

Evaluation Level	What questions are addressed?	How will information be gathered?	What is measured or assessed?	How will information be used?
1.Participant's reactions	1.Did they like it? 2.Was their time well spent? 3.Did the material make sense? 4.Will it be useful? 5.Was the leader knowledgeable and helpful? 6.Were the refreshments fresh and tasty? 7. Was the room the right temperature? 8.Were the chairs comfortable?	Questionnaires gathered at end of session	Initial satisfaction with the experience	To improve programme design and delivery
2.Participant's Learning	Did participants acquire the intended knowledge and skills?	Paper and pencil instruments Simulations Demonstrations Participant reflections (oral and written) Participant portfolios	New knowledge and skills of participants	To improve programme content, format, and organisation
3.Organisation Support & Change	What was the impact on the organization? Did it affect organizational climate and procedures? Was implementation advocated, facilitated and supported? Was the support public and overt? Were the problems addressed quickly and efficiently? Were sufficient resources made available? Were successes recognized and shared?	District and school records Minutes from follow-up meetings Questionnaires Structured interviews with participants and district or school administrators Participant portfolios	The organisation's advocacy, support, accommodation, facilitation, and recognition	To document and improve organizational support To inform future change efforts.
4.Participant's use of new knowledge and skills	Did participants effectively apply the new knowledge and skills?	Questionnaire Structured interviews with participants and their supervisors Participant reflections (oral and /or written) Participant portfolios Direct observations Video and/or audio tapes	Degree and quality of implementation	To document and improve the implementation of the programme
5.Student Learning outcomes	What was the impact on students? Did it effect student performance or achievement? Did it influence students' physical or emotional well-being? Are students more confident as learners? Is student attendance improving? Are dropouts decreasing?	Student records School records Questionnaires Structured interviews with students parents teachers and/ or school leaders Participant portfolios	Student learning outcomes: -cognitive (performance and achievement) -affective (attitudes and dispositions) -psychomotor (skills and behaviours)	To focus and improve all aspects of programme design, implementation and follow-up To demonstrate the overall impact of professional development