Districts spend significant resources on providing professional learning to teachers. Yet district leaders often have little information about whether professional learning activities are having the intended impact on teacher practice and student learning (Guskey, 2000; Haslam, 2010; Killion, 2017; Yoon, Duncan, Lee, Scarloss, & Shapley, 2007). Evaluating professional learning can help decision makers determine whether the results warrant further investment to continue or expand the professional learning activities, or whether it is time to discontinue efforts and try a new approach.

Establishing a clear understanding of the components of effective implementation that is shared among your team is critical to ensuring strong and consistent implementation and successful evaluation. The guiding questions below prompt you to think about how you will design your professional learning for some common professional development activities:

* **Workshops:** Who leads the workshops? Who participates? Is participation voluntary? How often are they held? What content is covered? Do workshops build on one another or can the content stand alone? What pedagogy is used? Is any follow-up support provided to help teachers implement what they have learned in the classroom?
* **Coaching:** Do coaches use a common approach to working with teachers? How are coaches hired, trained, and supported? How do you ensure coach quality? How are teachers assigned to work with coaches? Is it voluntary? How often do coaches meet with teachers and for how long? How are teacher learning goals identified? How do coaches use their time with teachers?
* **Professional learning communities (PLCs):** How are teachers grouped into PLCs? How often do they meet? Is there a group leader? What are the goals of the PLCs and how is this determined? Does the group follow a protocol? How is the time used?
* **Analyzing student work:** Who participates in analysis of student work? What student work is used? How often is it analyzed? Is a particular protocol for looking at student work used? How is information from the analysis used?
* **Peer observation:** How many teachers participate? How are teachers selected to participate? How are peers matched? Is there a clear purpose for each observation and how is this purpose identified? How is this time used? Is any guidance provided for the content or format of this time? Do peers use an observation protocol? Is there an opportunity to pre-conference or debrief? How often do peers observe one another?
* **School visits:** What are the goals of school visits? How do you select schools or classrooms to visit? Do you use an observation protocol or some other tool to guide your experience? Who attends the school visits? How is the information learned documented or shared?