

# Elevating Professional Learning Evaluation in the Era of Generative AI

Thomas R. Guskey

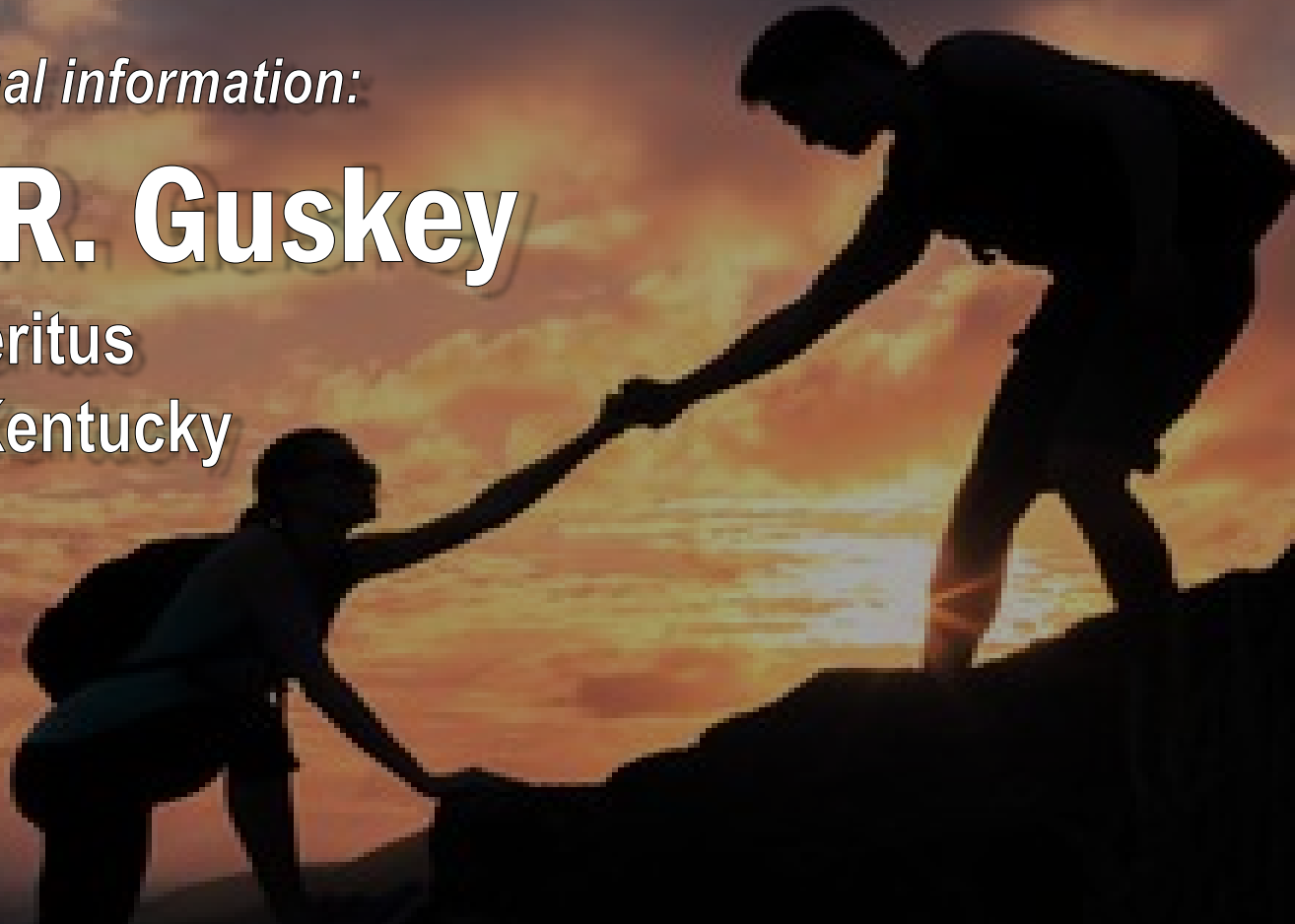
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*For help or additional information:*

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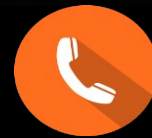
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Lexington



