

Evaluating Professional Development (May 2001) By Judy Arter

ATI has suggested for a long time that folks evaluate the impact of their professional development efforts in classroom assessment. In previous issues of the Tackle Box we mentioned the paper we developed to help develop evaluation plans. (We'd be happy to send you *Evaluation Guidelines* upon request.)

A new interesting book on this topic is *Evaluating Professional Development* by Thomas R. Guskey, Corwin Press, 2000 (order@corwinpress.com).

The book, although not necessarily fun to read is, nevertheless, complete and to the point. The book reviews the research on the importance of professional development, describes various professional development models, discusses what evaluation is and why it is important, describes characteristics of effective professional development programs, and details five types of information that could be collected and how to collect it.

The five types are: immediate participant reaction, what participants learned, organizational support for professional development, use of new skills, and impact on student learning. There are lists of questions to ask and a few complete survey forms.

The book is about professional development in general, not specifically about professional development in classroom assessment. Therefore, ideas would have to be adapted. However, the book contains many fine ideas