## Five Critical Levels of Professional Development Evaluation

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| 1. Participants’ Reactions | • Did they like it?  
• Was their time well spent?  
• Did the material make sense?  
• Will it be useful?  
• Was the leader knowledgeable and helpful?  
• Were the refreshments fresh and tasty?  
• Was the room the right temperature?  
• Were the chairs comfortable? | • Questionnaires administered at the end of the session | • Initial satisfaction with the experience | • To improve program design and delivery |
| 2. Participants’ Learning | • Did participants acquire the intended knowledge and skills? | • Paper-and-pencil instruments  
• Simulations  
• Demonstrations  
• Participant reflections (oral and/or written)  
• Participant portfolios | • New knowledge and skills of participants | • To improve program content, format, and organization |
| 3. Organization Support & Change | • What was the impact on the organization?  
• Did it affect organizational climate and procedures?  
• Was implementation advocated, facilitated, and supported? | • District and school records  
• Minutes from follow-up meetings  
• Questionnaires  
• Structured interviews with participants and district or school administrators | • The organization’s advocacy, support, accommodation, facilitation, and recognition | • To document and improve organizational support  
• To inform future change efforts |
| 4. Participants’ Use of New Knowledge and Skills | • Was the support public and overt?  
• Were problems addressed quickly and efficiently?  
• Were sufficient resources made available?  
• Were successes recognized and shared? | • Participant portfolios |
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| 4. Participants’ Use of New Knowledge and Skills | • Did participants effectively apply the new knowledge and skills? | • Questionnaires  
• Structured interviews with participants and their supervisors  
• Participant reflections (oral and/or written)  
• Participant portfolios  
• Direct observations  
• Video or audio tapes |
| 5. Student Learning Outcomes | • 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? | • Degree and quality of implementation |
| 5. Student Learning Outcomes | • Did participants effectively apply the new knowledge and skills? | • To document and improve the implementation of program content |