

# Is it working? Tracking outcomes of Professional Development

Evaluation level	What it measures	How to measure it (examples)
1. Participant reactions/satisfaction	Did participants find it useful and understandable?	<ul style="list-style-type: none"> <li>• End-of-PD questionnaires</li> </ul> <p><b>This level is <i>not</i> a sufficient evaluation on its own</b></p>
2. Participants' learning	What <b>skills and knowledge</b> did participants gain? How do metrics in post-assessments (of participants) compare to those in formative assessments?	<ul style="list-style-type: none"> <li>• Written responses/assessments on pedagogy, content-area knowledge, etc.</li> <li>• Surveys to determine change in educator perspectives</li> <li>• Presentations</li> </ul>
3. <b>Organizational</b> change & support	Did the school/district facilitate and support implementation of new skills/knowledge? What resources did the district/school make available? Did implementation <b>affect climate or procedures</b> ?	<ul style="list-style-type: none"> <li>• District/school records</li> <li>• Minutes from follow-up meetings</li> <li>• Teacher/admin questionnaires</li> </ul>
4. Participants' <b>application</b> of new skills	How did participants <b>use their new knowledge/skills</b> ? How did educators' <b>practices change</b> ?	<ul style="list-style-type: none"> <li>• Observations</li> <li>• Educator Evaluation data</li> <li>• Lesson/unit plans</li> <li>• Participant reflections</li> <li>• Educator plans (self-directed/directed/improvement/developing)</li> <li>• Student/admin questionnaires</li> </ul>
5. <b>Student</b> outcomes	What was the impact on student learning, achievement, behavior, or perspectives? What was the impact on inequities between student subgroups?	<ul style="list-style-type: none"> <li>• Performance on state &amp; local assessments, including common assessments</li> <li>• Performance on assessments purposefully aligned to PD objective</li> <li>• Student questionnaires (for example, on level of engagement)</li> <li>• Student work/other artifacts of practice</li> <li>• Student behavior data</li> <li>• <b>Closure in gaps</b> between subgroups</li> <li>• Classroom observations</li> <li>• Learning walks</li> <li>• Students with Disabilities' success in inclusive classrooms, or progress toward general curriculum in substantially separate classrooms</li> </ul>

Adapted from Guskey, T. *Does it make a difference? Evaluating professional development.*

**Tip:** Particularly for levels **2** and **4**, consider using or adapting the same formative/summative assessments that PD participants completed in order to earn PDPs