Evidence of Past Professional Learning Examples:

• Program for Instructional Support for Teachers of English Learners

TESOL: A grant-funded project to provide professional development for elementary school teachers in TESOL strategies and knowledge, with a specific curricular focus in math.

Pre and post-observations were conducted in participant classrooms during math lessons. The observation instrument (see attachment: SIOP Observation Protocol) was based on the SIOP model for teaching English language learners. The first observation was conducted during the first semester of TESOL coursework for the participants, and the post observation was conducted 8 months later, near the end of their second semester of coursework.

The Wilcoxon Signed Rank Test was performed for each item in the observation protocol. Change in score for all items was found to be statistically significant ($p<.05$) [see attachment: SIOP observation analysis results]. This data can be classified at Gusky's (2002) level b: Evidence of participants' learning, and ESSA level of moderate evidence. The evaluator's conclusion was that the TESOL coursework was the best explanation for the change in participants' observation ratings.

TESOL and math: Pre and post-assessments of TESOL and math content knowledge (see attachments: ESL/BDL Assessment and Math Assessment) were administered prior to participants' first semester of TESOL coursework, a summer math course, and a week-long math workshop, and 10 months later, near the end of their second semester of TESOL coursework.

The Wilcoxon Signed Rank Test was performed for each item in both assessments. Change in final scores for pre and post assessments for both TESOL and Math was found to be statistically significant ($p<.05$) [see attachment: Pre- & post-assessment analysis]. This data can be classified at Gusky's (2002) level b: Evidence of participants' learning, and ESSA level of moderate evidence. The evaluator's conclusion was that the TESOL coursework was the best explanation for the change in participants' observation ratings.

Additional programs were completed in the following areas and gathered relevant data on participants' reactions or self-perceptions of skill, learning, change in educator practice, and impact on student learning (Gusky, 2002)

• Computer Science Professional Development Sessions- Pre/post data on sessions, which demonstrates high satisfaction with the PDs and changes in perceptions of comfort-level with various computer and data science concepts.

• Certification Pathway for Middle Level Educators- Those seeking middle level extensions from districts experiences a re-organization of school structures completed required courses and experiences. By doing so, they became knowledgeable about best practices for middle level education.

•GEMS-Net- Upon implementation of the research-based STEM curriculum, the impact on student learning as measured by standardized testing (NECAP) demonstrated an increase in trendline differences between GEMS-Net schools and comparison schools.

• Summer Institute in Digital Literacy- Participants share how they have used their digital literacy institute experiences to make substantive change in their own schools and communities https://digiuri.wordpress.com/blog/, https://www.digiuri.com/, https://mediaeducationlab.com/news/our-digital-literacy-graduates.