DEVLEARN 365
WEBINARS

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TIME: 1 PM ET / 10AM PT

Beyond Knowledge: Evaluating Training Programs for Real-World Impact


SPEAKERS

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Beyond Knowledge: Evaluating Training Programs for Real-World Impact

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Learning Objectives

Articulate the purpose and values of evaluation by naming **two reasons** it matters in your context and **one value** that should guide it

Determine appropriate data collection methods for a given training goal by **matching at least two methods** (e.g., observation rubric, system data, brief confidence scale, supervisor check-in) to **one outcome** you care about.

Analyze cross-sector examples (public health, K-12, nonprofit) to **identify two transferable practices** for measuring behavior or behavior-proximal change (confidence, intention, workflow data)Start outlining an evaluation plan you can use right away

Draft a one-page evaluation plan for one training that includes **purpose, framework(s), a logic-model slice, indicators, and data sources/timing**.

Our Lenses: Public Health + Education

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- Public Health strategist + evaluator
- Instructional Designer
- Non-profit leadership
- Big picture program evaluation

- K–12 School Administrator
- Curriculum and Instruction
- Non-profit leadership
- Private-sector
- Big picture program evaluation

We want to hear from you!

Anonymous polls

Responses to our questions using Chat

Please post questions in Q&A

Quick Guage Check!

Poll: What type of organization do you work in? *(Choose one)*

- Nonprofit or foundation
- K–12 or higher education
- Healthcare or public health
- Corporate / for-profit
- Government or public sector
- Consultant / freelancer
- Other *(please share in chat!)*

Poll: What's your current role in training evaluation
(Choose the closest match)

- I lead or plan the evaluation
- I help collect or analyze data
- I design or deliver the training
- I use evaluation results to make decisions
- I'm new to evaluation / not involved yet
- Other (share in chat)

Poll: What's your biggest challenge with evaluating training impact?

(Select up to 2)

- I'm not sure what to measure
- We don't have time or staff to evaluate
- We collect data, but don't use it
- We get pushback about what counts as "impact"
- Evaluation feels too technical or confusing
- Leadership wants ROI but I don't know how to show it
- Other (share in chat!)

Poll: Which of these would you love to walk away with? *(Pick your top priority)*

- A simple way to connect training to behavior change
- Tools for collecting better data without surveys
- A starter logic model for my program
- Confidence in how to explain evaluation to others
- Clarity on what's already working

Fundamentals of Evaluation

Building the Framework

What Evaluation Feels Like

"It’s just for funders"

"Too hard to measure behavior change"

"It’s something you do at the end"

Poll: What are some reasons why you conduct evaluations? *(select all that apply)*

- To meet credentialing requirements
- To gather attendance data
- To see if my participants liked the training
- To see what worked well
- To see what I can improve
- To see if my training met its goal
- To prove that our L&D team needs to keep funding
- Wait...was I supposed to be doing evaluation?

What Evaluation is and What it Does

Creative strategy and a **systematic** way to help answer questions about the quality, effectiveness and value of your training

Can be used to:

- Prove, not just improve
- Answer if your training meets the needs of your learners
- Determine if you have the resources/materials necessary to deliver the training
- Analyze if you implemented this the way you planned

Types of Evaluation

Evaluation Type	**Purpose**	**Key Question**
Needs Assessment/Formative	Understand gaps and goals before training	*"What problem are we trying to solve?"* *"Who is the audience and what do they need?"* *"Will training address the need?"*
Process Evaluation	Check fidelity, reach, and quality during training	*"Was it delivered as intended?"* *"Do we have the necessary resources and support"*
Outcome / Summative Evaluation	Assess short-term results after training	*"What changed immediately?"* *"How effective is the training?"*
Impact Evaluation	Measure long-term effects and real-world behavior change	*"What difference did this make?"* *"Is my training achieving its ultimate goals and outcomes?"*

Evaluation Lenses You Can Use Pick the approach that fits your question

Utilization-Focused (UFE). *Design for use.*

•Best when: a go/no-go or scale/tweak decision is due soon.

•Ask: *“Who will use this, by when, for what decision?”*

Realist (CMO). *Explain variation.*

•**Context** → **Mechanism** → **Outcome**: what works, for whom, in what conditions, and why?

•Best when: results differ across teams/sites and you need to tailor supports.

•Ask: *“Which conditions enable change here?”*

Empowerment. *Build ownership & capacity.*

•Teams **co-define success**, track it, and run small tests (PDSA); evaluator coaches.

