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Annotated Bibliography of Out-of-School Time Professional Development Resources

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Abstract
The OSTRC conducted literature searches of the UPENN library databases including PsycInfo, ERIC and Professional Development Collection for articles pertaining to promising practices in professional development and evaluating professional development. In addition to searching the library database, we conducted Google searches. We used various search terms and key words including the following:

• professional development and out-of-school time

• professional development and program quality

• promising practices and out of school time

• professional development and afterschool

• professional development and quality

• evaluating professional development

• afterschool and quality

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- afterschool and quality
- out-of-school time
- afterschool

These searches yielded several citations. We reviewed the citations and chose articles based on the following domains:

- Defining Professional Development
- Goals and Objectives
- Integrating Staff Needs and Input
- Professional Development Standards
- Designing and Implementing Workshops
- Additional Professional Development Formats
- Evaluation

The articles are annotated and presented below.

Defining Professional Development

Bowie, L. & Bronte-Tinkew, J. (2006, December). The importance of professional development for youth workers. Child Trends: *Research-to-Results*, *17*. Retrieved November 29, 2007, from http://www.p21.us/resources/Professional_Development_Insight.pdf

The authors define professional development within the context of youth programs. In addition, the authors present a definition of youth worker and discuss the importance of professional development for the youth work community. The research brief also identifies core competencies for youth workers. Further, the authors present four types of professional development training delivery models that include 1) teams of community and youth workers, 2) in-service training, 3) affinity groups and 4) training for supervisors. The brief concludes with possible next steps for developing a professional development system for youth workers.

Center for Comprehensive School Reform and Improvement. (2006, February). Newsletter: Redefining professional development. Retrieved from http://www.centerforcsri.org/index.php?option=com_content&task=blogsection&id=3&Itemid=5

After summarizing characteristics of effective professional development as have been identified across various studies, this article offers four further suggestions for improving professional development. First, effective PD must necessarily be a focus of attention for both policymakers and educators, informing their policy and practice at all levels. Second, the format of PD activities must be consciously considered in light of intended outcomes, and must be varied as appropriate. Third, teachers must be actively engaged – their needs and interests should be considered, and PD activities must be relevant to their actual classroom experiences. Finally, the definition of professional development must be expanded beyond meetings, conferences, presentations and workshops, to encompass a vision more in tune with life-long learning.

National Staff Development Council. (2004). *Staff development FAQs*. Retrieved April 23, 2004, from http://www.nsdc.org/library/basics/faqs.cfm.

This list of more than a dozen frequently asked questions covers everything from what staff development is to how schools make decisions about what teachers will learn to how one would pursue a career in staff development. Answers are conversational in tone and focus on the importance and logistics of staff development within a school context.

Out-of-School Time Resource Center. (2005b). *Definition and types of professional development*. Unpublished document.

Reaching beyond a definition of professional development as consisting solely of workshops, this document broadens the definition to include activities and resources such as peer mentoring, technical assistance, electronic listservs and internships or apprenticeships.

***Professional Development*. (n.d.). Retrieved November 1, 2007, from http://www.edweek.org/rc/index.html.**

This article provides an introduction to professional development, summarizing major perspectives in the field, presenting results of research produced in the last 10 years, and offering recommendations for planning, implementing, supporting and sustaining effective professional development programs.

Goals and Objectives

Aspen Institute Roundtable on Community Change. (2004, October). *Theory of change as a tool for strategic planning: A report on early experiences*. New York: Andrea A. Anderson.

Using a case study of The Wallace Foundation Parents and Communities for Kids initiative, this report examines the use of a Theory of Change (TOC) approach to planning community-based initiatives. The TOC process requires that those hoping to initiate community change initiatives "define all of the necessary and sufficient preconditions required to bring about a given long-term outcome." The Roundtable further specifies that this should be accomplished using an outcomes framework, in which participants work backwards from

intended outcomes to map each step of the process. Additionally, participants must make all assumptions about the change process explicit, such that they may be examined and possibly tested. Lessons and challenges of the TOC approach are offered.

