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| Evaluation level | What it measures | How to measure it (examples) |
| 1. Participant reactions/satisfaction | Did participants find it useful and understandable? | * End-of-PD questionnaires

This level is **not** a sufficient evaluation on its own  |
| 2. Participants’ learning | What **skills and knowledge** did participants gain?How do metrics in post-assessments (of participants) compare to those in formative assessments?  | * Written responses/assessments on pedagogy, content-area knowledge, etc.
* Surveys to determine change in educator perspectives
* Presentations

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| 3. Organizational change & support | Did the school/district facilitate and support implementation of new skills/knowledge?What resources did the district/school make available?Did implementation **affect climate or procedures**?   | * District/school records
* Minutes from follow-up meetings
* Teacher/admin questionnaires
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| 4. Participants’ application of new skills | How did participants **use their new knowledge/skills**?How did educators’ **practices change**? | * Observations
* Educator Evaluation data
* Lesson/unit plans
* Participant reflections
* Educator plans (self-directed/directed/improvement/developing)
* Student/admin questionnaires

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| 5. Student outcomesAdapted from Guskey, T. *Does it make a difference? Evaluating professional development.* | What was the impact on student learning, achievement, behavior, or perspectives?What was the impact on inequities between student subgroups? | * Performance on state & local assessments, including common assessments
* Performance on assessments purposefully aligned to PD objective
* Student questionnaires (for example, on level of engagement)
* Student work/other artifacts of practice
* Student behavior data
* **Closure in gaps** between subgroups
* Classroom observations
* Learning walks
* Students with Disabilities’ success in inclusive classrooms, or progress toward general curriculum in substantially separate classrooms

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**Is it working? Tracking outcomes of 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**