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<th>Typical Info. Gathering Methods</th>
<th>What is Measured or Assessed</th>
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| 1. Participants’ Reactions | • Did participants like it?  
• Was time well spent?  
• Did the material make sense?  
• Will it be useful?  
• Was the presenter knowledgeable?  
• Did the physical conditions of the activity support learning? | • Questionnaires administered at the end of sessions.  
• Focus groups  
• Interviews  
• Personal learning log  
• MeetingWorks internet-based sessions  
• Analysis of threaded discussion forums | • Initial satisfaction with experience. | • To improve program delivery and design |
| 2. Participants’ Learning | • Did participants acquire the intended knowledge or skill? | • Paper and pencil tests  
• Simulations and demonstrations  
• Participant reflections (oral and/or written  
• Participant portfolios  
• Case study analysis  
• MeetingWorks internet-based sessions  
• Analysis of threaded discussion forums | • New knowledge and/or skills of participants | • To improve program content, format, and organization |
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| 3. Organization support and change | • What was the impact on the organization?  
• Did it affect organizational climate or 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? | • District and school records  
• Minutes from meetings  
• Questionnaires  
• Focus groups  
• Structured interviews with participants and school or district administrators  
• Participant portfolios  
• MeetingWorks internet-based sessions  
• Analysis of threaded discussion forums | • The organization’s advocacy, support, accommodations, facilitation and recognition | • To document and improve organizational support  
• To improve future change efforts |
| 4. Participants’ use of new knowledge or skills | • Did participants effectively apply the new knowledge and skills? | • Questionnaires  
• Structured interviews with participants and their supervisors  
• Participant reflections (oral and/or written)  
• Participant portfolios  
• Direct observations  
• Video or audio tapes  
• Concerns-based Adoption Model | • Degree and quality of information | • To document and improve the implementation of program content |
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| 5. Student Learning Outcomes | • What was the impact on students?  
• Did it affect student 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, teachers, and/or administrators  
• Participant portfolios | • Student learning outcomes:  
1. cognitive (performance and achievement)  
2. affective (attitudes and dispositions)  
3. psychomotor (skills and behavior) | • To focus and improve all aspects of program design, implementation, and follow-up  
• To demonstrate the overall impact of professional development |