Sparks, D. (1997). Maintaining the faith in teachers' ability to grow: An interview with Asa Hilliard. *Journal of Staff Development*. 18(2).

In this short interview, Dr. Hilliard – a prominent educator, historian and psychologist – discusses his belief in the power of professional development to improve student achievement and suggests several ways of facilitating and encouraging this process. Suggestions include creating a culture of collaboration, utilizing master teachers, and making student achievement a school issue rather than a teacher issue.

Weiss, H. (2005/2006, Winter). From the director's desk [Electronic version]. Harvard Family Research Project: *The Evaluation Exchange*, 11(4), 1.

This letter from the Director of the Harvard Family Research Project introduces the Winter 2005/2006 issue's theme of Professional Development. Weiss argues that youth workers, managers, youth service organizations, and the broad sectors within which they function – K-12 education, early childhood education, child welfare and youth development – are all experiencing increased demands and evolving needs to which professional development must respond. As such, this publication seeks to address a variety of the issues they face, examining topics ranging from the composition of the afterschool workforce to the evaluation of online professional development programs.

Integrating Staff Needs and Input

McElvain, C.K., Caplan, J.G., Diedrich, K.C., Kaufman, S. & Walter, K.E. (2005). *Beyond the bell: A toolkit for creating effective afterschool programs* (3rd ed.). Naperville, IL: Learning Point Associates.

A guide to managing afterschool programs, this book contains numerous tools – surveys, checklists, worksheets and templates – for all aspects of program planning and practice, from creating job listings and hiring staff to finding community partners. Of particular interest for professional development facilitators would be the chapters on Program Management, Program Delivery and Program Design, which include staff training and staff satisfaction surveys, an evaluation template for staff development activities, and various staff self-assessment tools.

Out-of-School Time Resource Center. (2005a). *OSTRC Focus Group Summary*. Retrieved from http://www.sp2.upenn.edu/ostrc/pdf/OSTRCFocusGroupSummary.pdf.

This document presents the results of a series of 5 focus groups conducted by the OSTRC in the Winter of 2004/2005. Participants included both out-of-school time direct-service staff and administrators, all of whom were asked to comment on the professional development activities they had experienced in the past and would like to experience in the future. In addition to a summary of responses to such questions as, "What are some characteristics of 'good workshops'?", a list of recommendations for policymakers and funders is also provided.

Ward, M.A.M. (2007). *Support Staff Professional Development Needs Assessment Survey*. Presented at Annual Conference of The Association for Institutional Research and Planning Officers, June 15th, 2007. Retrieved from http://airpo.binghamton.edu/conference/june2007/Ward_Survey.pdf.

This survey provides an example of how to solicit staff input when designing and scheduling professional development activities. In addition to providing space for open-ended response, the survey requests staff input in regards – among other things - to program format, program topic, and program time.

Professional Development Standards

National Staff Development Council. (2001). *NSDC standards for staff development*. Retrieved April 23, 2004, from http://www.nsdc.org/standards/index.cfm.

The most recent standards for staff development are here presented, addressing context, process and content of development activities.

Partnership for After School Education. (1999). *Developing the afterschool professional and the profession: Addressing quality and scale*. Retrieved from http://www.pasesetter.org/publicationResources/Publications/PDF/DevelopingAfterschoolProfession.pdf.

In this Executive Summary of a year-long assessment of professional development opportunities in afterschool and afterschool-related fields, a broad overview of the PD field is first presented, followed by major findings of the project. PASE has identified a five-dimensional approach to PD, which, when implemented complementarily, should lead to an increased talent pool of trainers, PD opportunities of increased breadth and depth, and a greater capacity on the part of organizations to coordinate, improve and sustain PD opportunities.

