

Five Critical Areas of Professional Development Evaluation

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Evaluation Level	What questions are addressed?	How will information be gathered?	What is measured or assessed?	How will information be used?
1. Participants' reaction	<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? 	<ul style="list-style-type: none"> -Questionnaire administered at the end of the session -Focus groups after session -Interviews -Personal learning logs 	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"> -Paper and pencil instruments -Simulations and demonstrations (oral and or written) -Participant portfolios -Case study analyses 	New knowledge and skills of participants	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 sufficient resources made available? -Were successes recognized and shared? 	<ul style="list-style-type: none"> -District and school records of job-embedded learning opportunities -Minutes from follow-up meetings -NSDC Standards Assessment Inventory -Structured interviews with participants and schools or district administrators -Observations of staff collaboration in faculty and team meetings -Peer observation and feedback records 	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	Did participant effectively apply the new knowledge and skills?	<ul style="list-style-type: none"> -Structured interviews with participants and their supervisors -Participant reflections (oral and or written) -Participant portfolios -Direct observations -Video-or audiotapes 	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's 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, teacher, and or/administrators -Participant portfolios 	<ul style="list-style-type: none"> -Student learning outcomes -Cognitive (performance 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