# Resource 3.1 At-a-glance guide to Guskey's Evaluation Model

Guide to Guskey's Five Levels of Evaluation

Introduction

The purpose of professional learning for educators is to enhance the professional knowledge and skills of the educators in order to improve the learning of all students. Professional learning is not a one-time event, but rather it is an ongoing process of learning, applying learning, getting feedback on use of new practices and then reflecting on and deepening understanding of the new knowledge and skills. Research on changes in teaching practice indicates that teachers will embrace and use new approaches and instructional practices when they experience successful implementation of the new practices and see evidence of positive learning outcomes in their students (Guskey, 2000; 1985; 1986). This research led to the development of Guskey's Model of Teacher Change. It suggests that professional development must focus intentionally on supporting teachers to make changes in classroom practices which results in change in student learning and ultimately changes teachers' attitudes and beliefs about teaching and learning.

Guskey Model of Teacher Change

| Professional learning | ▶ | Change in class-room practice | ▶ | Change in student learning | ▶ | Change in teachers' attitudes and beliefs |
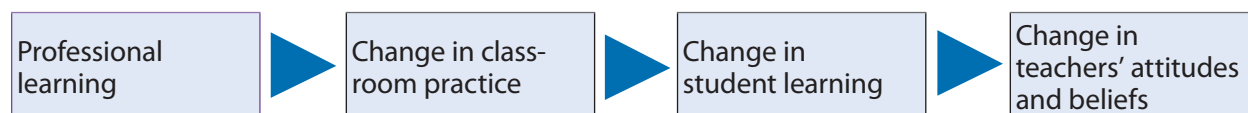
In applying this model of teacher change to a framework for evaluating the impact of professional learning, Guskey identified five levels of evaluation that should be used to assess the effectiveness and impact of professional learning programs. The five evaluation levels are:

Level 1: Participants' Reactions*
Level 2: Participants' Learning
Level 3: Organization Support and Change*
Level 4: Participants' Use of New Knowledge and Skills
Level 5: Student Learning Outcomes

For the purposes of this project, this level was adapted to increase focus on the quality of the professional learning offered.

References

Guskey, T.R. (1985) Staff development and teacher change, *Educational Leadership, 42*(7), 57–60.

Guskey, T.R. (1986, May). Staff development and the process of teacher change. *Educational Researcher, 15*(5), 5–12.

Guskey, T.R. (2000). *Evaluating professional development.* Thousand Oaks, CA: Corwin.

Guskey, T.R. (2002, March). Does it make a difference? *Evaluating professional development. Educational Leadership, 59*(6), 45–51.

The following charts provide a guide to each of the five levels, including what is measured for that level, the key questions to ask, ideas for how to gather information for that level and examples of how the information for that level can be used for continuous improvement of professional learning.

Level 1: Measure Participants' Reactions to the Professional Learning			
What is measured?	**What questions are asked?**	**How is information gathered?**	**How is information used?**
Level 1 measures the quality of the professional learning design and gathers participants' satisfaction data. Level 1 also gathers input and ideas for enhancing future professional learning sessions.	**Content questions:** 1. Was the content relevant to your professional responsibilities? 2. Did the content address a specific learning need you have? 3. Did the content make sense to you? 5. Was your time well spent? 6. Will what you learned be useful to you? 7. Will you be able to apply what you learned in the classroom? **Process questions:** 1. Was the professional developer knowledgeable and helpful? 2. Did the instructional strategies support your learning? 3. Did you engage in different types of learning activities? 4. Were the activities relevant to what you were learning? 5. Was the professional developer well-prepared? 6. Were activities carefully planned and organized? 7. Were the learning goals clearly specified at the beginning? 8. Were new practices explained and modeled? 9. Did the session provide time for you to try using the new practices or plan for how you would use them? 10. Did you have access to all necessary resources? 11. Was time used effectively and efficiently? 12. Was sufficient time provided for you to complete all learning activities? 13. Did you leave the session with a clear understanding of your next steps?	Using some of the questions listed in Column 2, create the following instruments to gather Level 1 data: • Exit Tickets • Questionnaires • Focus groups • Interviews • Personal learning logs Gather this data immediately after the learning sessions. You may also gather additional Information several weeks or months after the sessions to get more feedback after teachers have tried out the new practices in the classroom.	To improve program design and provision and establish the professional learning was adequate to expect participants to be able to use new content or practices. **Examples:** If data indicate that time was not used effectively and efficiently, provide feedback to professional developer to improve pacing, tighten up plans as needed, and eliminate activities that are less important or irrelevant. If participants raise questions about their ability to apply what they have learned in the classroom, provide feedback to professional developers to provide more modeling of how to use new practices in the classroom and increase use of concrete examples of use during follow-up sessions.