Partnership for After School Education (n.d.). Professional Development at PASE: Six Beliefs. (Available from the Partnership for After School Education, 120 Broadway, Suite 230, New York, NY 10271)

This one-page fact sheet presents six beliefs that PASE incorporates in its professional development. These beliefs include 1) we are own best resources, 2) professional development can look lots of different ways, 3) professional development is an integral element to quality programs, 4) professional development should draw from many fields, 5) professional development should be practical and 6) we are always improving.

Partnership for After School Education (n.d.). How PASE trains direct service staff of afterschool programs. (Available from the Partnership for After School Education, 120 Broadway, Suite 230, New York, NY 10271)

This one-page fact sheet suggests there are two aspects of staff development: perspectives and practices. The fact sheet continues to describe the Core Knowledge Training presented by PASE that includes developmentally appropriate practice, classroom/group management strategies and conflict resolution.

Designing and Implementing Workshops

Armstrong, T. (2000). *Multiple Intelligences*. Retrieved from http://www.thomasarmstrong.com/multiple_intelligences.htm.

This webpage provides a brief introduction to Howard Garner's Theory of Multiple Intelligences, which argues that the concept of intelligence, as commonly conceived of and measured, is too limiting. In addition to linguistic and logical-mathematical reasoning (being word smart and math smart), Gardner proposes six additional intelligences: Spatial (picture smart), Bodily-Kinesthetic (body smart), Musical (music smart), Interpersonal (people smart), Intrapersonal (self smart), and Naturalist (nature smart). Suggestions are offered for teaching to each intelligence type.

Broad, M.L. & Newstrom, J.W. (1992). *Transfer of training: Action-packed strategies to ensure high payoff from training investments*. Reading, MA: Addison-Wesley Publishing Co, Inc.

Broand and Newstrom argue that, too often, skills and knowledge learned in professional development activities are not transferred and applied in everyday practice, leading to significant waste of professional development resources and dollars. As such, the authors suggest a human resource development professionals redefine their roles to become "managers of transfer training". In such a role, professionals would be better able to position themselves within the strategic planning processes of their organizations, and more effectively impact how skills and knowledge from professional development activities are applied. This book develops and explains the theory of transfer of training, addresses challenges and concerns, and presents tools and tips to aid in its success before, during and after professional development activities.

Lieb, S. (1991, Fall). Principles of adult learning. *VISION*, Fall 1991. Retrieved from http://honolulu.hawaii.edu/intranet/committees/FacDevCom/guidebk/teachtip/adults-2.htm

Rooted in the research of Malcolm Knowles, this online document concisely presents key characteristics and principles of adult learning. More so than children and teens, adults enter into formal learning experiences with very specific goals, have accumulated significant life experience, and have pressing demands on their time and attention, each of which may act as motivating factors or as barriers to learning. As such, educators of adult students must take into account, and transparently address, how lessons and material will be relevant to their learners. Specific motivating factors and barriers are discussed, followed by a broader discussion of tips for effective instructors.

Lieberman, J.M. & Wilkins, E.A. (2006, Spring). The professional development pathways model: From policy to practice. *Kappa Delta Pi Record*, 42(3), 124-128.

Considering the mandatory status of professional development for classroom teachers, this article briefly summarizes ways in which states, institutions of higher education and local school districts have responded to the call for professional development activities. The article then introduces a four-step professional development pathways model, in which, first, PD needs are assessed, considering a school's improvement plan, the individual needs of teachers, and state certification requirements, among other things. Second, appropriate

pathways are determined, considering context (school-wide training or smaller information sessions), content, and process. Finally, steps three and four integrate reflection and evaluation, considering the impact of provided development activities on student learning, as well as the relationship between development activities and the school improvement plan.

Loucks-Horsley, S. (1996). The concerns-based adoption model (CBAM): A model for change in individuals. Professional Development for Science Education: A Critical and Immediate Challenge. National Standards and the Science Curriculum. Ed. Roger Bybee. Dubuque, Iowa: Kendall/Hunt Pub. Co.

