<table>
<thead>
<tr>
<th>Evaluation Level</th>
<th>What questions are addressed?</th>
<th>How will information be gathered?</th>
<th>What is measured or assessed?</th>
<th>How will information be used?</th>
</tr>
</thead>
</table>
| 1. Participants’ reaction | - Did they like it?  
- Was their time well spent?  
- Will it be useful?  
- Was the leader knowledgeable and helpful? | - Questionnaire administered at the end of the session  
- Focus groups after session  
- Interviews  
- Personal learning logs | Initial satisfaction with the experience | To improve program design and delivery |
| 2. Participants’ learning | Did participants acquire the intended knowledge and skills? | - Paper and pencil instruments  
- Simulations and demonstrations (oral and or written)  
- Participant portfolios  
- Case study analyses | New knowledge and skills of participants | To improve program content, format, and organization |
| 3. Organization support and change | - 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 sufficient resources made available?  
- Were successes recognized and shared? | - District and school records of job-embedded learning opportunities  
- Minutes from follow-up meetings  
- NSDC Standards Assessment Inventory  
- Structured interviews with participants and schools or district administrators  
- Observations of staff collaboration in faculty and team meetings  
- Peer observation and feedback records | The organization’s advocacy, support, accommodation, facilitation, and recognition | - To document and improve organizational support  
- To inform future change efforts |
| 4. Participants’ use of new knowledge and skills | Did participant effectively apply the new knowledge and skills? | - Structured interviews with participants and their supervisors  
- Participant reflections (oral and or written)  
- Participant portfolios  
- Direct observations  
- Video-or audiotapes | Degree and quality of implementation | To document and improve the implementation of program content |
| 5. Student learning outcomes | - What was the impact on students?  
- Did it affect student’s performance or achievement?  
- Did it influence students’ physical or emotional well being?  
- Are students more confident as learners?  
- Is student attendance improving?  
- Are dropouts decreasing? | - Student records  
- School records  
- Questionnaires  
- Structured interviews with students, parents, teacher, and or/administrators  
- Participant portfolios | Student learning outcomes  
- Cognitive (performance achievement)  
- Affective (attitudes and dispositions)  
- Psychomotor (skills and behaviors) | - To focus and improve all aspects of program design, implementation and follow-up  
- To demonstrate the overall impact of professional development |