

## Five Critical Areas of Professional Development Evaluation

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<b>Evaluation Level</b>	<b>What questions are addressed?</b>	<b>How will information be gathered?</b>	<b>What is measured or assessed?</b>	<b>How will information be used?</b>
1. Participants' reaction	<ul style="list-style-type: none"> <li>-Did they like it?</li> <li>-Was their time well spent?</li> <li>-Will it be useful?</li> <li>-Was the leader knowledgeable and helpful?</li> </ul>	<ul style="list-style-type: none"> <li>-Questionnaire administered at the end of the session</li> <li>-Focus groups after session</li> <li>-Interviews</li> <li>-Personal learning logs</li> </ul>	Initial satisfaction with the experience	To improve program design and delivery
2. Participants' learning	Did participants acquire the intended knowledge and skills?	<ul style="list-style-type: none"> <li>-Paper and pencil instruments</li> <li>-Simulations and demonstrations (oral and or written)</li> <li>-Participant portfolios</li> <li>-Case study analyses</li> </ul>	New knowledge and skills of participants	To improve program content, format, and organization
3. Organization support and change	<ul style="list-style-type: none"> <li>-What was the impact on the organization?</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 sufficient resources made available?</li> <li>-Were successes recognized and shared?</li> </ul>	<ul style="list-style-type: none"> <li>-District and school records of job-embedded learning opportunities</li> <li>-Minutes from follow-up meetings</li> <li>-NSDC Standards Assessment Inventory</li> <li>-Structured interviews with participants and schools or district administrators</li> <li>-Observations of staff collaboration in faculty and team meetings</li> <li>-Peer observation and feedback records</li> </ul>	The organization's advocacy, support, accommodation, facilitation, and recognition	<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	Did participant effectively apply the new knowledge and skills?	<ul style="list-style-type: none"> <li>-Structured interviews with participants and their supervisors</li> <li>-Participant reflections (oral and or written)</li> <li>-Participant portfolios</li> <li>-Direct observations</li> <li>-Video-or audiotapes</li> </ul>	Degree and quality of implementation	To document and improve the implementation of program content
5. Student learning outcomes	<ul style="list-style-type: none"> <li>-What was the impact on students?</li> <li>-Did it affect student's 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, teacher, and or/administrators</li> <li>-Participant portfolios</li> </ul>	<ul style="list-style-type: none"> <li>-Student learning outcomes</li> <li>-Cognitive (performance achievement)</li> <li>-Affective (attitudes and dispositions)</li> <li>-Psychomotor (skills and behaviors)</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>