The Concerns-Based Adoption Model is a framework for considering responses to new professional development initiatives, focusing on the concerns raised by various stakeholders. Concerns tend to arise first from a self-orientated position, with questions such as "How will this affect me?" They then progress to task-oriented concerns, such as "How do I do this?" and finally to an impact orientation, with questions such as "Is this change working for my students?" In all, 7 stages of concern are identified. Because this process often takes place over the course of several years, the authors encourage management to make time for and support follow-up to professional development activities, and to be ready and willing to address concerns at each of these levels.

Lowden, C. (2005) Evaluating the impact of professional development. *The Journal of Research in Professional Learning*. National Staff Development Council. Retrieved from http://www.nsdc.org/library/publications/research/index.cfm.

Drawing on Guskey's (2000, 2002) 5 critical levels of professional development evaluation and models of teacher change, this paper presents findings of an evaluation of the professional development process in two public suburban school districts in New York state. Findings suggest that evaluation should be built into the PD plan from the beginning, that PD should be aligned with the teacher evaluation process, that PD decision making and planning should include *all* stakeholders, and that the PD process must have clear goals, should be clearly defined and communicated, and should be informed by research-based best practices. The questionnaire used for data collection is included as an appendix.

Pennsylvania Early Learning Keys to Quality. (2006). *PQAS Sample Professional Development Module*. Retrieved from http://www.pakeys.org/docs/PQAS%20Sample%20Module.pdf.

A fully detailed sample professional development module, the 3-hour long workshop here described includes a content outline, presentation methods, and materials as well as time needed for everything from introductory activities through to wrap-up and debriefing.

Teeters, J. (2001). *Teach with style: A comprehensive system for teaching adults*. St. Paul, MN: Redleaf Press.

While this book focuses on teaching adult learners, the majority of its suggestions are practical for teachers at any level. Beginning with an introduction to adult learning theory, the book goes on to discuss the four teacher styles – Systematic, Stimulating, Safe, and Spontaneous - which form the heart of the Teach with Style system. Within each chapter, explanation, tips and activities are offered to facilitate the practice of these styles within the

classroom or other learning environments. The final chapter provides materials and suggestions for assessment and continuous improvement.

Zeldin, S. (1993). *Professional development for youth workers: What is best practice?* First year report of Professional Development for Youth Workers Project for U.S. Department of Justice. Washington, DC: Center for Youth Development and Policy Research, Academy for Educational Development.

This paper summarizes information gathered in the first year of a three-year collaboration between the Office of Juvenile Justice and Delinquency Prevention (OJJDP), the Center for Youth Development and Policy Research (CYD) and the National Network of Runaway and Youth Services (NNRYS). Stemming from the larger goal of creating, piloting, and evaluating a "youth development" training module for individuals who work with at-risk youth, Year 1 focused on the collection and synthesizing of core competencies, best-practices and recommendations gathered from field research and a review of relevant literature. Results are presented herein, as well as goals for Years 2 and 3.

Additional Professional Development Formats

After-School Institute, The. (n.d.). *About the network*. Retrieved from http://www.afterschoolinstitute.org/TASI/aboutn/default.aspx.

This webpage introduces the goals and activities of The After-School Institute (TASI), whose mission is "to build the capacity of after-school program providers so that they can deliver high quality services in a caring and supportive environment." One of TASI's primary activities is their monthly peer network meeting, which may also include trainings and technical assistance; site visits and other capacity-building opportunities are also provided. The larger website provides funding information and links to other useful websites, among other resources.

Fletcher, A.J. (2004). *A guide to strengthening the quality of afterschool programs through statewide support*. Sacramento, CA: California AfterSchool Partnership.

Drawing on her experience creating, managing and supporting afterschool programs in California, Fletcher offers suggestions for others in the field, focusing on the relationship between programming and public policy. Of particular note, much time is spent on building a team of diverse and competent advisors and professionals, as well as on professional development and support. Coaching and mentoring are specifically highlighted as necessary "guide-by-the-side" components of a successful professional development plan.

