DOCUMENT RESUME

ED 481 347 CE 085 559

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TITLE Evaluating Professional Development Resources: Selection and Development Criteria.

INSTITUTION American Institutes for Research, Washington, DC.

SPONS AGENCY Office of Vocational and Adult Education (ED), Washington, DC. Div. of Adult Education and Literacy.

PUB DATE 2003-08-00

NOTE 30p.; A publication of Building Professional Development Partnerships for Adult Educators Project (PRO-NET 2000).

AVAILABLE FROM For full text: http://pro-net2000.org/CM/content_files/99.pdf.

PUB TYPE Reports - Evaluative (142)

EDRS PRICE EDRS Price MF01/PC02 Plus Postage.

DESCRIPTORS Adoption (Ideas); Adult Education; *Adult Educators; Educational Objectives; Educational Resources; *Evaluation Criteria; *Instructional Material Evaluation; Instructional Materials; *Material Development; Media Adaptation; *Media Selection; Organizational Development; *Professional Continuing Education; Professional Development; Professional Personnel; Program Content; Resource Materials; Staff Development; Theory Practice Relationship

ABSTRACT

Program and professional development staff in adult education currently employ a variety of strategies to select professional development materials, but generally lack a systematic selection approach. Selections are often based on familiarity rather than quality or how well-suited the materials are to the learning goals of instructors and the objectives of programs. In order to develop a framework for programs to assess the viability and appropriateness of resources, and to guide the development of new professional development materials, selection and development criteria were created using a field-based research approach that included a selected literature review, field surveys, interviews, and reviews by experts in the field. Twenty criteria that fall into the following four distinct categories were identified: (1) appropriateness of general content; (2) appropriateness of design and delivery; (3) quality of research base; and (4) ease of adoption/adaptation. Each category has a set of criteria as well as indicators or descriptors that more fully explain the criteria. Adult education professional development staff and program administrators at the national, state, regional, and local levels can use the criteria to help them both select existing professional development materials and develop their own. (Appendices include selection and development criteria and a rubric developed by the California Adult Literacy Professional Development Project. Contains 29 references and a list of telephone interviews.) (MO)

Evaluating Professional Development Resources: Selection and Development Criteria

A Publication of

Building Professional Development Partnerships for Adult Educators Project

PRO–NET 2000

August 2003

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U.S. Department of Education
Division of Adult Education and Literacy

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INTRODUCTION

A primary goal of "Building Professional Development Partnerships for Adult Educators (PRO-NET 2000)," an American Institutes for Research® project funded by the U.S. Department of Education, Division of Adult Education and Literacy, is to enhance the quality of professional development at the State and local level. PRO-NET 2000 provides State and local administrators and professional development coordinators with current, research-based resources to support the design and implementation of comprehensive professional development systems. This publication, "Evaluating Professional Development Resources: Selection and Development Criteria," is designed to help the field assess the quality of resources and materials used in professional development for instructors and administrators and to provide guidelines for the development of quality resources. Such resources may include train-the-trainer modules, how-to guides, e-learning courses, monographs, and research reports. Some resources such as the train-the-trainer modules and e-learning courses constitute the actual professional development; others provide supporting information.

Many professional development resources are currently available. Check almost any Web site that focuses on professional development and you will find resources on a wide range of topics. This raises a number of questions for professional development staff such as: *Which resources shall we choose? Which ones meet the needs of our staff? Will they improve instructional practices? What is the evidence that these resources are effective in meeting program and instructional goals? Are they aligned with State and/or district standards?*

Program and professional development staff currently employ a variety of strategies to select professional development materials, but generally lack a systematic approach to selecting such materials. Strategies include seeking recommendations from colleagues in the field, assessing the cost and availability of materials, and returning to familiar publishers or authors. With limited time

and funds it is often difficult for a program to thoroughly evaluate a resource. As a result, selections are often made based on familiarity rather than quality or how well-suited the materials are to the learning goals of the instructors and the objectives of the program. The fact that the majority of adult education instructors work part-time, have a high rate of turnover, come from the K-12 arena with little knowledge of how adults learn, and lack certification in adult education presents a challenge in providing professional development. This challenge heightens the necessity for a more systematic and uniform approach to evaluating and selecting professional development resources. The purpose of this document is to develop a framework for programs to assess the viability and appropriateness of resources, and to guide the development of new professional development materials.

A review of literature shows that while the field of education moves toward evidence-based research to identify "what works," little has been done to extend this effort to professional development. For example, there is a large body of literature in the K–12 arena that draws on expert experiences to determine "best practices" for professional development, but relatively little systematic research has been conducted on the type of professional development necessary to improve instructional practices or learner outcomes. This holds true for adult education as well. Although there have been no scientifically-based studies on "what works," several qualitative studies have been conducted that address the issue of teacher change after participation in professional development.