Lexington, Kentucky





# LEXINGTON, KENTUCKY





# THE KENTUCKY BOURBON EXPERIENCE

A VISUAL TOUR OF KENTUCKY'S BOURBON DISTILLERIES



PHOTOGRAPHY AND TEXT BY LEON HOWLETT





University of  
Kentucky



# My Background in Education



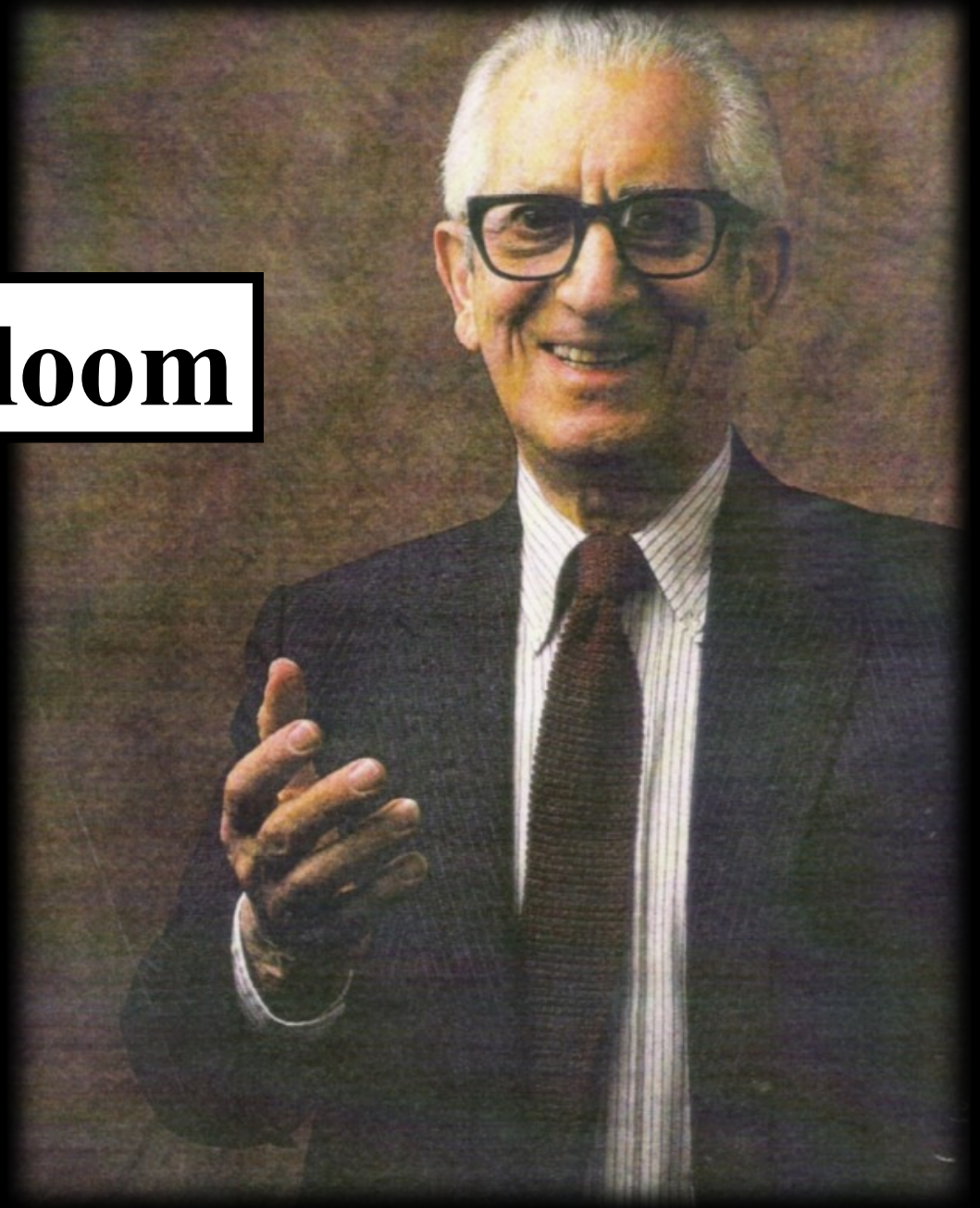




ST. ANDREW  
GRADE 7B



# Benjamin S. Bloom



EDITED BY  
THOMAS R. GUSKEY



SECOND  
EDITION

BENJAMIN S. BLOOM

*Portraits  
of an  
Educator*

# Learning Goals



- 1. Understand the five crucial levels of evidence in planning and evaluating professional learning.**
- 2. Explore how Artificial Intelligence (AI) has changed the entire process of planning and evaluating professional learning.**
- 3. Learn how AI can make your job easier as a professional learning leader, while recognizing the limitations of AI.**

What *prevents* effective  
evaluations of  
professional learning?

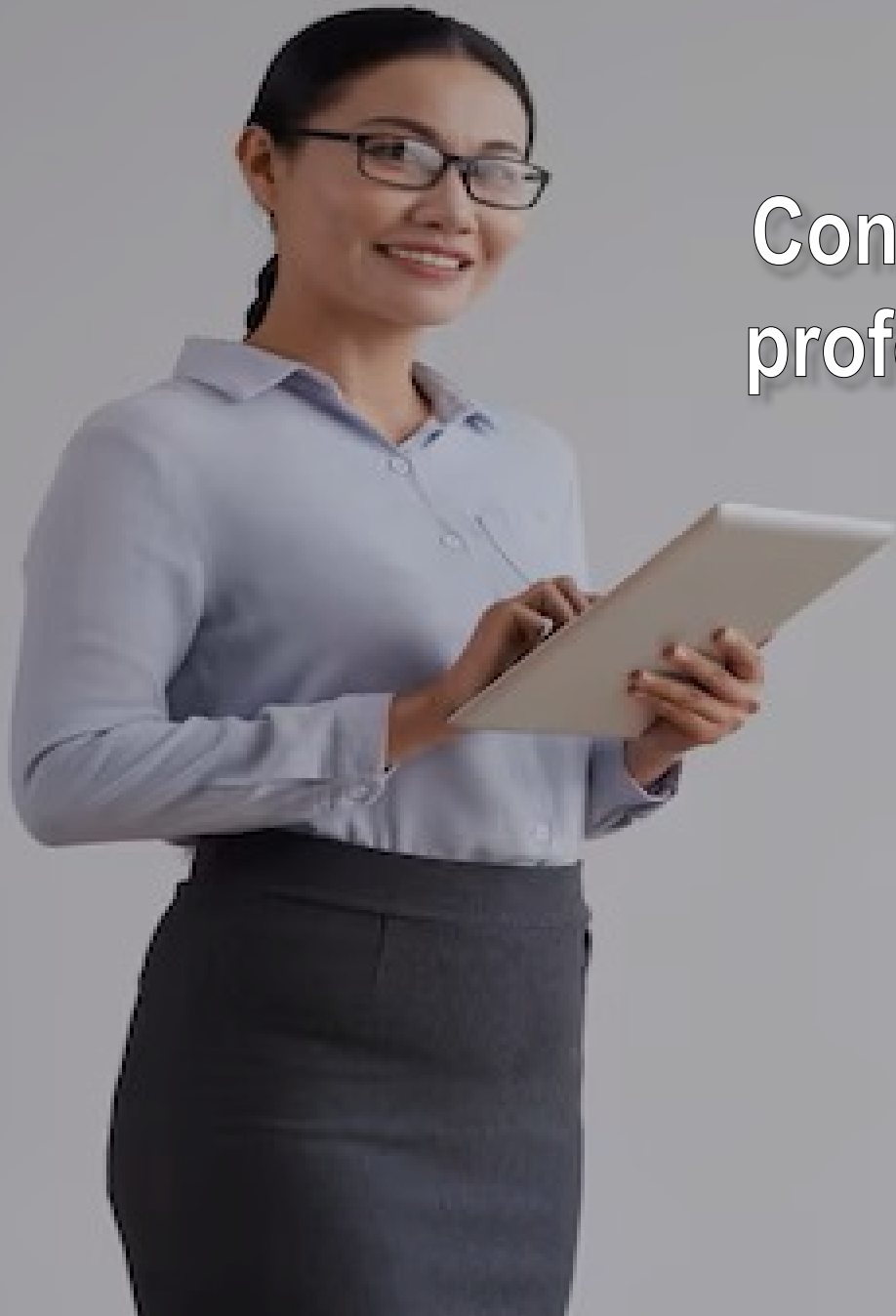






# **#1 Problem**

We don't agree on the criteria for judging the **effectiveness!**



Consider your **BEST** and **WORST** professional learning experiences:

1. What was the **topic**?
2. Who **planned** it?
3. Who **led** it?
4. What were the **results**?

# Five Levels of Professional Learning *Evaluation*

1. Participants' *reactions* to the experience
2. Participants' *learning* from the experience
3. Organization *support & change*
4. Participants' *use* of new knowledge & skill
5. Results: *student learning outcomes*

