

Five Critical Levels of Professional Development Evaluation

Evaluation Level	What Questions Are Addressed?	How Will Information Be Gathered?	What is Measured or Assessed?	How Will Information Be Used?
1. Participants' reactions	<ul style="list-style-type: none"> • Did they like it? • Was their time well spent? • Will it be useful? • Was the leader knowledgeable and helpful? • Were the refreshments fresh and tasty? • Was the room the right temperature? • Were the chairs comfortable? 	<ul style="list-style-type: none"> • Questionnaires administered at the end of the session • Focus groups • Interviews • Personal learning logs 	<ul style="list-style-type: none"> • Initial satisfaction with the experience 	<ul style="list-style-type: none"> • To improve program design and delivery
2. Participants' learning	<ul style="list-style-type: none"> • Did participants acquire the intended knowledge and skills? 	<ul style="list-style-type: none"> • Paper-and-pencil instruments • Simulations and demonstrations • Participant reflections (oral and/or written) • Participant portfolios • Case study analyses 	<ul style="list-style-type: none"> • New knowledge and skills of participants 	<ul style="list-style-type: none"> • To improve program content, format, and organization
3. Organization support and change	<ul style="list-style-type: none"> • What was the impact on the organization? • Did it affect organizational climate and procedures? • Was implementation advocated, facilitated, and supported? • Was the support public and overt? • Were problems addressed quickly and efficiently? • Were sufficient resources made available? • Were successes recognized and shared? 	<ul style="list-style-type: none"> • District and school records • Minutes from follow-up meetings • Questionnaires • Focus groups • Structured interviews with participants and school or district administrators • Participant portfolios 	<ul style="list-style-type: none"> • The organization's advocacy, support, accommodation, facilitation, and recognition 	<ul style="list-style-type: none"> • To document and improve organizational support • To inform future change efforts
4. Participants' use of new knowledge and skills	<ul style="list-style-type: none"> • Did participants effectively apply the new knowledge and skills? 	<ul style="list-style-type: none"> • Questionnaires • Structured interviews with participants and their supervisors • Participant reflections (oral and/or written) • Participant portfolios • Direct observations • Video- or audiotapes 	<ul style="list-style-type: none"> • Degree and quality of implementation • To document and improve the implementation of program content 	
5. Student learning outcomes	<ul style="list-style-type: none"> • What was the impact on students? • Did it affect student performance or achievement? • Did it influence students' physical or emotional well-being? • Are students more confident as learners? • Is student attendance improving? • Are dropouts decreasing? 	<ul style="list-style-type: none"> • Student records • School records • Questionnaires • Structured interviews with students, parents, teachers and/or administrators • Participant portfolios 	<ul style="list-style-type: none"> • Student learning outcomes: <ul style="list-style-type: none"> – Cognitive (performance and achievement) – Affective (attitudes and dispositions) – Psychomotor (skills and behaviors) 	<ul style="list-style-type: none"> • To focus and improve all aspects of program design, implementation, and follow-up • To demonstrate the overall impact of professional development

Adapted from *Evaluating Professional Development*, T. Guskey, 2000