Foster, M. (2004, January). An innovative professional development program for urban teachers. *Phi Delta Kappan*, 85(5), 401-406.

After observing that many of the teachers working in low-performing urban schools that she encountered had very few opportunities to experience high quality professional development, Michele Foster set about designing programming to give teachers this access. In this article, Foster describes the workings of one such program, the Learning Through Teaching in an After School Pedagogical Laboratory (L-TAPL). Here, thirty teachers, in cohorts of five, worked with master teachers in an afterschool program for first through fourth grade

students that focused on math, science, and literacy skills. Anecdotally, the apprentice teachers learned through first-hand experience that their children were capable of learning, of controlling their behavior and of being focused on learning tasks. As such, their in-classroom teaching practices have been influenced by these L-TAPL experiences, through a process Foster briefly describes. Broader elements of success and next steps are also discussed.

Hilliard, A, III. (1997). The structure of valid staff development. *Journal of Staff Development*. 18(2), 28-34.

Adapted from a speech given at the 1996 conference of the National Staff Development Council, here Dr. Hilliard argues that effective professional development should be neither complicated nor aberrational, and that stories of success and actual effective techniques for increasing student achievement through professional development need to be better publicized. In addition to providing multiple examples of master teachers who train their colleagues to reproduce their results, Hilliard explicitly enumerates their commonalities, recognizes and suggests responses to impediments to change, and reiterates his belief that effective professional development hinges on the degree to which teacher practices change student outcomes for the neediest of students.

Northwest Regional Educational Laboratory. (2007). *Small Learning Communities*. Retrieved from http://www.nwrel.org/scpd/sslc/.

This website of the Northwest Regional Educational Laboratory is devoted to providing information to and for professionals working in and with small learning communities. In addition to a calendar of relevant events taking place nationwide, the website provides in-depth information and ample tools for use in response to such questions as “How can we best plan and prepare for SLC implementation?” and “How can we make curriculum and instruction more authentic, coherent and challenging?”. Information on grants offered by the U.S. Department of Education’s Office of Elementary and Secondary Education is also available here.

Riley, D.A & Roach, M.A. (2006). Helping teachers grow: Toward theory and practice of an ‘Emergent Curriculum’ model of staff development. *Early Childhood Education Journal*. 33(5), 363-370.

Building on the constuctivist approach to learning, in which knowledge is constructed through action and reflection, the authors outline a six-step model for teacher training in which classroom teachers are observed by, and reflect immediately afterwards with, experienced teacher trainers. This “emergent curriculum” model uses a gradual process of “catching teachers doing good” and linking those practices to research-based knowledge in order to positively shape teachers’ behavior. Preliminary evaluation with a small sample of child care centers (n=23) indicates that this approach successfully produced the intended results.

Seligson, M. & MacPhee, M. (2001). *The relevance of self at work: Emotional intelligence and staff training in after-school environments*. (Center for Research on Women at Wellesley Centers for Women Working Paper No. 402). Wellesley, MA: Wellesley Centers for Women.

This paper explains the theoretical underpinnings of the Bringing Yourself to Work Project (BYWP) of Wellesley College, a professional development program for after-school educators. In BYWP, emotional intelligence and relational psychology are viewed as profoundly important in understanding how teachers relate both to their students and to their coworkers and supervisors. As such, this paper explores several examples of emotional intelligence, self-awareness and relational style "on the job," discusses the relationship between self-awareness and cultural boundaries in multicultural settings, and suggests ways in which the development of self-awareness and emotional intelligence can be encouraged in organizations.

The After-school Corporation (TASC). (2000). *Training and supervising after-school staff*. ATASC Resource Brief prepared by Policy Studies Associates, Inc., New York: Author. Retrieved from http://www.tascorp.org/content/document/detail/1422/

This brief explores four practices that TASC programs have successfully used to support and build the skills of their afterschool staff. Practices include: 1) Holding frequent meetings to connect staff with mentors and ideas is suggested as a forum for problem-solving and advice-sharing, 2) Grounding staff training and development in research and best-practices, 3) Using planning time to build collaboration among staff, so that staff may learn from each others' strengths, and 4) Supplementing professional development trainings with resources and reference materials to help form a bridge between training and practice.

