

## Guskey's Five Critical Levels of Professional Development Evaluation

Evaluation Level	Typical Questions Addressed	Typical Info. Gathering Methods	What is Measured or Assessed?	How Will Information Be Used?
1. Participants' Reactions	<ul style="list-style-type: none"> <li>• Did participants like it?</li> <li>• Was time well spent?</li> <li>• Did the material make sense?</li> <li>• Will it be useful?</li> <li>• Was the presenter knowledgeable?</li> <li>• Did the physical conditions of the activity support learning?</li> </ul>	<ul style="list-style-type: none"> <li>• Questionnaires administered at the end of sessions.</li> <li>• Focus groups</li> <li>• Interviews</li> <li>• Personal learning log</li> <li>• MeetingWorks internet-based sessions</li> <li>• Analysis of threaded discussion forums</li> </ul>	<ul style="list-style-type: none"> <li>• Initial satisfaction with experience.</li> </ul>	<ul style="list-style-type: none"> <li>• To improve program delivery and design</li> </ul>
2. Participants' Learning	<ul style="list-style-type: none"> <li>• Did participants acquire the intended knowledge or skill?</li> </ul>	<ul style="list-style-type: none"> <li>• Paper and pencil tests</li> <li>• Simulations and demonstrations</li> <li>• Participant reflections (oral and/or written)</li> <li>• Participant portfolios</li> <li>• Case study analysis</li> <li>• MeetingWorks internet-based sessions</li> <li>• Analysis of threaded discussion forums</li> </ul>	<ul style="list-style-type: none"> <li>• New knowledge and/or skills of participants</li> </ul>	<ul style="list-style-type: none"> <li>• To improve program content, format, and organization</li> </ul>

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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 or 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 made available?</li> <li>• Were successes recognized and shared?</li> </ul>	<ul style="list-style-type: none"> <li>• District and school records</li> <li>• Minutes from meetings</li> <li>• Questionnaires</li> <li>• Focus groups</li> <li>• Structured interviews with participants and school or district administrators</li> <li>• Participant portfolios</li> <li>• MeetingWorks internet-based sessions</li> <li>• Analysis of threaded discussion forums</li> </ul>	<ul style="list-style-type: none"> <li>• The organization's advocacy, support, accommodations, facilitation and recognition</li> </ul>	<ul style="list-style-type: none"> <li>• To document and improve organizational support</li> <li>• To improve future change efforts</li> </ul>
4. Participants' use of new knowledge or 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 reflections (oral and/or written)</li> <li>• Participant portfolios</li> <li>• Direct observations</li> <li>• Video or audio tapes</li> <li>• Concerns-based Adoption Model</li> </ul>	<ul style="list-style-type: none"> <li>• Degree and quality of information</li> </ul>	<ul style="list-style-type: none"> <li>• To document and improve the implementation of program content</li> </ul>

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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:               <ol style="list-style-type: none"> <li>1. cognitive (performance and achievement)</li> <li>2. affective ( attitudes and dispositions)</li> <li>3. psychomotor (skills and behavior)</li> </ol> </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>