

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

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| 3. Organization support and change | <ul style="list-style-type: none"> • What was the impact on the organization? • Did it affect organizational climate or 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 meetings • Questionnaires • Focus groups • Structured interviews with participants and school or district administrators • Participant portfolios • MeetingWorks internet-based sessions • Analysis of threaded discussion forums | <ul style="list-style-type: none"> • The organization's advocacy, support, accommodations, facilitation and recognition | <ul style="list-style-type: none"> • To document and improve organizational support • To improve future change efforts |
| 4. Participants' use of new knowledge or 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 audio tapes • Concerns-based Adoption Model | <ul style="list-style-type: none"> • Degree and quality of information | <ul style="list-style-type: none"> • To document and improve the implementation of program content |

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