type: none"> ✓ What are you noticing about how student learning has changed as a result of change in instructional practice?
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"> ✓ To consider how PD has influenced the ways in which teachers organize lessons and set student expectations ✓ Tracking change in pedagogy over time 	<ul style="list-style-type: none"> ✓ How have lesson plans changed over time that reflect influence of PD on learning objectives and organizing instruction? ✓ Have expectations in what and how students learn changed?
Student In-class Work	5 - Student learning outcomes	<ul style="list-style-type: none"> ✓ To track changes in student work product as a result of changes in instructional practice 	<ul style="list-style-type: none"> ✓ How are students demonstrating proficiency in their classroom work? Has this changed over time? ✓ Do differences in student work among students reflect the differentiation of instruction?
Student Assessments	5 - Student learning outcomes	<ul style="list-style-type: none"> ✓ To track changes in student proficiency in specific subjects ✓ Assessing student learning strengths and deficits for the purposes of differentiation and targeting instruction 	<ul style="list-style-type: none"> ✓ Where do classrooms as a whole and individual students demonstrate strength and areas for improvement in learning? ✓ How can we modify assessments to better support students' areas of need?

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Classroom Observations	4 - Participants' use of new knowledge and skills 5 - Student learning outcomes	<ul style="list-style-type: none"> ✓ Taking a "snapshot" of classroom practice ✓ Linking changes in educator practice to student engagement, behavior, attitudes and/or learning 	<ul style="list-style-type: none"> ✓ How are teachers implementing lessons learned from the PD in real time? ✓ How are students demonstrating changes in learning or behaving and can this change be attributed to change in educator practice?
Teacher Collaboration Observations	3 - Organization support and change 4 - Participants' use of new knowledge and skills	<ul style="list-style-type: none"> ✓ Taking a "snapshot" of teacher interaction and reflective practice ✓ Linking professional development interventions to changes in educator practice 	<ul style="list-style-type: none"> ✓ How does school leadership support teachers and hold them accountable to changes in instructional practices? ✓ How do teachers interact with and learn from each other?