

The FRAME

Key Topic

Evaluation of SIM PD

is about...

recognizing there are 4 important reasons to develop a plan for the network.

Main idea
Understanding dynamic nature of SIM PD

Essential details

Main idea
SIM PD as an intentional process

Essential details

Main idea
Info on SIM implementation to guide reform efforts

Essential details

Main idea
Increased pressure for "accountability"

Essential details

Asks "Who?"

WHY?

HOW?

WHO?

Other thoughts or questions?

So What? (What's important to understand about this?)

Key Idea
5 Critical Levels of PD Evaluation

is about ...

truly understanding the change process and using data to help get the job done!

Level 1
Participants' reactions

Level 2
Participants' learning

Level 3
Organization support and change

Level 4
Participants' use of new skills & knowledge

Level 5
Student learning outcomes

Essential Details

Essential Details

Essential Details

Essential Details

Essential Details

Why? How? What? When? Where? How often?

What? How? When? Where? How often?

What? How? When? Where? How often?

So what? (What's important to understand about this?)

Five Critical Levels of Professional Development Evaluation

Evaluation Level	What Questions Are Addressed?	How Will Information Be Gathered?	What is Measured or Assessed?	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? Were the chairs comfortable? 	<ul style="list-style-type: none"> Questionnaires administered at the end of the session Focus groups Interviews Personal learning logs 	<ul style="list-style-type: none"> Initial satisfaction with the experiences 	<ul style="list-style-type: none"> To improve program delivery and design
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 and demonstrations Participant reflections (oral and/or written) Participant portfolios Case study analyses 	<ul style="list-style-type: none"> New knowledge and skills of participants 	<ul style="list-style-type: none"> To improve program content, format, and organization
3 Organization support and change	<ul style="list-style-type: none"> What was the impact on the organization? Did it affect organizational climate and procedures? Was implementation advocated facilitated and supported? Was the support public and overt? Were problems addressed quickly and efficiently? Were sufficient resources made available? Were successes recognized and shared? 	<ul style="list-style-type: none"> District and school records Minutes from follow-up meetings Questionnaires Focus groups Structured interviews with participants and school or district administrators 	<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

<i>Evaluation Level</i>	<i>What Questions Are Addressed?</i>	<i>How Will Information Be Gathered?</i>	<i>What is Measured or Assessed?</i>	<i>How Will Information Be Used?</i>
4	<ul style="list-style-type: none"> Participants' use of new knowledge and skills 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 To document and improve the implementation of program content 	
5	<ul style="list-style-type: none"> Student learning outcomes What was the impact on students? Did it affect student performance or achievement? Did it influence students' physical 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: <ul style="list-style-type: none"> -Cognitive (Performance & Achievement) -Affective (attitudes & dispositions) -Psychomotor (skills & behaviors) 	<ul style="list-style-type: none"> To focus and improve all aspects of program design, implementation, & follow-up To demonstrate the overall impact of professional development