### I. Prior Situation & Context Focus for the Program/Project

#### A. Context & environment of the program/project (Extended Context Model for the TPD)

- The Iowa Department of Education (DOE) wanted to know if the 2007 AfL program changes teacher practice over time.
- 5 pilot sites
  - 2 public high schools
  - 1 public elementary school
  - 1 public middle school
  - 1 K-6 Catholic school

#### B. Purposes that TPD might serve, including Needs, Problems, Areas for Growth

The purpose of the AfL program is to change teachers’ practices using formative assessments and effective feedback in order to improve student ownership and overall learning.

#### C. Targeted participants and beneficiaries of TPD

- District Leaders
- Building Leaders
- Teachers
- (Students)

#### D. Diagnostic Theory informing how the problem and needs that the TPD will address are defined, identified and selected.

Students are not fully invested in their learning and Iowa teachers are not trained to give formative feedback that is purposeful and on-going. Therefore, the State used its resources to create an online program to be implemented to train educators in the AfL approach to instruction. Adopting this instructional approach will help teachers be more mindful of their practice (and students more invested in their learning).
## II. Intervention Focus →
**Active Planning**

### E. Solutions & Strategies for the TPD to Implement

- School leaders from the pilot sites will be trained in the program during summer in-services. These individuals will lead AfL professional development sessions throughout the school year.

### F. Process Goals & Objectives for the TPD

- The Iowa DOE will provide an online module-based resource to be used by the sites’ administrations and BLTs to plan professional development opportunities for teachers to learn and successfully implement the AfL approach.

### G. Outcome and Impact Goals & Objectives for TPD

- Teachers will change their teaching practice to incorporate the AfL approach that will allow for an increase in effective instruction, learning, and communication.

### H. Resources & Inputs Actually Used during TPD

- Funding from the State
- University of Iowa Center for Evaluation & Assessment
- Technology/Technical Support
- Online program
- Time and location for training (Summer 2012; AEA 11)
- Time for building PD
- Printed materials
- Training materials (space, poster paper, post-it notes, markers, projector, computers, internet)

### I. Activities, Methods & Procedures Actually Used during TPD

- 5 training sessions for the 3 pilot sites took place
- Staff PD sessions on site delivered by curriculum director and/or BLT

### J. Actual TPD Outputs

- AfL online program - 7 modules - articles - videos - activity sheets - org. tools - reflection sheets
- 3 districts over the 2012 summer created an AfL timeline for their sites

### K. Program theory informing the TPD intervention/impact model (action model).

If leadership teams become experts in the AfL approach, then they can train their building staffs.

If teachers are effectively trained in how to design and instruct lessons using the AfL approach, then changes in teaching practices related to AfL will ensue.

### L. Program theory informing the delivery, administration & management of TPD.

Teachers will learn (from modules), how to instruct using the new approach and will then be able to incorporate this new approach into their daily practice. Because the teachers are arranged in teams, they will be able to use their peers as support as they adjust their instruction.
### M. Post TPD Context & Environment: changes in the ECM?
- **2013-2014 school year:** 2 sites
- **Both sites implementing several initiatives**
  - St. Paul: K-8 school
    - 28 people on staff
    - 5 on BLT
    - positive staff culture
  - Hamilton: 9-12 school
    - About 25 participate in PD
    - perceived improvement in staff culture over the year
    - 75% (12/16) staff self-reported that they have learning targets posted in their room.
    - Curriculum director is also the principal of the middle school/is the leader of planning the PDs with the assistance/input of the BLT

### N. Actual TPD Outcomes
- Schools are in year 2 of the AfL PD program and have worked through/are working through the modules.
- Teachers are becoming familiar with formative assessments, “I can” statements, and learning targets/goals.
- Varying levels of AfL in classroom implementation

### O. Actual TPD Impacts
- Adjustments in professional conversations
- Adjustments in teaching practices
- Incorporation of AfL components (e.g. posting learning targets)

### P. Actual TPD Costs and Efficiencies. What are they and how could they be best managed?
- Funding from DOE to support, observe, and write-up findings for AfL program evaluation
- Time for PD planning
- Time for PD implementation
- Professional development opportunities are divided among all the initiatives schools are implementing.

### Q. Program theory explaining causal conclusions required in arguing that TPD did or did not meet its purposes as they are understood at the end of this cycle.
The engagement with the AfL modules seemed to impact the professional conversations and instructional practices in which teachers were engaged. The success of the program implementation was heavily linked to the leadership capacities in the differing contexts.