

Process

for selecting, procuring, implementing, and evaluating professional learning technology

Verifying and purchasing the appropriate technology (or other type of resource) for professional learning requires careful deliberation, and if done well, provides teachers with the support they need to be successful and school leaders with the expertise needed to support teacher and student learning. The process at right outlines the recommended steps for accomplishing the task of acquiring and using technology. When the stakeholders who will use the resources are engaged in all aspects of the process, it is more likely to result in sound decisions.

To make savvy decisions about investments for professional learning, education leaders and policy makers need to be deliberate and thoughtful with decisions prior to purchases; this is critical for increasing the value of the investments.

It is also essential to develop and use a solid plan for implementing, monitoring, and evaluating investments.



STEPS IN A DECISION TO BUY	
1	Assess student learning needs.
2	Assess educator learning needs to meet student learning.
3	Use analysis of student and educator learning needs to identify professional learning content.
4	Establish criteria for reviewing, selecting, and purchasing professional learning technology, such as: <ul style="list-style-type: none"> • User friendly; • Flexible content; • Platform interdependence; • Aligned with defined curriculum and standards; • Contextually appropriate; • Meets IDEA standards; • Adapts to differing educator learning needs; • Comprehensive, sustained, and intensive; and • Includes opportunities for feedback and extended support.
5	Identify potential collaborators or shared users.
6	Invite collaborators.
7	Review and revise selection criteria with collaborators.
8	Invite vendors and/or identify or design products, services, and other investments.
9	Screen products, services, and other investments using established criteria.
10	Select or design products, services, and other investments.
11	Design implementation plan: <ul style="list-style-type: none"> • Determine rollout stages of new technology; • Determine professional learning required to launch and support ongoing use.
12	Design evaluation for resource use and results.
13	Negotiate purchase/use agreements.
14	Implement resource investments.
15	Monitor and assess implementation of resources.
16	Evaluate implementation and results of resource use.

Adapted from Killion, J. & Hirsh, S. (2012). *Meet the promise of content standards: Investing in professional learning*. Oxford, OH: Learning Forward. Available at <http://www.learningforward.org/docs/pdf/meetpromiseinvesting.pdf>.