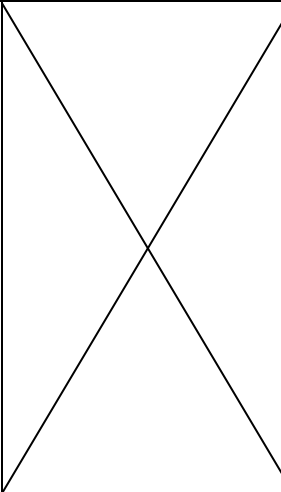


Guskey's Five Critical Levels of Professional Development Evaluation

Evaluation Level	Typical Questions Addressed	Typical Info. Gathering Methods	What is Measured or Assessed	How Will Information Be Used?	Who?
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 	

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?	Who?
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 	

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?	Who?
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 	