WestEd has a range of evidence-based professional development services that show impact at all five of Gusky' s levels of professional development evaluation. In the section below we have selected examples that are illustrative of the evidence levels of WestEd services. In each case below, we have presented evidence of impact at the highest level of Gusky's framework: Evidence of impact on student achievement.

Reading Apprenticeship
Reading Apprenticeship has been the subject of multiple large-scale studies in high school sciences, history, and literacy courses. In each study, teachers who participated in Reading Apprenticeship professional development made statistically significant gains in classroom practices supporting disciplinary literacy compared to control group teachers. Students whose teachers participated in Reading Apprenticeship professional development made statistically significant gains in reading comprehension and/or subject area achievement on standardized tests. These consistent findings make Reading Apprenticeship a trusted resource for supporting teacher development and student success.

Academic Parent Teacher Teams
The APTT model has been evaluated across multiple studies in varied contexts. Recently, APTT was included as a core component of a moderately sized quasi-experimental study of Family Engagement practices in Washington, D.C. schools conducted by Johns Hopkins University (Sheldon, 2015). Also, implementation of APTT in Houston Independent School District (HISD) elementary schools was evaluated by the district's Bureau of Program Evaluation (Foster, 2015). Additionally, the impact of implementing APTT has been evaluated in Georgia (Georgia Department of Education, 2017), Colorado (Jeff co Research and Assessment Department, 2016), Florida (Paredes, 2017), and Arizona. Across all studies, conclusions suggest positive relationships with student-, family- and school-related outcomes.

Math Pathways and Pitfalls Two national randomized trial studies have been conducted on the efficacy of Math Pathways & Pitfalls. These studies include one study focused specifically on schools with high concentrations of Latina/o students or English Language Learners (Heller, Curtis, Rabe-Hesketh, & Verboncoeur, 2007) and another looking at the overall impact of the Math Pathways & Pitfalls
program (Heller, Hanson, & Barnett-Clarke, 2010). Results indicated that exposure to Math Pathways & Pitfalls over two years raised projectadministered, as well as standardized mathematics test scores for the full sample of students and for the sub-samples of Latino/a students, English learners, and English-proficient students. When comparing two years of Math Pathways & Pitfalls experiences to one year, effect sizes were as high as .40 for English learners and .29 for Latinos on standardized mathematics tests. These findings suggest that Math Pathways & Pitfalls adds considerable value to the regular mathematics curriculum in promoting mathematics achievement.

Making Sense of Science
Making Sense of Science TM has been investigated through a series of increasingly rigorous quasiexperimental and experimental studies, including three well-designed and well-implemented large-scale randomized control trials. Statistically significant differences were found in each study favoring treatment teachers and students on measures of science content knowledge, with non-native English speakers and low-performing students making the greatest gains. MSS impact has been observed across multiple states, with non-native and native English speakers, and with students from a range of socioeconomic backgrounds. Two of the three RCTs were re-viewed in 2016 by What Works Clearinghouse (WWC) and found to meet standards for Group Designs without reservations with statistically positive effects for science outcomes. Collectively, these data provide strong evidence of the internal validity ofMSS and of the external validity of the model's impact on increasing students' achievement and reducing achievement gaps.