Evaluating Professional Development

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Who Am I?

- Certified teacher; Master’s and Doctoral degrees in education.
- Experience in informal science education, out-of-school time, sports-based youth development, staff training, and research and evaluation.
- Born, raised, and living in Philadelphia, PA.
Professional development (PD) refers to a spectrum of activities, resources, and supports that help practitioners work more effectively with or on behalf of children and youth. Professional development formats include workshops, technical assistance, apprenticeships, and additional diverse offerings. Practitioners can be full-time staff, part-time staff, volunteers, teenagers, parents, or other non-staff members, provided that the professional development experience culminates in supporting (OST) youth participants. (Peter, 2009)
Why Evaluate Professional Development?
Evaluation “Levels”  
(Indicators and Outcomes)

**Evaluating Professional Development (Guskey, 2000)**
- Satisfaction
- Acquisition of knowledge and skills
- Institutional integration
- Application
- Student impact

**Concerns-Based Adoption Model (Loucks-Horsley, 1996)**
- Change in belief of importance

**Building an Evaluation Toolkit (Buher-Kane, Peter, Kinnevy, 2009)**
- Extension
- Professional Identity
Evaluation Methods

- Quantitative and qualitative
- Formative and summative
- Process and outcome
Professional Development

Surveys

- Pros and cons
- Paper vs. online
Professional Development Survey Tips

**General**
- Start with a plan
- Adapt existing surveys
- Don’t collect more information than you need/will use
- Minimize participant burden
- Avoid jargon
- Ask one question at a time
- Retain objectivity
- Respect confidentiality and anonymity

**Online**
- Test your survey
- Test your survey
- Test your survey
References/Resources

References


Resources

