|  |  |  |
| --- | --- | --- |
| **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)
 |