

## FIVE CRITICAL LEVELS OF PROFESSIONAL DEVELOPMENT EVALUATION

Evaluation Level	What Questions Are Addressed	How Will Information Be Gathered?	What Is Measured or Addressed?	How Will Information Be Used?
1. Participants' reactions	<ul style="list-style-type: none"> <li>• Did they like it?</li> <li>• Was their time well spent?</li> <li>• Did the material make sense?</li> <li>• Will it be useful</li> <li>• Was leader knowledgeable &amp; helpful?</li> <li>• Were the refreshments fresh &amp; tasty?</li> <li>• Was the room the right temp.?</li> <li>• Were the chairs comfortable?</li> </ul>	<ul style="list-style-type: none"> <li>• Questionnaires administered at the end of the session</li> <li>• Focus groups</li> <li>• Interviews</li> <li>• Personal learning logs</li> </ul>	<ul style="list-style-type: none"> <li>• Initial satisfaction with the experience</li> </ul>	<ul style="list-style-type: none"> <li>• To improve program design and delivery</li> </ul>
2. Participants' learning	<ul style="list-style-type: none"> <li>• Did participants acquire the intended knowledge and skills?</li> </ul>	<ul style="list-style-type: none"> <li>• Paper-and-pencil instruments</li> <li>• Simulations &amp; demonstrations</li> <li>• Participant reflections (oral and/or written)</li> <li>• Participant portfolios</li> <li>• Case study analyses</li> </ul>	<ul style="list-style-type: none"> <li>• New knowledge and skills of participants</li> </ul>	<ul style="list-style-type: none"> <li>• To improve program content, format, and organization</li> </ul>
3. Organization support and change	<ul style="list-style-type: none"> <li>• What was the impact on the org.?</li> <li>• Did it affect organizational climate and procedures?</li> <li>• Was implementation advocated, facilitated, and supported?</li> <li>• Was the support public and overt?</li> <li>• Were problems addressed quickly and efficiently?</li> <li>• Were sufficient resources available?</li> </ul>	<ul style="list-style-type: none"> <li>• District and school records</li> <li>• Minutes from follow-up meetings</li> <li>• Questionnaires</li> <li>• Focus groups</li> <li>• Structured interviews with participants and school or district administrators</li> <li>• Participant portfolios</li> </ul>	<ul style="list-style-type: none"> <li>• The organization's advocacy, support, accommodation, facilitation, and recognition</li> </ul>	<ul style="list-style-type: none"> <li>• To document and improve organizational support</li> <li>• To inform future change efforts</li> </ul>

4. Participants' use of new knowledge and skills	<ul style="list-style-type: none"> <li>• Did participants effectively apply the new knowledge and skills?</li> </ul>	<ul style="list-style-type: none"> <li>• Questionnaires</li> <li>• Structured interviews with participants and their supervisors</li> <li>• Participant reflection (oral and/or written)</li> <li>• Participant portfolios</li> <li>• Direct observations</li> <li>• Video- or audiotapes</li> </ul>	<ul style="list-style-type: none"> <li>• Degree and quality of implementation</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• To document and improve the implementation of program content</li> </ul>
5. Student learning outcomes	<ul style="list-style-type: none"> <li>• What was the impact on students?</li> <li>• Did it affect student performance or achievement?</li> <li>• Did it influence students' physical or emotional well-being?</li> <li>• Are students more confident as learners?</li> <li>• Is student attendance improving?</li> <li>• Are dropouts decreasing?</li> </ul>	<ul style="list-style-type: none"> <li>• Student records</li> <li>• School records</li> <li>• Questionnaires</li> <li>• Structured interviews with students, parents, teachers, and/or administrators</li> <li>• Participant portfolios</li> </ul>	<ul style="list-style-type: none"> <li>• Student learning outcomes: <ul style="list-style-type: none"> <li>- Cognitive (performance &amp; achievement)</li> <li>- Affective (attitudes and dispositions)</li> <li>- Psychomotor (skills &amp; behavior)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• To focus and improve all aspects of program design, implementation, and follow-up</li> <li>• To demonstrate the overall impact of professional development</li> </ul>

Reprinted from: Guskey, T. R. (2000). *Evaluating professional development* (pp. 79-81). Thousand Oaks, CA: Corwin Press.