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| **Levels** | **Definition** | **Evaluation Methods and Strategies** |
| **Reaction** | * **Participant Satisfaction -** The degree to which participants react positively to the event and find the training favorable, engaging and relevant to their jobs. * **Engagement -** The degree to which participants are actively involved in and contributing to the learning experience. * **Relevance -** The degree to which participants will have the opportunity to use or apply what they learned in training on the job. | * Informal questioning * Ticket out the door * Surveys |
| **Learning** | The degree to which participants acquire the intended knowledge, skills, attitude, confidence and commitment based on the learning objectives in the training.   * **Knowledge:** *I know it.* * **Skill:** *I can do it right now.* * **Attitude**: *I believe this is worthwhile to do.* * **Confidence**: *I think I can do it.* * **Commitment:** *I intend to do it.* | * Pre-post measures of knowledge, skills, beliefs/attitudes * Self-report confidence measures * Micro-teaching * Journals, blog posts, reports of perceived learning * Implementation intention statements |
| **Behavior (Transfer)** | * **Behavior:** The degree to which participants apply what they learn during training and change their professional or teaching practices since they have attended the event**.** * **Required Drivers:** Processes and systems that reinforce, encourage, and reward implementation of learning into professional or teaching practices. | * Classroom observations * Focus groups with participants and students * Document analysis (course materials, lesson plans) * Self-assessment and reflections * PLC agendas |
| **Results** | * **Results**: The degree to which the event impacts the quality of a participant’s professional or teaching practice and their students’ learning. * **Leading Indicators:**  Short-term observations and measurements suggesting that new learning and behaviors are on track to create a positive impact on professional or teaching practices and student outcomes. | * Classroom observations * Student evaluations of teaching effectiveness * Peer review of teaching (coaching, observations, PLCs) * Student assessments and performances/achievement * Document analysis (syllabi, assessments, data, examples of student work) |