# Five Levels of Professional Learning

## ***Planning***

5. Results: ***Student Learning Outcomes***
6. Research-based ***Practices and Strategies***
7. Necessary ***Organization Support and Change***
8. Essential participant ***Knowledge and Skills***
9. Effective ***Professional Learning Experiences***

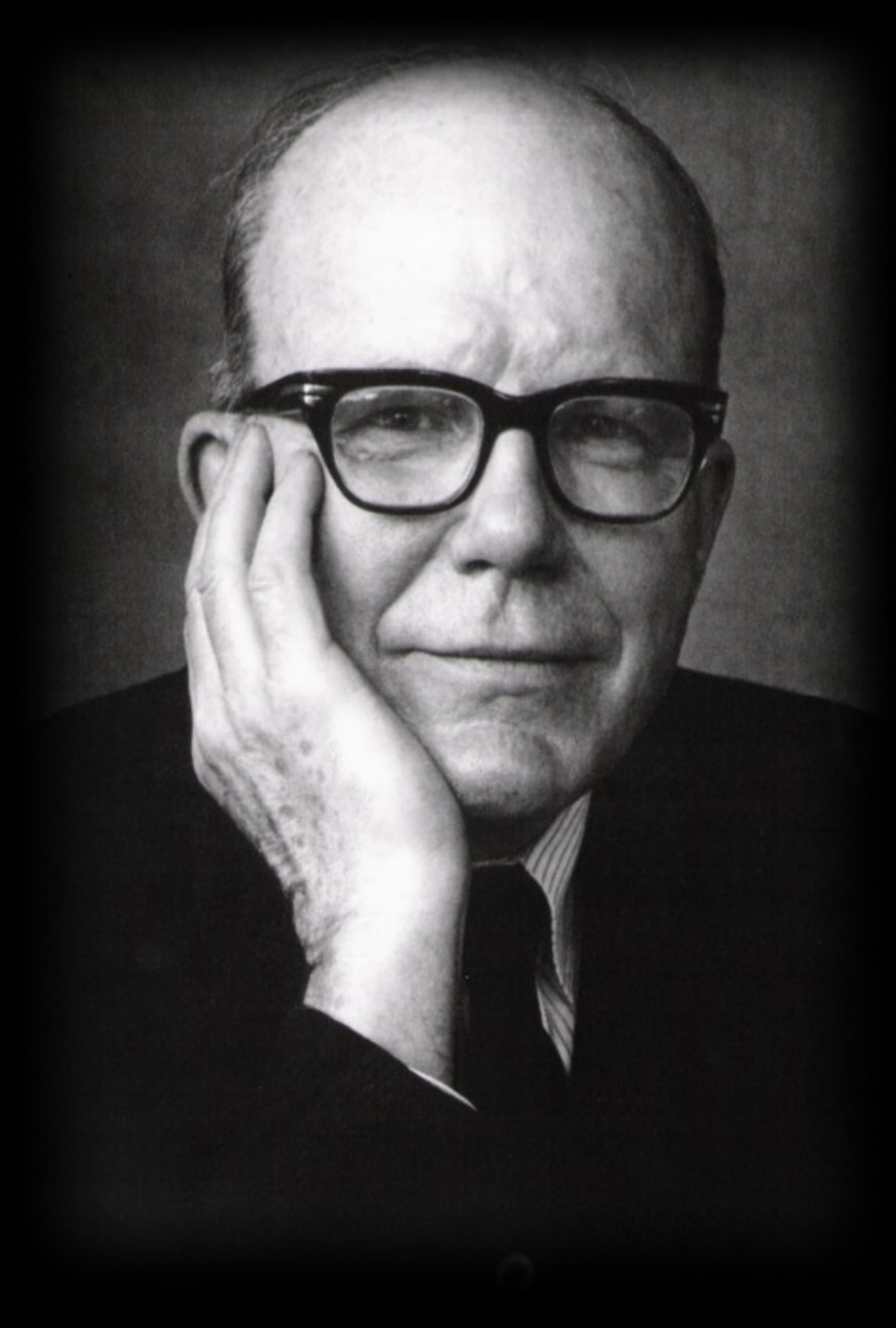


# Begin with the end in mind!

What ***student learning goals***  
do you want to achieve?

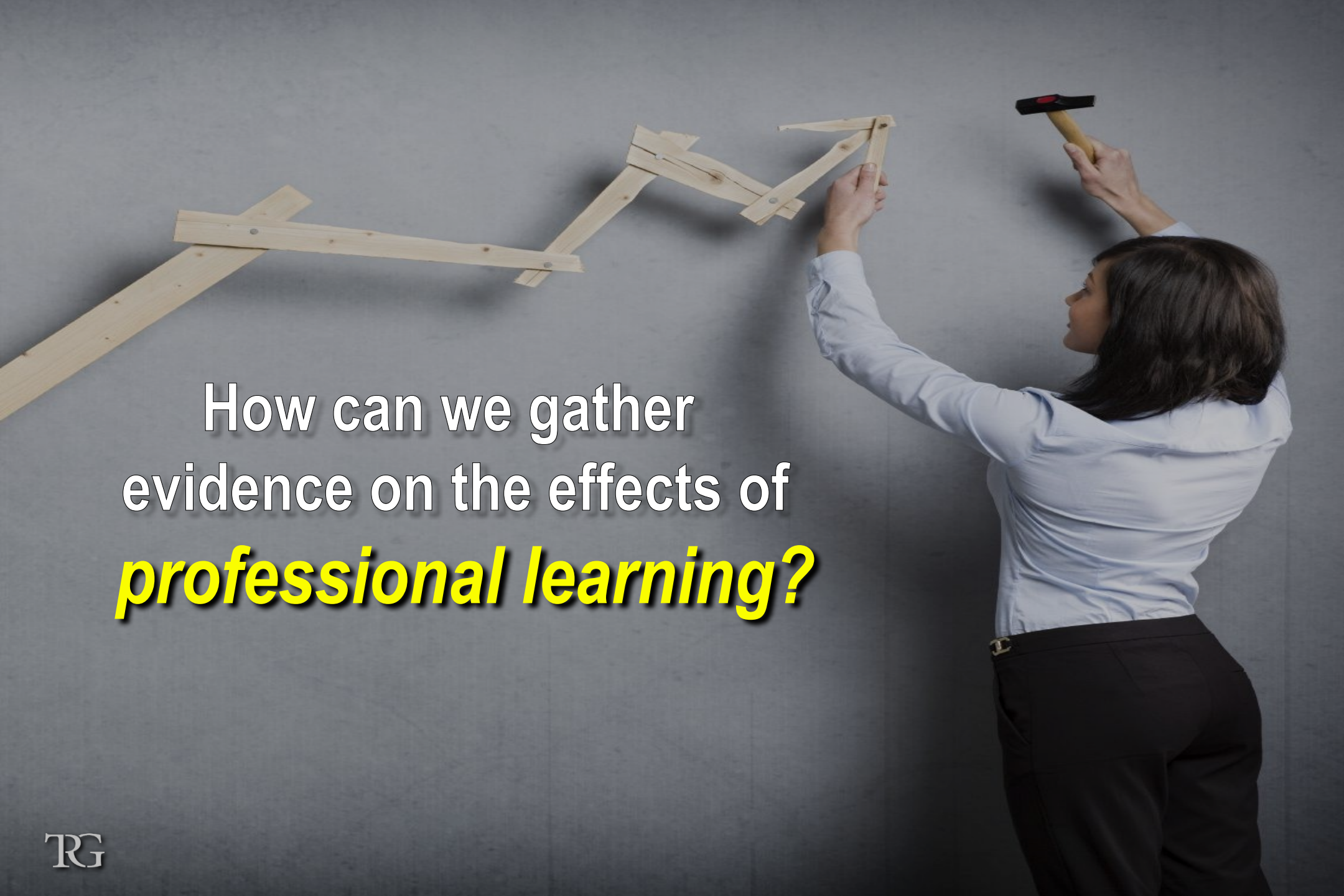
What ***evidence (data)***  
best reflects those goals?





