

R. Evaluation of School Professional Development Programs

1. Context Evaluation

| Questions | How to Answer the Questions | Resources |
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| <p>1. Are there professional development programs available within my school? Inservice education or professional development may include the following:</p> <ul style="list-style-type: none"> * postemployment, degree and/or nondegree-oriented study * certification-oriented activities * curriculum development activities * personal development of the professional * self-directed study * activities essential to the maintenance of the individual's position * only activities that improve the effectiveness of practicing educational personnel | <p>Inventory of professional development programs for faculty</p> | <p><i>The In-Service Education of Teachers</i> (Collins, 1978) and <i>Student Achievement Through Staff Development</i> (Joyce & Showers, 1988)</p> |
| <p>2. What needs are there for professional development?</p> | <p>Interview teachers, administrators, and staff. Faculty or committee discussions. Formal needs assessment.</p> | <p><i>Redefining Teacher Evaluation and Staff Development: An Ownership Model For Professional Development</i> (Witherspoon, 1989). U.S. Department of Education.</p> |

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| <p>3. Are the funds available for professional development adequate? Sources of funding may include</p> <ul style="list-style-type: none"> * federal government * state government * local board of education * business and industry * foundations * individual participants * institutions of higher learning | <p>List funds and needs; discussion by school faculty</p> | <p>Some programs as examples of sources: Preparation of Personnel for Careers in Special Education, Preparation of Related Services Personnel, Teacher Education, Short Term Training Program, Model Professional Development Projects, Star Schools Program, Training Personnel to Service Low-Incidence Disabilities, Teacher Enhancement, Collaboratives for Excellence in Teacher Preparation, etc.</p> |

2. Input Evaluation

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| <p>1. Are the concepts/goals of the professional development experience justified?</p> | <p>Self-assessment: examine the course objectives prior to attending the PD experience and determine congruence with current and or future responsibilities.</p> <p>Interview peers for knowledge of the PD activity, adherence of PD activity leaders to the stated goals and objectives, and applicability to your position.</p> | <p>Review course goals and objectives, interview peers and prior participants, review individual professional growth plan and mission statement of school and department, review school improvement plans</p> |
| <p>2. Are the goals and objectives of the PD experience congruent with the needs of staff; current school changes; changes in the school district, state, or the nation?</p> | <p>Check congruence of stated objectives and goals of the program to your position and/or individual professional development plan</p> | <p>Course, subject, grade level guidelines, statement of program content</p> |

3. Process Evaluation

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| <p>1. Is the way staff members are selected to attend various professional development programs systematic and fair? The staff members may be selected based on qualification level, department affiliation, length of time in position, knowledge of content area, etc. Staff members may volunteer or be selected randomly for certain PD programs if this is the format used by the school/-district.</p> | <p>Interview staff, professional development coordinator</p> | <p>Staff procedural manuals or handbook</p> |
| <p>2. Are the professional development opportunities offered in a timely manner?</p> | <p>Interview staff regarding the timeliness of PD activities and relevance to their current and future responsibilities</p> | <p>Questions such as: How soon after the PD activity did you get to apply the new knowledge or skill? Is the PD activity offered in a timely manner?</p> |
| <p>3. Have the logistics of the professional development experience worked well? Assure that personnel have been assigned appropriately and the timeliness of the experience is justified.</p> | <p>Interview participants upon completion of the PD experience</p> | <p>Questions such as: Does the PD experience have relevance to your current position? Does the PD activity meet a need professionally? Is there follow-up activity planned to insure utilization?</p> |

4. Product Evaluation

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| 1. Are staff members satisfied with professional development activities? | Interview staff members | Questions such as: Are you satisfied with the PD services? Are you satisfied with the opportunities for PD? What strengths and weaknesses have you encountered while utilizing PD services? |
| 2. Are the primary program objectives met? | Interview staff members relating program objectives to <ul style="list-style-type: none"> * staff development (professional or personal) * curriculum development * improvement of instruction * program advocacy * professionalization | Questions such as: List two ways in which the PD experience met the objectives. Give two examples indicating how your approach to instruction has changed as a result of the PD experience, etc. |
| 3. To what extent have the goals of the PD experience been achieved? | Evidence of student achievement; new teaching methods employed; feedback from students, faculty, parents. | Attendance records from PD experience, completion of PD experience, visible products, demonstration of skill, on-the-job performance |
| 4. What feedback has been received from the participants of the professional development experience? | The most frequently offered forms include <ul style="list-style-type: none"> * course workshop * questionnaire * interview with participant * participant observer report | <i>The In-Service Education of Teachers: Trends, Processes, and Prescriptions</i> (Collins, 1978) |

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| 5. What is the proportion and types of staff who are involved in professional development activities? | Obtain the number of teachers and administrators who attended an approved PD activity. Examine this number in relation to the total number of staff within the school. Most frequently offered forms include <ul style="list-style-type: none"> * grade level * years of experience * gender * race | Records of courses offered and attendance |
| 6. What effect does professional development have on job performance? | Interviews with staff members, students, parents, and fellow teachers; samples of work products; demonstrations of skill in handling situations relevant to the PD experience, frequency of use of the PD skills. | Questions such as: What tangible outputs can you contribute to the PD activity? Give examples of how the PD activity has improved your skill/knowledge level in the area. Has the PD activity helped you in your personal life as well? Would students be aware of the effects of your PD activity? |
| 7. Is there a process for continued use of the knowledge or skills obtained in the PD experience? | Interview staff; determine the degree to which information is shared through meetings/seminars with faculty, staff, students, and parents; monitor through Personal Growth log | Questions such as: What kind of follow-up activities are planned for this PD experience? Will staff be positively reinforced for utilizing these skills? |