The National Center for the Study of Adult Learning and Literacy (NCSALL), for example, studied 100 New England teachers who participated in up to 18 hours of professional development on the topics of learner motivation, retention, and persistence, in one of three models: multi-session workshops, mentor-teacher groups, and practitioner research groups. The study found that teachers were not impacted as much by the model of professional development in which they participated as by other factors. The factors that impacted teacher change included the amount of time spent on the

professional development, the quality of the professional development, the teacher's personal motivation for learning, the program's working conditions, and also the program's structure. These factors are similar to those that have been found to impact adult learners, and therefore, the results of such studies can be reasonably applied to the effects of professional development on instructional practices and learner outcomes within adult education.

Another research study gathered data from practitioners about how they define the impact of professional development. While improvement of learner outcomes is a key factor, the study found that impact was defined along a continuum ranging from "changes in classroom practice, to ideas and theories about teaching and learning that drive practice, to organizational, structural, and conceptual issues at the program level and in the broader field of adult education" (Belzer, 2003). Data collected also showed that different visions for professional development had different kinds of impact.

While these studies do not provide data on the quality of resources needed to support effective professional development practices, the literature does identify key elements of quality professional development resources based on expert experiences. These will be discussed shortly.

This publication provides the field with information on what comprises "quality" professional development resources. It provides a set of criteria and indicators to (1) help program and professional development staff select and evaluate professional development materials and resources, and (2) help professional developers and researchers prepare and develop quality materials and resources. The criteria are not intended to be exhaustive of all the factors that professional development staff should consider in evaluating every resource. However, they can serve as a template–a foundation–to facilitate thinking about the advantages and disadvantages of a particular resource.

Below we discuss how the criteria were developed, how they are organized, and how they can be used.

How Were The Criteria Developed?

The criteria were developed using a field-based research approach that included a selected literature review, field surveys, interviews, and reviews by experts in the field. PRO-NET staff conducted a selected literature review on professional development, with an emphasis on identifying resources that are "proven" to be effective. As noted above, the research literature does not focus on resources per se. However, several studies do identify key elements of effective professional development and have implications for identifying quality resources. Staff also looked at U.S. Department of Education criteria for identifying exemplary programs in a number of educational areas (e.g., career-technical education programs). Such criteria describe components of exemplary programs that have been identified by expert panels in the specific subject area. Components included program quality, educational significance, evidence of effectiveness, and replicability/ usefulness to others–all applicable to quality resources. Staff also reviewed literature on document design and e-learning to gather information about readability and formatting. In addition, PRO-NET staff interviewed a select number of staff developers in programs across the country to identify criteria used in developing and selecting professional development resources.

Once the literature review and interviews were completed, staff synthesized the findings and developed a set of draft criteria and associated indicators. The initial draft was e-mailed to over 300 members on PRO-NET's mailing list. The criteria were revised based on comments received. Next a "Request for Field Input" was posted on the PRO-NET 2000 Web site which included the revised criteria and a series of structured questions. The revised criteria were then sent to a panel of four experts in the field for review and comment. Two sequential conference calls were held with the panel to review and refine the criteria.

The literature review and interviews in the field identified key elements of quality professional development resources based on expert experiences. Below we discuss each of these elements.

HOW ARE THE CRITERIA ORGANIZED?

Twenty criteria were identified through the research conducted. They fall into four distinct categories: Appropriateness of General Content; Appropriateness of Design and Delivery; Quality of Research Base; and, Ease of Adoption/Adaptation. Below is a brief description of each of the categories. Each category has a set of criteria as well as indicators or descriptors that more fully explain the criteria. The criteria appear in Appendix A.

Appropriateness of General Content

The content of professional development must be based on the systematically identified needs of instructors as well as the goals of the program. Needs assessments are the foundation of all professional development activities as they raise the level of individual and program awareness regarding (1) areas of strength, (2) areas for improving instruction, (3) individual learning preferences, and (4) preferred approaches to professional development. Professional development will be more effective if its content is related to the needs of the instructors relative to their programs and learner populations. (See "Professional Development Resources Supplement: Improving Instruction, Organization and Learner Outcomes Through Professional Development" for a discussion of guidelines and strategies for conducting needs assessments, http://www.pro-net2000.org). Content is often identified by both the instructor's self-determined needs and preferences and the program administrator's needs to improve instructional services, correct a program deficiency, implement a program change, and meet a Federal or State mandate.