# ***These are not new ideas!***

- ✓ **Ralph W. Tyler**
- ✓ *Basic Principles of Curriculum and Instruction (1949)*
- ✓ **Two Fundamental Decisions:**
  - A. What do I want students to learn?
  - B. What evidence would I accept to verify their learning?



How can we gather  
evidence on the effects of  
***professional learning?***

# Five Levels of Professional Learning *Evaluation*

1. Participants' *reactions* to the experience
2. Participants' *learning* from the experience
3. Organization *support & change*
4. Participants' *use* of new knowledge & skill
5. Results: *student learning outcomes*

# 1. Participants' *Reactions*

## What Questions are addressed?

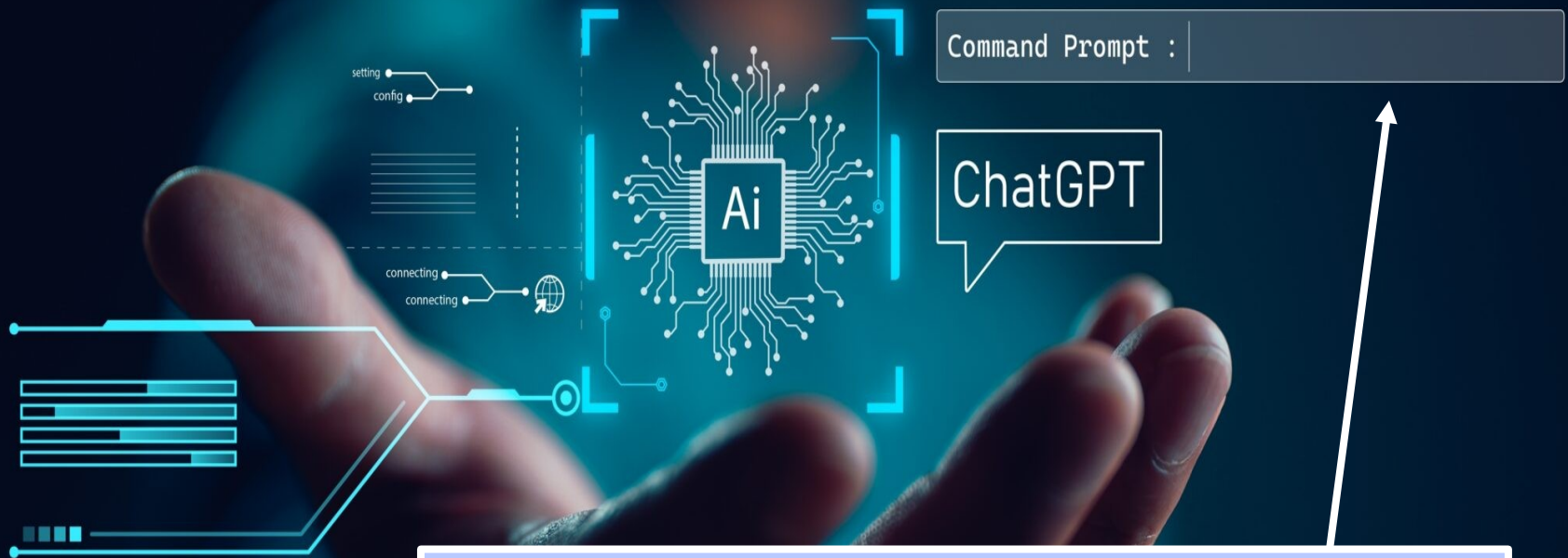
- Did you like it?
- Was your time well spent?
- Did the material make sense?
- Was the information relevant?
- Was the leader knowledgeable & helpful?
- Was the room the right temperature?
- Were the chairs comfortable?
- Were the refreshments fresh & tasty?