Level 2: Measure Participants' Learning from the Professional Learning			
What is measured?	**What questions are asked?**	**How is information gathered?**	**How is information used?**
Level 2 focuses on measuring the knowledge, skills, attitudes or beliefs that participants gain from the professional learning experiences.	**Question:** 1. What new knowledge or skills did you develop through this professional learning experience? 2. What new content knowledge did you gain from this session? 3. What new instructional strategies did you learn to use? 4. How confident are you about your ability to use the new knowledge and skills in your classroom? 5. What do you still need to learn to be able to use the new knowledge and skills in your classroom?	• Questionnaires • Paper and pencil instruments, such as tests of subject matter knowledge • Demonstrations, presentations or portfolios assessed using a rubric • Participant reflections (oral and/or written) **Pre-/post reflection:** • Pre-session: • What do I know about the content? • What do I want to learn in the session? • Post-session: • What did I learn in the session? • What do I still need to learn?	To improve program design and provision and establish the professional learning was adequate to expect participants to be able to use new content or practices. **Examples:** If data indicate that time was not used effectively and efficiently, provide feedback to professional developer to improve pacing, tighten up plans as needed, and eliminate activities that are less important or irrelevant. If participants raise questions about their ability to apply what they have learned in the classroom, provide feedback to professional developers to provide more modeling of how to use new practices in the classroom and increase use of concrete examples of use during follow up sessions.

Level 3: Organizational Support and Change

What is measured?	What questions are asked?	How is information gathered?	How is information used?
Level 3 measures the extent to which the school and district provides support, advocacy, accommodation, facilitation, and recognition for the professional learning program.	There are nine aspects of organizational support: 1. **Organizational policies** Are the goals for the professional learning aligned with school policies and mission? Are any policies affected by the program or need to be altered to support the program? 2. **Resources** Are sufficient resources made available? Are problems addressed quickly and efficiently? Is access to expertise available to address problems? 3. **Protection from intrusion** Were teachers freed from other duties? Was time for collaborative work uninterrupted? Do teachers have quiet work space to plan and discuss important issues? 4. **Openness to experimentation:** Are staff encouraged to try out new practices? Are school leaders open to suggestions for improvements? 5. **Collegial support** Do colleagues support each other to make improvements in the school? Do colleagues observe one another and discuss ideas and strategies? Do colleagues discuss student learning results?	• Examine district and school records for policies that may support or detract from the program. • Review minutes from staff meetings to document how the program is being recognized and supported by staff and leaders. • Use questions in Column 2 to develop questionnaires or lead focus groups and interviews with participants and leaders to gather Level 3 data.	To document the level of organizational support and highlight areas that need to be changed to advocate for and support effective professional learning. **Examples:** If data indicate that time set aside for teachers to meet in PLCs is being used for administrative meetings or teachers are being pulled from the time to cover other duties, make leaders aware of the impact of those decisions on the professional learning. Seek alternatives to protect time for professional learning. If data indicate that student materials necessary for implementation have not been supplied, work with leaders to troubleshoot and provide materials to teachers.

Level 4: Participants' Use of New Knowledge and Skills			
What is measured?	**What questions are asked?**	**How is information gathered?**	**How is information used?**
Level 4 measures the degree to which the practices and strategies learned in the program are implemented as intended and effectively.	**Questions:** 1. What are the critical indicators of use of the new practice(s)? 2. What would you see students and teachers doing in the classroom? 3. Do teachers effectively apply the new knowledge and skills? 4. What are teachers' concerns about using their new knowledge and skills? 5. What is the level of use of the specific program components in the classroom? 6. Are materials required for the use of the practices in place in the classroom? 7. Is adequate time being provided to use new practices in the classroom?	• Structured interviews with participants and their supervisors • Participants' reflections • Logs or journals • Participant portfolios • Direct observations • Implementation logs • Examination of lessons • Video or audiotapes • Questionnaires	To document and improve the implementation of program content

Level 5: Student Learning Outcomes

What is measured?	What questions are asked?	How is information gathered?	How is information used?
Level 5 measures student learning outcomes: • Cognitive (performance and achievement data) • Affective (attitudes and dispositions) • Psychomotor (skills and behavior)	**Questions:** 1. What was the impact on students? 2. Did the professional learning benefit them in any way? 3. What content did students learn? 4. Did it affect student performance or achievement? 5. Did it influence students' physical or emotional well-being? 6. Are students more confident learners? 7. Is student attendance improving? 7. Are dropouts decreasing?	• **For cognitive outcomes:** Examine student learning data and student records. Prepare participants' portfolios showing student work and interpretations of student work. • **For affective outcomes:** Administer student surveys and examine school records such as disciplinary and retention data. Other data on student learning can be gathered from interviews with students, parents, teachers, and/or administrators. • **For psychomotor outcomes:** Structure performances, practical assessments, or demonstrations of specific skills (e.g. dance steps, musical scales or interpretations, use of lab equipment). Other data may be gathered from student portfolios.	These data are used to improve all aspects of program design, implementation, and follow-up, and, especially to demonstrate the impact of the professional learning program on students. **Example:** Effective professional learning is designed to address specific goals for improved student learning. For example, when students do not meet grade-level goals in mathematics, teachers may adopt new, proven strategies for math teaching. Once professional learning is conducted and the evaluation shows that the new practices are being implemented, teachers expect to see some changes in their student learning results. At Level 5, schools revisit the same (or similar) student data they used to set professional learning goals to determine if the new practices are producing desired student results. Based on analysis and interpretation of data, they take action to increase use of new practices, if they are working and seek additional strategies that may be needed to address student needs. For example, some teachers may need additional coaching or training to increase their mastery in the use of new practices.

Source: Guskey, T. (2000). Evaluating Professional Development. Thousand Oaks, CA: Corwin.