•Best when: you want sustained behavior change and local buy-in.

•Ask: *“What can the team test and improve this month?”*

Evaluation Frameworks
Organize what/when you measure

Framework	Best For	Focus
Kirkpatrick	Training effectiveness & behavior change	Reaction → Learning → Behavior → Results
Guskey	Professional development in education settings	Participant → Org Support → Change in Practice
Phillips ROI	Showing the financial return on training	Adds ROI to Kirkpatrick
CIPP	Evaluating across planning & implementation	Context, Input, Process, Product

Choose your data collection methods

Consider what you need to answer your question

- Go beyond "training" data
- Use multiple sources of data
  - Methods: Don’t stop at post-course survey and perception questions
  - Respondents: learners, colleagues, managers, patients, state org, etc.
- Be strategic with the timing
- Factor in feasibility

Selecting Your Data Collection Methods

Perceptions

- Survey
- CATs

Confidence

- Pre-/post-test

Learning

- Pre-/post-test
- Graded assessment

Skills

- Role play
- Observations
- Document review

Outcome/ Impact

- Observations
- Document review
- Focus groups

F e a s i b i l i t y

Blending Frameworks for Better Evaluation

Many orgs blend frameworks to get a fuller picture.

- For example, we've combined:
  - **Kirkpatrick** for levels of behavior change
  - **Guskey** for understanding system-level shifts

You could also blend:

- **CIPP** for implementation + **ROI** for results
- **Realist Evaluation** for explaining context + **Guskey** for PD evaluation
- **Empowerment Eval** to let teams evaluate their own behavior change

Core Questions for Any Evaluation

- **Problem & Purpose**
  - What problem are we solving, for whom, and why now?
- **Users & Lens**
  - Who will use the findings and by when? Which lens fits (UFE / Realist / Empowerment) and why?
- **Solution**
  - What are we doing to solve it (training + supports/context)?
- **Change Target**
  - What, specifically, are we trying to change (knowledge, confidence, behavior, system outcome)?
- **Enablers (Context/Supports)**
  - What must be in place to make change possible (time, tools, job aids, approvals, prompts)?
- **Evidence Plan**
  - How will we know it's changing (process, proximal, behavior, result indicators + timing)?
- **Use Plan**
  - What will we do with what we learn (decision, decision date, owner, likely actions)?

Put in Chat!

In one sentence, why would do you want to evaluate?

Let's Practice

After a district-wide PD on **formative assessment**, teachers report **confidence in using the tools**, but classroom observation shows **rubrics aren’t used consistently**. Admin need to decide within 30 days whether to run another training, add job aids, or fix system barriers (ex: time)

Poll : What evaluation type should we do first?

- **A. Mini Needs Assessment / Gap Analysis** (diagnose barriers)
- **B. Process / Implementation Evaluation** (were supports in place?)
- **C. Outcome / Behavior Evaluation** (are rubrics being used?)
- **D. Impact / ROI Evaluation** (is student learning improving?)

Poll: Which *lens* would you use first?