# 1. Participants' *Reactions*

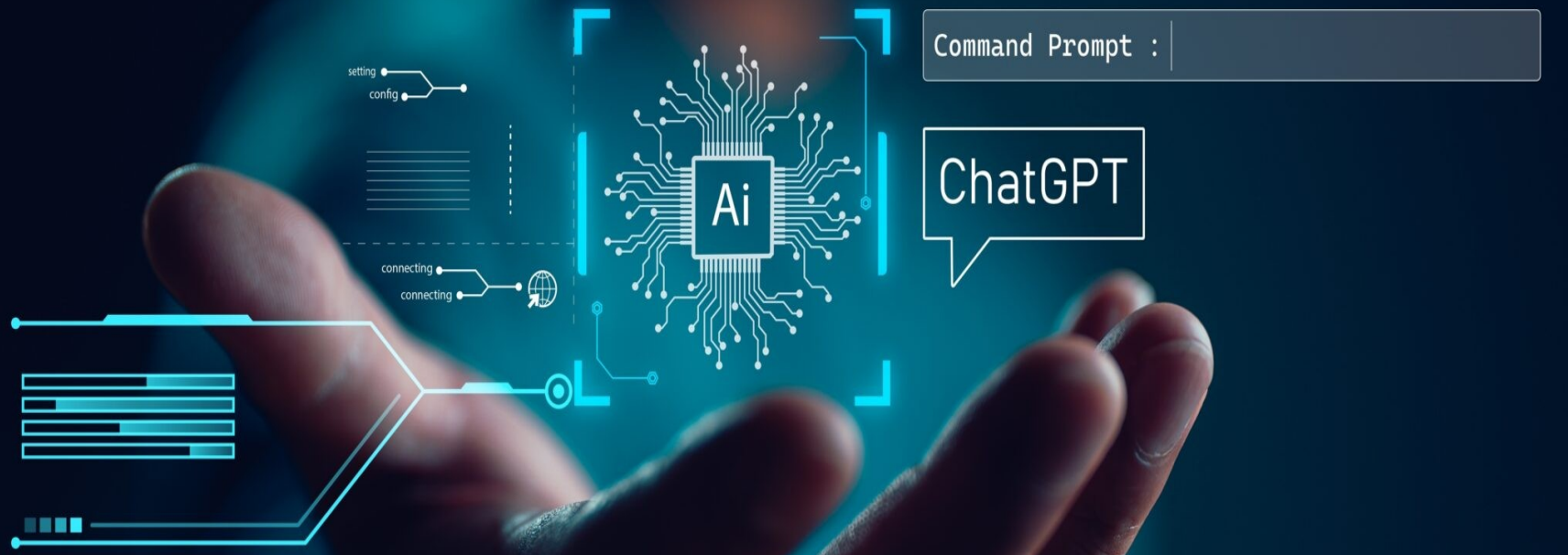
How will information be gathered?

- Online questionnaires & surveys administered at the end of activities.





“Produce a survey with 20 questions *to measure participants' satisfaction* with a professional learning activity that includes items about *content, process, and context.*”



“Sure! Here’s a sample survey with 20 questions designed to measure participants' satisfaction with a professional learning activity. The questions cover **content**, **process**, and **context**, allowing for a comprehensive evaluation.”

# Professional Learning Activity Satisfaction Survey

## Part 1: Content

**1. How relevant was the content of the professional learning activity to your current work?**

- Very relevant
- Mostly relevant
- Somewhat irrelevant
- Very irrelevant

**2. How clear and understandable was the information presented?**

- Very clear
- Mostly clear
- Somewhat unclear
- Very unclear

**3. To what extent did the content meet your expectations?**

- Exceeded expectations
- Met expectations
- Did not meet expectations
- Far below expectations

**4. How engaging was the content of the activity?**

- Very engaging
- Somewhat engaging
- Somewhat disengaging
- Very disengaging

**5. How well did the content align with your learning goals or objectives?**

- Perfectly aligned
- Mostly aligned
- Somewhat aligned
- Not aligned at all

**6. How useful do you think the content will be in your professional practice?**

- Very useful
- Moderately useful
- Slightly useful
- Not useful at all



## **Part 2: Process**

**7. How satisfied were you with the delivery method of the activity (e.g., virtual, in-person)?**

- Very satisfied
- Satisfied
- Dissatisfied
- Very dissatisfied

**8. How well did the facilitator(s) communicate the objectives and expectations for the session?**

- Very clearly
- Clearly
- Unclear
- Very unclear

**9. How interactive was the learning experience (e.g., opportunities for discussion, hands-on activities)?**

- Very interactive
- Moderately interactive
- Minimally interactive
- Not interactive at all

**10. How effectively did the facilitator(s) manage the time during the activity?**

- Very effectively
- Effectively
- Ineffectively
- Very ineffectively

**11. How comfortable were you participating in the activity (e.g., asking questions, contributing to discussions)?**

- Very comfortable
- Comfortable
- Uncomfortable
- Very uncomfortable

**12. How well did the materials (e.g., handouts, slides, online resources) support your learning?**

- Very well
- Well
- Poorly
- Very poorly

### Part 3: Context

**13. How accessible was the location or platform for this learning activity (e.g., ease of access, parking, virtual platform usability)?**

- Very accessible
- Accessible
- Inaccessible
- Very inaccessible

**14. How appropriate was the length of the activity for the content covered?**

- Perfectly appropriate
- Somewhat appropriate
- Too long
- Too short

**15. How well did the environment (e.g., physical space, virtual setting) contribute to your learning?**

- Very well
- Well
- Poorly
- Very poorly

**16. How convenient was the scheduling of the activity (e.g., timing, date)?**

- Very convenient
- Convenient
- Inconvenient
- Very inconvenient

**17. How effectively were technological tools or equipment used in the session (if applicable)?**

- Very effectively
- Effectively
- Ineffectively
- Very ineffectively

**18. How supportive was the overall learning atmosphere (e.g., supportive peers, collaborative environment)?**

- Very supportive
- Supportive
- Unsupportive
- Very unsupportive

**19. How likely are you to recommend this professional learning activity to a colleague?**

- Very likely
- Likely
- Unlikely
- Very unlikely

**20. Overall, how satisfied are you with the professional learning activity?**

- Very satisfied
- Satisfied
- Dissatisfied
- Very dissatisfied

**21. What did you find most valuable about the professional learning activity?**

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**22. What improvements, if any, would you suggest for future professional learning activities?**

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# AI Tools for Administering Surveys and Analyzing Results

**Alchemer**  
Formerly SurveyGizmo

  
**Jotform**

qualtrics<sup>XM</sup>

 **SurveyMonkey**

 **SurveyLab**

**Typeform**

 **Zoho Survey**

 **Google Forms**

## 2. Participants' *Learning*

What questions are addressed?

- Did participants acquire the *intended* knowledge & skills?

## 2. Participants' *Learning*

### How will information be gathered?

- Online questionnaires & surveys
- Performance assessments / tasks
- Demonstrations with feedback
- Simulations
- Participant reflections



# CHAT GPT



“Produce a survey with 10 questions *to measure knowledge of the primary criteria* for implementing project-based learning.”