Evaluation

Center for School and Community Services, Academy for Educational Development. (2002). *BEST strengthens youth worker practice: An evaluation of building exemplary systems for training youth workers*. New York: Author. Retrieved from: http://nti.aed.org/assets/doc/BEST-final_report.doc.

This report details findings from the 15 city impact study of the National BEST (Building Exemplary Systems for Training Youth Workers) Initiative. Survey data was collected between 1999 and 2001 from more than 400 youth workers nationwide; information was also gathered through interviews and written reflection logs, with the goal of determining whether and how youth development practices had changed for youth workers who participated in BEST's Advancing Youth Development (AYP) curriculum or other BEST initiatives. Results indicate that the BEST Initiative and AYP trainings had significant and positive impacts on youth worker practice as well as on organizational functioning.

Champion, R. (2002, Fall). Taking measure: Map out evaluation goals. *Journal of Staff Development*, 23(4), 78-79.

This brief article outlines a roadmap for program evaluations, focusing on front-end preparation. Four phases are proposed prior to the actual evaluation process: Phase I: Organize the Process, which includes creating a steering committee and setting clear goals for the process; Phase II: Design the Evaluation, considering questions that will produce results relevant to stated goals, constructing or creating appropriate instruments for

measurement, and deciding when and how data will be collected; Phase III: Prepare to Report, determining who the target audience is and how information will be delivered to them; and, Phase IV: Create the Work Plan, including explicitly listing all tasks involved in the evaluation process, creating a timeline that takes these into account, and distributing a master plan.

Guskey, T.R. (1997, Spring). Research needs to link professional development and student learning*. Journal of Staff Development*, 18(2), 36-40.

In this article, Guskey turns his eye to the issue of research on professional development, arguing that it has failed so far to definitively state what works and what does not, nor how or why they do (or don't). In addition to offering several explanations for this state of affairs, Guskey suggests a shift in approach for evaluating professional development activities, in which researchers first identify programs that have produced desirable results and then work backwards, rather than starting with elements that might make a difference and subsequently researching their effects. Finally, Guskey identifies several principles of staff development activities that appear to be shared by multiple initiatives that have produced measurable gains in student learning.

Guskey, T.R. (1998). The age of our accountability. *Journal of Staff Development*. 19(4) 36-44.

Acknowledging the importance of accountability in professional development, this article identifies 3 major types of program evaluation and discusses 5 levels of assessment that contribute to comprehensive and informative evaluations. Planning evaluation examines a program or activity's goals, rationale and plans to meet those goals prior to the beginning of the program. Formative evaluation takes place during the program's operation, while summative evaluation examines programmatic outcomes. Regardless of type, evaluators should assess participant reaction, participant learning, organizational support, participants' use of new skills and knowledge, and student learning outcomes. The paper concludes with a list of guidelines to assist in improving the quality of professional development evaluations.

Guskey, T.R. (2000). *Evaluating Professional Development*. Thousand Oaks, CA: Corwin Press, Inc.

Guskey presents a thorough account of how to effectively evaluate professional development through asking the right questions. He further provides presents five levels of professional development evaluation: 1) reaction, 2) learning, 3) organization support and change, 4) use of new knowledge and skill and 5) student learning outcomes. Guskey also identifies different methodologies to use to measure each of these levels. The book concludes with a discussion on presenting evaluation results.

Harvard Family Research Project. (2004, August). Promoting quality through professional development: A framework for evaluation. *Issues and Opportunities in Out-of-School Time Evaluation*. No. 8, 1-12.