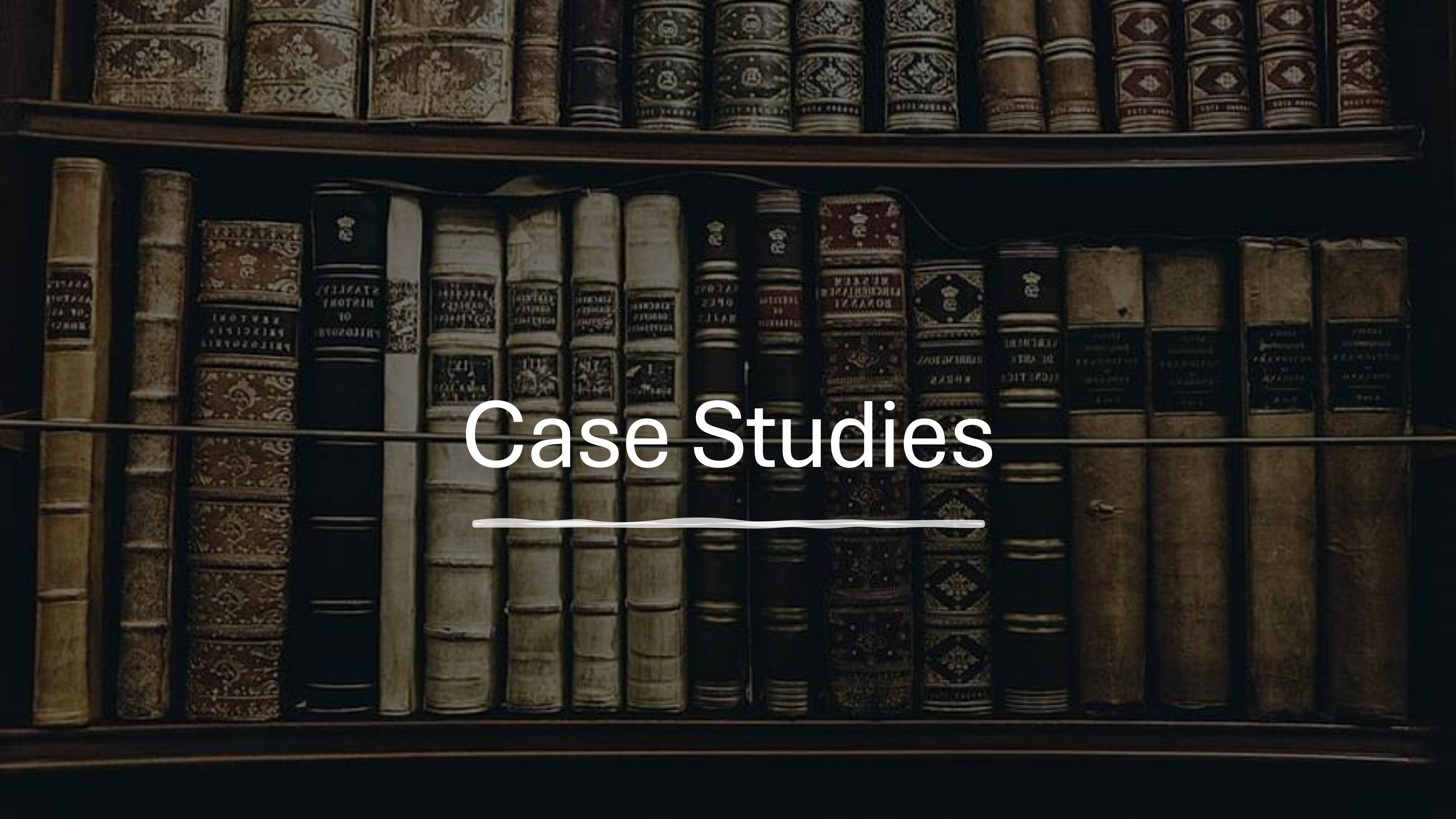
- **A. Utilization-Focused (UFE):** Start with the **decision & decision-date**; collect only the data needed to decide **train vs. coach vs. fix supports**.
- **B. Realist (CMO):** Explain **variation**: which **contexts** (planning time, materials, PLCs) enable the **mechanism** (teacher self-efficacy/norms) → **consistent rubric use**.
- **C. Empowerment:** Let **grade teams** own a simple indicator set and **run PDSA cycles** (try/check/adapt) with admin as coach.

Poll: Which framework would you pair with it?

- **1) Guskey (PD levels):** Emphasize organizational support + change in practice.
- **2) Kirkpatrick (L1–L4):** Reaction/Learning → Behavior (classroom use) → Results.
- **3) CIPP/CIRO:** Add Context & Process checks (planning time, materials, PLC protocols) alongside outcomes.
- **4) Phillips ROI:** Use if leaders need a cost/value view to choose supports.

Pause + Reflect: What’s standing out so far?

Case Studies



Case Study K-12: Coaching a Teacher Using "Look Fors"

Problem & Purpose

What problem are we solving, for whom, and why now?

- A teacher scored below expectations on a required state benchmark
- The school leader did not want to wait months for the next formal rating.
- Purpose: support growth now and collect clear evidence of improvement.

Users & Lens

Who will use the findings and by when? Which lens fits and why?

- **Who and when:** The principal (or assistant principal) and the teacher; decisions in 6–8 weeks about progress and next steps.
- **Lens: Empowerment evaluation** (teacher and leader co-define success, collect evidence together, and run small tests). Also use **utilization-focused evaluation** (set a clear decision date and gather only the evidence needed to make that decision).

Solution

What are we doing to solve it (training + supports/context)?

- Start a short coaching cycle: brief planning meeting → focused observation → short debrief each week.
- Co-create a simple “look-fors” checklist tied to the benchmark (what we expect to see).
- Provide ready tools (question prompts, exit-ticket template, mini whiteboards).