# CHAT GPT



“Sure! Here's a 10-question survey designed to assess knowledge of the primary criteria for implementing project-based learning (PBL). These questions focus on key elements such as student voice and choice, real-world relevance, sustained inquiry, reflection, critique, and public product – core components of high-quality PBL as outlined by frameworks like those from PBL Works.”  
(Buck Institute for Education, <https://www.pblworks.org/>)

## **Survey: Knowledge of Project-Based Learning (PBL) Implementation**

**Instructions:** For each question, choose the best answer that reflects your understanding of effective PBL practices.

### **1. What is the primary goal of project-based learning?**

- A. To prepare students for standardized testing
- B. To engage students in real-world, meaningful learning experiences
- C. To ensure students follow teacher-led lectures
- D. To focus on rote memorization of content

### **2. Which of the following best describes a “driving question” in PBL?**

- A. A question with a single correct answer
- B. A question designed for weekly quizzes
- C. An open-ended question that guides the entire project
- D. A teacher-generated question that students must memorize

### **3. Why is student voice and choice important in PBL?**

- A. It makes lesson planning easier for teachers
- B. It allows students to decide classroom rules
- C. It increases engagement and ownership of learning
- D. It ensures every student chooses the same project

### **4. What characterizes a high-quality PBL project?**

- A. A one-day activity completed at home
- B. A textbook-based assignment with a worksheet
- C. A long-term investigation into a complex problem
- D. A multiple-choice test at the end of the unit

**5. In PBL, what does "public product" mean?**

- A. A product students submit only to the teacher
- B. A display in the school hallway
- C. A student-created work shared with an audience beyond the classroom
- D. A commercial product students purchase for class

**6. Which practice encourages continuous improvement in PBL?**

- A. Memorizing facts
- B. Peer critique and revision cycles
- C. Finishing a project without feedback
- D. Grading only the final product

**7. How does reflection contribute to project-based learning?**

- A. It helps students memorize content
- B. It allows students to evaluate what they've learned and how they learned it
- C. It replaces the need for assessment
- D. It is only done by teachers after grading

**8. What is sustained inquiry in the context of PBL?**

- A. A brief search on Google
- B. Repeating the same experiment multiple times
- C. An in-depth, continuous process of questioning, researching, and revising
- D. Asking a question and waiting for the teacher's answer

**9. Which of the following best represents real-world relevance in PBL?**

- A. Solving math problems from a textbook
- B. Designing a business plan to address a community issue
- C. Writing a five-paragraph essay on a fictional story
- D. Memorizing historical dates for a quiz

**10. What role does the teacher play in project-based learning?**

- A. Sole provider of knowledge
- B. Passive observer
- C. Guide and facilitator of student inquiry and learning
- D. Only responsible for grading the final product



**1. What is the primary goal of project-based learning?**

- ~~A. To prepare students for standardized testing.~~
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- ~~C. To ensure students follow teacher-led lectures.~~
- ~~D. To focus on rote memorization of content.~~



**Correct  
Response**

# AI Tools for Constructing Assessments

ChatGPT



Claude

Gemini



Chatsonic



perplexity

100 Million  
Daily Users

# Claude AI



"I'll create a survey to measure knowledge of the primary criteria for implementing project-based learning. This will help assess understanding of PBL fundamentals.

This survey covers ***key criteria for effective project-based learning*** including driving questions, student voice and choice, authenticity, reflection, critique and revision, public products, standards alignment, sustained inquiry, assessment approaches, and the teacher's role as facilitator.

The questions are designed to ***distinguish between surface-level understanding and deeper comprehension of PBL principles***. You could use this assessment for teacher professional development, to identify areas for additional training, or to establish baseline knowledge before implementing PBL in your educational context.

***Would you like me to explain the correct answers or provide more context for any specific criteria included in the survey?***

## Project-Based Learning Knowledge Assessment

### Instructions:

This survey aims to assess your understanding of the primary criteria for implementing effective project-based learning. For each question, select the answer that best reflects your knowledge.

---

**1. What is the most essential element of an authentic project-based learning experience?**

- A. Student choice and voice
- B. A driving question or challenge
- C. Technology integration
- D. Assessment by outside experts

**2. In project-based learning, student voice and choice primarily refer to:**

- A. Allowing students complete freedom with no guidance
- B. Students selecting from teacher-created project options
- C. Students having meaningful input into what they learn and how they demonstrate their learning
- D. Students voting on classroom policies

**3. What role does authenticity play in project-based learning?**

- A. Projects must involve real-world contexts, tasks, tools, quality standards, or impact
- B. Projects should only be considered authentic if they involve community partners
- C. Authenticity means students create physical products rather than digital ones
- D. Authenticity refers only to using real-world examples in instruction

**4. How should reflection be incorporated in project-based learning?**

- A. Only at the end of the project as a final evaluation
- B. Continuously throughout the project process to guide learning and improve work
- C. Only when students are struggling with the project
- D. As an optional activity for students who finish early

**5. What is the primary purpose of critique and revision in project-based learning?**

- A. To identify and eliminate low-performing students
- B. To ensure all projects look the same
- C. To improve the quality of work through structured feedback and multiple iterations
- D. To provide a basis for grading only



**5. In PBL, what does "public product" mean?**

- A. A product students submit only to the teacher
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- B. Passive observer
- C. Guide and facilitator of student inquiry and learning
- D. Only responsible for grading the final product

## Explain the correct answer?

1. What is the most essential element of an authentic project-based learning experience?

- A. Student choice and voice
- B. A driving question or challenge
- C. Technology integration
- D. Assessment by outside experts

**Correct Answer: B) A driving question or challenge.**

**Explanation:** *A driving question or authentic challenge is the foundation of effective project-based learning (PBL). It frames the entire project, gives it purpose, and connects learning to real-world contexts.*

- While **student voice/choice (A)** is important, it's the driving question that establishes the framework.
- **Technology (C)** is a tool, not an essential element, and
- **External assessment (D)** is beneficial but not foundational.

**PBL Criterion:** *Authentic, challenging problem or question.*

# 3. Organization *Support & Change*

## What questions are addressed?

- Did leaders actively engage in the training?
- Was implementation advocated, supported, & facilitated?
- Was the support public & overt?
- Were problems addressed quickly & efficiently?
- Were sufficient resources made available?
- Were successes recognized & shared?

# 3. Organization *Support & Change*

## How will information be gathered?

- Questionnaires or surveys
- Interviews with participants & district / school leaders
- Participant reflections
- District & school records
- Minutes from follow-up meetings



A hand holding a small globe of the Earth against a background of lush green foliage. The word "perplexity" is written in white, lowercase letters across the center of the image.

# perplexity

“Produce a survey with 10 questions *to assess the administrative support* needed to implement project-based learning.”



