

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.



Defining Professional Development

***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

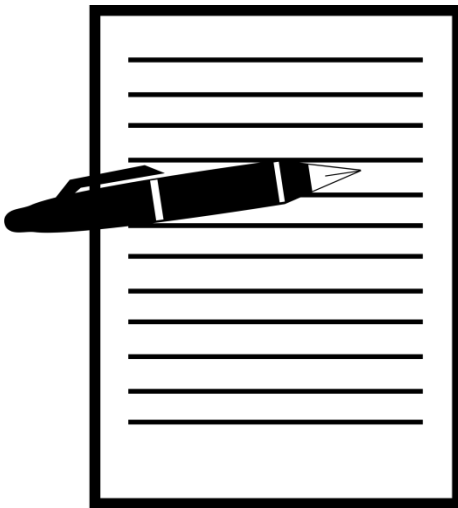
Evaluation Methods

- 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

- Buher-Kane, J. Peter, N., and Kinnevy, S. (2009). Building an evaluation tool kit for professional development. *Harvard Family Research Project: The Evaluation Exchange*. 11(4), 21.
- Guskey, T.R. (2000). *Evaluating Professional Development*. Thousand Oaks, CA: Corwin Press, Inc.
- Loucks-Horsley, S. (1996). *The concerns-based adoption model (CBAM): A model for change in individuals. Professional Development for Science Education: A Critical and Immediate Challenge*. National Standards and the Science Curriculum. Ed. Roger Bybee. Dubuque, Iowa: Kendall/Hunt Pub. Co.
- Peter, N. (2009). Defining our terms: Professional development in out-of-school time. *Afterschool Matters*. 8(2), 34-41.

Resources

- *Forum for Youth Investment:*
<http://forumfyi.org/content/measuring-youth-program-quality-guide-assessment-tools-2nd-edition>
- *Center for the Advancement of Informal Science Education:*
<http://www.informalscience.org/evaluation/evaluation-tools-instruments>
- *Harvard Family Research Project:* <http://www.hfrp.org/evaluation>