Case Study K-12: Coaching a Teacher Using "Look Fors"

Change Target

What, specifically, are we trying to change (knowledge, confidence, behavior, system outcome)?

- **Behavior in class:** The teacher uses a quick check for understanding at least twice per lesson and adjusts instruction based on student responses.
- **Short-term change:** The teacher's confidence using the strategy and clarity about when to use it.
- **Student signal (optional):** More students meet the lesson goal on a sample question.

Enablers (Context/Supports)

What must be in place to make change possible (time, tools, job aids, approvals, prompts)?

- Protected planning time to script questions and plan the check.
- Materials at hand (whiteboards, exit tickets, posted success criteria).
- A simple weekly meeting routine with the coach.
- Principal mentions the focus strategy during walkthroughs to reinforce it.

Case Study K-12: Coaching a Teacher Using "Look Fors"

Evidence Plan

How will we know it's changing (process, short-term, behavior, result indicators + timing)?

- **Process (weekly):** Planning meeting held (yes/no); materials ready (yes/no).
- **Short-term (before/after, 2–3 weeks):** 3 quick questions on the teacher's confidence using the strategy; intention to use it tomorrow (yes/no).
- **Behavior (weekly observation):** Look-fors present (strategy used twice; teacher adjusts instruction when needed).
- **Student signal (4–6 weeks):** Percentage of students who meet the success criteria on an exit question.

Use Plan

What will we do with what we learn (decision, decision date, owner, likely actions)?

- **Week 2 (owner: coach/principal):** If materials or planning time are missing, fix those first; if the strategy is present but there is no adjustment, script the decision rule together.
- **Week 4:** Keep the same focus if gains are emerging; if not, try a second check for understanding that better fits the class.
- **Week 6–8:** Decide whether to document improved performance for the benchmark, extend coaching, or add different supports. Share the evidence with the teacher and agree on next steps.

Case Study Nonprofit: One-Day Fundraiser

Problem & Purpose

What problem are we solving, for whom, and why now?

- Success was judged only by dollars raised at the end of the day
- Did not track or manage the actions that create donations
- Purpose: reach the fundraising target this year by steering the actions during the day, not just reviewing results afterward.

Users & Lens

Who will use the findings and by when? Which lens fits and why?

- **Who and when:** Executive director and Board Chair, and board members; decisions made during the live campaign and at the end of the day.
- **Lens:** Utilization-Focused (UFE) for real-time decisions; Empowerment to give board members ownership of small, specific actions and the metrics.

Solution

What are we doing to solve it (training + supports/context)?

- Create a content calendar and pre-written messages. Assign each board member a daily target for comments and reshares. Hold short check-ins in the morning, at noon, and late afternoon. Try two versions of headlines and images.

Case Study Nonprofit: One-Day Fundraiser

Change Target

What, specifically, are we trying to change (knowledge, confidence, behavior, system outcome)?

- **Behavior:** Number of posts, comments, and reshares meets the plan; percentage of people who click from the post to the donation page; percentage who complete a donation.
- **Result:** Total donations and average gift size.

Enablers (Context/Supports)

What must be in place to make change possible (time, tools, job aids, approvals, prompts)?

- Access to the social media pages and tracking links; a donation page that works well on phones; clear roles and prompts for board members; Posts that can be easily copy and pasted

Case Study Nonprofit: One-Day Fundraiser

Evidence Plan

How will we know it's changing (process, short-term, behavior, result indicators +timing)?

- **Process (hourly):** Posts compared to the plan; number of board comments and reshares; reach and views.
- **Short-term (hourly):** Visits to the donation page; percentage of people who click.
- **Behavior and result (hourly and end-of-day):** Percentage who donate and total dollars raised.

Use Plan

What will we do with what we learn (decision, decision date, owner, likely actions)?

- **During the day (owner: development lead):**
  - **If** posts are below target by midday, **then** assign extra posts to two named board members and provide ready-to-use messages.
  - **If** few people are visiting the donation page, **then** change the headline or image and send personal outreach to warm supporters.
  - **If** many people visit but few donate, **then** simplify the donation page (fewer steps, clearer button) and share a direct link that works well on phones.
- **End-of-day:** Review which actions moved the needle, update next year's playbook, and set early board commitments for posts, comments, and reshares.

Use the Handout: Sketch Your Plan

Pick a recent training

- What are we trying to change?
- What should we track during?
- What will we measure after?

Use the handout and sketch your plan

Mindset Shift

- Evaluation is creative, strategic, doable
- You already have the skills, you just need the lens!

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