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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 |
| 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 |
| 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 |
| 5. Student outcomes  Adapted 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 |

**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**