# perplexity

Here is a survey with 10 questions designed to assess the administrative support needed to implement project-based learning (PBL). These questions focus on understanding ***the level and type of support administrators provide*** or need to effectively facilitate PBL, based on insights from research and best practices:

## Survey: Assessing Administrative Support for Project-Based Learning Implementation

1. How well do school administrators *understand the goals and principles* of project-based learning?
2. To what extent do administrators *actively promote and communicate the value* of PBL to staff and stakeholders?
3. How sufficient is the *funding provided* by administration for materials and resources needed for PBL?
4. How accessible are *professional development opportunities* related to PBL that are supported or organized by administration?
5. How effectively do administrators *facilitate collaboration and reflection* time among teachers implementing PBL?
6. In what ways do administrators provide *ongoing feedback and recognition* to teachers using PBL strategies?
7. How well do administrators *align PBL initiatives with the school's overall mission* and priorities?
8. How involved are administrators in *removing barriers and addressing challenges* encountered during PBL implementation?
9. How supportive are administrators in *fostering partnerships with parents and community organizations* to enhance PBL experiences?
10. How effectively do administrators *integrate technology* and other infrastructure supports to aid PBL activities?

These questions aim to gauge the **clarity, resources, collaboration, alignment, and active involvement of administrators** in supporting PBL, which are critical factors for successful implementation

**Related:**

1. How can I identify the specific administrative support my project needs?
2. What strategies can I use to gain buy-in from school leaders for PBL?
3. How do I determine which administrators are most likely to support my project?
4. What types of resources or influence should I seek from administrators to implement PBL effectively?
5. How can I build ongoing relationships with administrators to sustain project support?



# 4. Participants' *Use* of New Knowledge & Skills

What questions are addressed?

- Did participants effectively *apply* or *implement* the new knowledge & skills?

# 4. Participants' *Use* of New Knowledge & Skills

How will information be gathered?

- Direct observations
- Interviews with participants / leaders / students
- Questionnaires
- Focus groups
- Implementation logs and reflective journals



# perplexity

“Produce an observation form for determining the *quality of implementation* of project-based learning.”



# peerplexity

Certainly! Below is a 10-item observational form designed to help educators, administrators, or evaluators **assess the quality of implementation** of Project-Based Learning (PBL) in a classroom or educational setting.”

---

## Project-Based Learning Implementation Observational Form

Observer Name: \_\_\_\_\_

Date: \_\_\_\_\_

Class/Grade: \_\_\_\_\_

Teacher: \_\_\_\_\_

**Instructions:** For each item, rate the observed implementation on a scale from 1 to 5:

1 = Not observed / Poor

2 = Rarely observed / Needs improvement

3 = Sometimes observed / Adequate

4 = Frequently observed / Good

5 = Consistently observed / Excellent

---



## **1. Clear Driving Question or Challenge**

*The project is centered around an engaging, open-ended question or real-world challenge that guides student inquiry.*

## **2. Student Voice and Choice**

*Students have opportunities to make meaningful decisions about their project topics, processes, or outcomes.*

## **3. Sustained Inquiry and Research**

*Students engage in ongoing research, questioning, and problem-solving throughout the project duration.*

## **4. Authentic and Relevant Content**

*The project connects to real-world issues, disciplines, or community contexts that are meaningful to students.*

## **5. Collaboration and Teamwork**

*Students actively collaborate, share responsibilities, and contribute to group goals.*

## **6. Use of Critical Thinking and Problem Solving**

*Students demonstrate higher-order thinking skills such as analysis, synthesis, and evaluation in their work.*

## **7. Integration of Technology and Resources**

*Students effectively use technology and available resources to support their learning and project creation.*

## **8. Regular Feedback and Reflection**

*There are structured opportunities for students to receive feedback and reflect on their learning progress.*

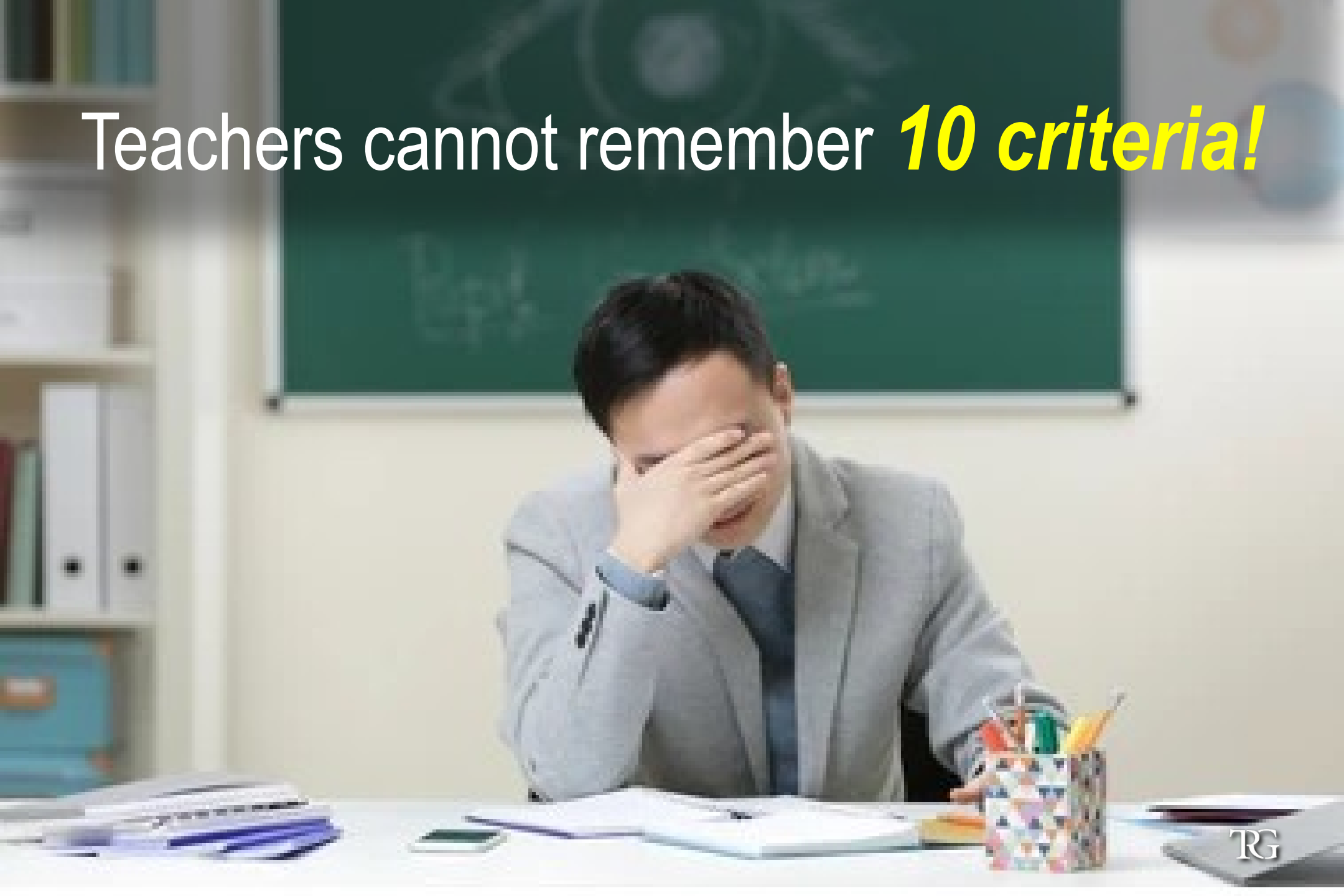
## **9. Public Product or Presentation**