Content also must be aligned with national, State, or district standards in core content academic areas (e.g., reading, mathematics, and English language acquisition). As States seek to improve program quality by providing a strong foundation in academic skills for all learners, professional developers will need to design a program that is coherent with these standards. To aid in the selection of professional development resources, it would be valuable to the field if the authors of the training materials specify, at the outset, the State or district content standards to which the materials apply.

Once the content is determined, it is necessary to select the resources that will support the professional development. Educators may be able to choose from existing resources, or they may have to develop new materials. In either case, the following questions will help them to assess the content:

- ☐ Is the content aligned with the learning goals?
- ☐ Is the content aligned with the State and/or district standards?
- ☐ Does the content contribute to or enhance the knowledge base?

Appropriateness of Design and Delivery

In addition to content knowledge, quality professional development is based on knowledge of how adults learn. Adult learner theory recognizes that adult learners bring prior knowledge and a wealth of experiences to the learning environment. Instructor backgrounds, levels of motivation, knowledge and experience, and work environments impact learning and the ability to change as a result of professional development. Effective professional development builds on this knowledge and provides experiences with complex, real-world problems and situations. It also incorporates a variety of learning modalities and accommodates a variety of learning styles. The literature identifies several core elements associated with the design of effective professional development–it must be focused on content knowledge, be coherent with other practices and reforms, and promote active learning (Garet,

et. al). It also must be structured so that it is sustained over time (not a one-shot workshop); allow opportunities for practice and feedback; and provide opportunities for reflection.

There are a variety of ways to deliver professional development that incorporate these elements. These may include (1) a series of workshops on a specific content area that incorporates theory, demonstration, practice, feedback and coaching (Joyce and Showers, 1988) with a facilitator that has the appropriate content knowledge (Loucks-Horsely, et al., 1987); (2) peer coaching or mentoring sustained over time with opportunities for practice and feedback (Joyce and Showers, 1995); (3) inquiry research that is embedded in instructors own teaching practices (Cochran-Smith and Lytle, 1992); and (4) involvement in program improvement and curriculum-development activities (Joyce and Showers, 1988). Regardless of the delivery method, the materials used in professional development must support these elements. The following questions will help to assess the quality of the instructional-related elements:

- ☐ Are instructional strategies appropriate to target audiences?
- ☐ Are materials culturally and ethnically sensitive, free of bias, and reflect diverse audiences?
- ☐ Are the goals and objectives clear, challenging, and appropriate for the audience?
- ☐ Do the materials include a discussion of how new skills and knowledge can be applied to individual learning environments?

Quality of Research Base

The focus in education is on "what works" in improving learner outcomes as identified through research-based studies. The No Child Left Behind legislation set a standard for research studies that apply rigorous, systematic, and objective procedures to obtain reliable and valid knowledge. Adult education also has placed an emphasis on research to build a stronger foundation of knowledge. Professional development staff need to critically assess the quality of the research studies that support practices and programs to improve learner outcomes. Questions to ask to meet the "gold" standard of scientifically-based research include: *Is the research design experimental or*

quasi-experimental? Are the data reliable and valid? Has the study appeared in a peer review journal? Has the study been reviewed by external experts?

While the ideal is to base selection of programs and practices on rigorous research, the field currently lacks such evidence. Therefore, it is essential to have other kinds of information upon which to base decisions. For example, when selecting training modules, it is important to know if the materials have been field-tested and if there has been some documentation of that field test. Also critical is whether there was an evaluation that provided some documentation of the impact of the professional development. Although the literature consistently identifies evaluation as a critical component in the delivery of professional development to adult educators, it is currently a weak link. (See the PRO-NET publication, "Evaluating Professional Development: A Framework for Adult Education" for a discussion of evaluation strategies; http://www.pro-net2000.org). Evaluation must be incorporated into the professional development process in order to document the changes in instructor behavior, program services, and student outcomes resulting from the professional development activities. Without such an evaluation it is difficult to determine if the professional development, and the accompanying resources are effective and are doing what they are supposed to do. Materials need to help the users understand what the assessment components look like. When selecting or developing resources educators should ask the following questions:

- ☐ Has a research study been conducted that applied rigorous, systematic, and objective procedures to obtain reliable and valid knowledge?
- ☐ Is the content knowledge-based?
- ☐ Has the module been field-tested with target audiences in actual context?
- ☐ Does the module contain an evaluation plan that is linked to training objectives?
- ☐ Do the materials provide some evidence of effectiveness?