This paper draws on research concerning professional development in early childhood education to suggest ways in which professional development can impact out-of-school time program quality. It then proposes a four-level evaluation model in which OST programs assess 1) reaction to training, 2) learning of information and practices from training, 3)

transfer of this knowledge to practice, 4) outcomes for youth and other stakeholders. Several professional development initiatives that have conducted evaluations at levels 1-3 are profiled, as well as one that (at press time) was in the process of evaluating programming at level 4. The paper concludes by recommending that all evaluation be student outcome oriented and be planned in conjunction with planning for the program itself.

Killion, J. (2002). *Assessing impact: Evaluating staff development*. Oxford, OH: National Staff Development Council.

This guide serves as a step-by-step roadmap to the professional development evaluation process. Beginning with a discussion of what evaluation is and why it is undertaken, it continues through the construction of an evaluation framework and concludes with suggestions for evaluating the evaluation itself and reflecting on the overall evaluation process. Appendices include sample surveys, a selection of case studies, and staff and participant interview guidelines and templates.

Lamb, T.A. & Tschillard, R. (2005) Evaluating learning in professional development workshops: Using the retrospective pretest. *The Journal of Research in Professional Learning*. National Staff Development Council. Retrieved from http://www.nsdc.org/library/publications/research/index.cfm

Response shift effect and the retrospective pretest are discussed here in the context of professional development evaluation. A response shift effect occurs when a respondent's frame of reference shifts as a result of professional development, because, for instance, at the end of professional development activities, participants have a better understanding of the vocabulary used on the pretest. Pretest reports of knowledge, then, may in fact under- or over-report initial knowledge and thus distort measures of the effectiveness of professional development activities based on differences in pretest and posttest scores. Findings suggest that administering a retrospective pretest in conjunction with the posttest is equally helpful in determining the impact of professional development activities.

Lasley, T.J., II, Siedentop, D., & Yinger, R. (2006). A systemic approach to enhancing teacher quality: The Ohio model. *Journal of Teacher Education*, 57(1), 13-21.

The Ohio Teacher Quality Partnership (TQP) is a research effort designed to investigate the characteristics of effective teachers and the patterns of teacher behavior that lead to student achievement, across and within teacher experience levels, different grade levels, subject areas, and with different types of students. This paper places Ohio TQP within the context of value-added model (VAM) research, then presents a brief examination of 5 studies conducted by the Ohio TQP. The paper concludes by examining a number of issues TQP researchers confronted in the process of conducting their research.

North Central Regional Educational Laboratory (NCREL). (2004, Spring). *Notes and Reflections*, Issue 6. Naperville, IL: Learning Point Associates.

This issue of the (no longer published) NCREL newsletter focuses on the relationship between professional development and evaluation. Specifically, the logic behind evaluating professional development activities is presented, followed by information and tools for conducting evaluations on the following 5 levels: 1) Teacher Reactions, 2) Teacher Learning,

3) Organizational Support, 4) Classroom Implementation, and 5) Student Learning. Tips and additional resources for organizing and executing evaluations are also provided.

Out-of-School Time Resource Center. (2007). *Professional development workshop – Qualitative observation protocol*. Unpublished document.

The OSTRC created an observation protocol to qualitatively assess OST professional development workshops. The observation protocol incorporates elements of Jim Teeters' (2001) work as well as components from the OSTRC's evaluation tools. The protocol assesses the workshop environment and activities as well as the presenter and participant engagement.

Shaha, S.H., Lewis, V.K., O'Donnell, T.J & Brown, D.H. (2004) Evaluating professional development: An approach to verifying program impact on teachers and students. *The Journal of Research in Professional Learning*. National Staff Development Council. Retrieved from http://www.nsdc.org/library/publications/research/index.cfm

This brief article suggests guidelines for a generalizable, metrics-based approach to professional evaluation. Such an approach would measure professional development impacts on learning, attitudes and resources, both for teachers and students. Furthermore, such a method would include multiple test occasions (at least pre- and post-), experimental and control groups, and an analysis of student and teacher demographics. The article concludes by presenting a case study in which this method was applied to measure effects of a reading-focused professional development program.