*Students create and share a tangible product or presentation with an audience beyond the classroom.*

## **10. Teacher Facilitation and Support**

*The teacher acts as a facilitator, guiding inquiry, scaffolding learning, and encouraging student autonomy.*

Teachers cannot remember **10 criteria!**



# 5. Results: *Student Learning Outcomes*

## What questions are addressed?

- What was the impact on students?
- Did it affect student performance or achievement?
- Did it influence students' attitudes or behaviors?
- Are students more confident as learners?
- Is student attendance improving?
- Are dropouts decreasing?

# 5. Results: *Student Learning Outcomes*

What is measured or assessed?

- Student learning outcomes:
  - a. Cognitive (Performance & Achievement)
  - b. Affective (Attitudes & Dispositions)
  - c. Behavioral (Skills & Actions)

# 5. Results: *Student Learning Outcomes*

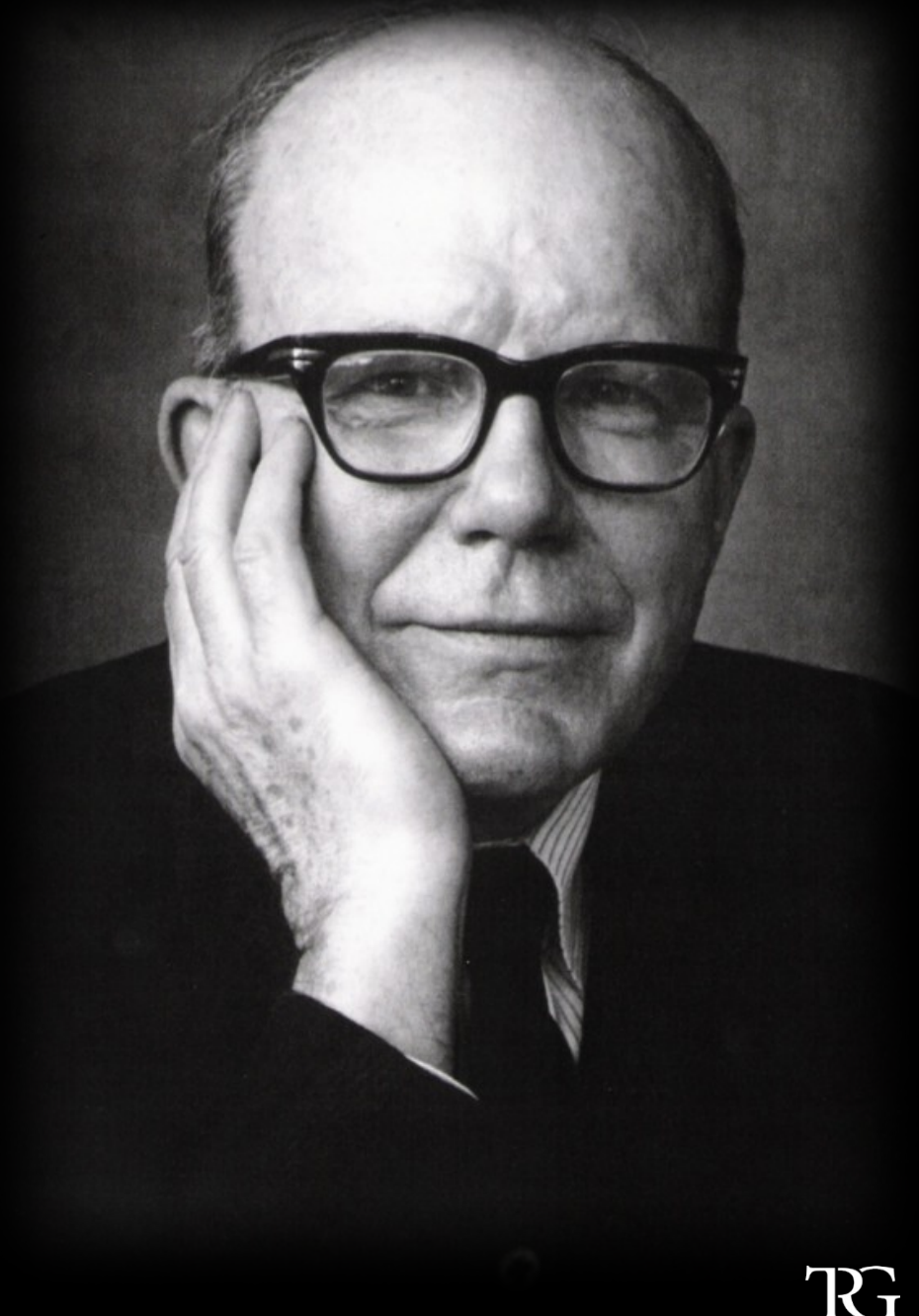
## How will information be gathered?

- Student data
- School / District data
- Questionnaires or surveys
- Interviews with students, parents, teachers,  
district & school leaders
- Participant reflections



# Remember Ralph W. Tyler

- ✓ *Basic Principles of Curriculum and Instruction* (1949)
- ✓ Two Fundamental Decisions:
  - A. What do I want students to learn?
  - B. What evidence would I accept to verify their learning?



Does AI make your job easier?

**Yes!**

Does AI lessen your  
professional  
responsibilities?

**No!**





Two keys to success with ***Generative AI.***

1. Remember that you  
are **thoughtful**  
and **informed**  
professionals!





2. Trust your  
*mind* instead of  
your *machine!*





In leading AI change:

**Managers** know how to do things right.

**Leaders** know the  
right things to do!



**#1 BESTSELLER**

An A-Mazing Way to Deal with Change  
in Your Work and in Your Life

# Who M<sup>oved</sup> My Cheese?

**Spencer Johnson, M.D.**

Foreword by Kenneth Blanchard, Ph.D.

Co-Authors of **The One Minute Manager**

The World's Most Popular Management Method



**#1 BESTSELLER**

An A-Mazing Way to Deal with Change  
in Your Work and in Your Life

# **I Moved Your Cheese, GET OVER IT!**

**Thomas R. Guskey, Ph.D.**



*For help or additional information:*

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Questions?