

Idaho MSP Professional Development Evaluation

EVALUATION LEVEL	QUESTIONS TO BE ANSWERED	MEASURE	WHAT IS MEASURED?	HOW WILL INFORMATION BE USED?
1 PARTICIPANTS' REACTIONS	<ul style="list-style-type: none"> • 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? 	<ul style="list-style-type: none"> • Questionnaires or surveys administered at the end of the session. 	<ul style="list-style-type: none"> • Initial satisfaction with the experience. 	<ul style="list-style-type: none"> • To improve professional development program design and delivery.
2 PARTICIPANTS' LEARNING	<ul style="list-style-type: none"> • Did participants acquire the intended knowledge and skills? 	<ul style="list-style-type: none"> • Paper-and-pencil instruments. • Simulations. • Demonstrations. • Participant reflections (oral and/or written). • Participant portfolios. 	<ul style="list-style-type: none"> • New knowledge and skills of participants. 	<ul style="list-style-type: none"> • To improve instructional practice • To demonstrate the impact of professional development
3 ORGANIZATIONAL SUPPORT AND CHANGE	<ul style="list-style-type: none"> • Were sufficient resources made available? • Were problems addressed quickly and efficiently? • Was implementation advocated, facilitated, and supported? • Were successes recognized and shared? • Was the support public and overt? • What was the impact on the organization? • Did it affect organizational climate and procedures? 	<ul style="list-style-type: none"> • Minutes from follow-up meetings. • Questionnaires. • Structured interviews with participants and district or school administrators. • District and school records. • Participant portfolios. 	<ul style="list-style-type: none"> • 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	<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 audiotapes 	<ul style="list-style-type: none"> • Degree and quality of implementation. 	<ul style="list-style-type: none"> • To document and improve the implementation of program content. • To demonstrate the impact of professional development
5 STUDENT LEARNING OUTCOMES	<ul style="list-style-type: none"> • What was the impact on the students? • Did it affect student performance or achievement? • Did it influence student's 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. • Cognitive (performance and 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.

Planning Programs to Improve Teacher Effectiveness

Levels of Professional Development

1. Participants' reactions
2. Participants' learning
3. Organizational support and change
4. Participants' use of new knowledge and skills
5. Student learning outcomes

Planning programs to improve teacher effectiveness proceeds from level 5 to level 1.

The first step is to identify the desired student outcomes. Is your goal to develop students' scientific inquiry skills, enhance their problem solving skills, improve their ability to communicate, or increase their collaboration with classmates? Critical analysis of relevant data from assessments of student learning, examples of student work, and school records are especially useful in identifying their learning goals.

The next step is to determine, on the basis of pertinent research, what instructional practices and policies will most effectively and efficiently produce those outcomes. Be particularly mindful of innovations that are more opinion-based than research-based.

- What evidence verifies that these particular practices and policies will lead to the desired results?
- How reliable is that evidence?
- Does the evidence meet the requirements for being "scientifically based"?
- Was it gathered in contexts similar to those in your school or district?

Next, consider what aspects of organizational support need to be in place for those practices and policies to be implemented. The lack of time, instructional materials, or necessary technology can severely impede teachers' attempts to use the new knowledge and skills they acquire through a professional learning experience. A big part of planning should involve ensuring that organizational elements are in place to support the desired practices and policies.

Now, decide what knowledge and skills the participating professional must have to be able to implement the prescribed practices and policies. What must they know and be able to do to successfully adapt the innovations to their specific situation and bring about the sought after change?

Finally, consider what set of experiences will enable participants to acquire the needed knowledge and skills. Workshops and seminars, especially when paired with collaborative planning and structured opportunities for practice with feedback, can be highly effective means of sharing information and expanding educators' knowledge.