Ease of Adoption/Adaptation

Once professional development staff determine that training materials support the goals and objectives of the program, meet instructor needs, and are aligned with content standards, they are ready to consider replicating the materials. In fact, the ease of module replication is an important

factor that trainers consider when deciding whether or not to adopt or adapt training materials. Contributing factors include the degree of financial costs necessary to secure and/or reproduce materials, the time allotment required by staff to secure, adapt, prepare, and set up the resources, and the availability and ease of acquiring the required materials. Materials that are burdensome because they are difficult to find or purchase, expensive, or that involve extensive preparation by the staff before or during use are less likely to be selected by professional development staff who have little time and money to devote to resources. It has also been found that the actual document design, or structure, itself has a significant effect on the way a reader responds to a resource. Research indicates that knowing how readers will use a document is a critical aspect of design (Benson, 1985). Readers should be able to find the information they need in a timely manner. If a document is poorly designed or lacks retrieval aids, readers will stop using the document (Ryan, n.d.). Similarly, if the production value of a training video is poor, it is not likely to be an effective learning tool. Research also shows that when readers cannot understand text or technology, they often blame themselves more than they should (Schriver, 1997). The following questions will help to assess the ease of adoption and adaptation of resources:

- ☐ Can the materials or training curricula be replicated in a variety of classrooms and learning environments?
- ☐ Is the information well organized, easy to understand, and easy to use?
- ☐ Are the materials well written?
- ☐ Is the layout aesthetically pleasing to the reader?
- ☐ Is the text legible and easy to read?
- ☐ Are references correctly cited?
- ☐ Do the production values of the video and audio images enable audiences to understand the content?
- ☐ Are the principles of Web design followed?

HOW CAN THESE CRITERIA BE USED?

The intended audience of this publication is adult education professional development staff and program administrators at the national, State, regional, and local levels. The professional development staff is generally responsible for assessing program and instructor needs and planning a

systematic approach to professional development. They choose the resources and materials that support the professional development or often collaborate with others to develop materials themselves. Therefore, they need to be aware of the criteria that constitute quality professional development resources. Administrators support the professional development in a variety of ways and also should be aware of the criteria for quality resources. Professional development staff can use the criteria to rate the quality of different resources. While we recommend all the criteria for these purposes, we recognize that it may be difficult to justify every indicator. However, consider using as many of the criteria as can be effectively applied to your selection of professional development resources. The framework included in this publication covers the four areas described above. Exhibit A provides a sample framework that can serve as an example of a user-friendly system to assess materials.

Once professional development staff has identified instructor needs and program goals, they can use the chart to assess the quality of different resources related to the area of need. The above assessment tool, or use of a Likert-type scale that rates materials, for example, as Consistently High, Some Evidence, or Poor will help professional development staff have a better understanding of how the resource lines up with what have been identified as key characteristics of quality materials. The California Adult Literacy Professional Development Project (CALPRO) developed a rubric that uses a four-point rating scale–Exemplary, Adequate, Marginal, and Unacceptable–to help State staff assess training modules and is a good resource as a guideline for developing your own rubric. (See Appendix B.)

EXHIBIT A

SAMPLE FRAMEWORK

Yes	No	N/A	Don't Know	Need more Information	Criteria	Questions
					1. Content is aligned with the learning goals.	• Is the content of the professional development and supporting materials based on findings of a needs assessment? • Does the content of the professional development and supporting materials reflect the program goals? • Does the content of the professional development and supporting materials reflect Federal or State mandates?

Use of such tools can help professional development staff and administrators make an informed decision on which resources to select. This activity may be done collaboratively or by individual professional developers. In addition, professional developers and researchers can use the criteria as a guideline for developing new resources. It is useful for researching and outlining a plan to develop materials and as a way to monitor the development of the materials.

The criteria also can be a basis for professional development activities. Professional development staff can work with instructors, or instructors can work independently to review professional development resources and materials. This activity encourages instructors to critically reflect on the materials they use in their own practices. Alternatively, professional development staff can ask instructors to construct a set of indicators based on the criteria provided. These activities are a means for introducing the criteria to staff and for developing a shared understanding of the criteria.

In summary, the guidelines within this publication are intended to enhance the selection and development process used when assessing the quality of professional development resources. The criteria are intended to help professional developers and administrators assess resources and make informed choices about professional development materials.

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APPENDIX A:

SELECTION AND DEVELOPMENT CRITERIA

Selection and Development Criteria

A. APPROPRIATENESS OF GENERAL CONTENT	
Criteria	**Indicators**
1. Content is aligned with the learning goals.	• Content of the professional development and supporting materials is based on the findings of a needs assessment. • Content of the professional development and supporting materials reflects the program goals. • Content of the professional development and supporting materials reflects Federal or State mandates.
2. Content is aligned with State and/or district standards.	• Materials identify the standards with which they are aligned. • Where standards are not identified specifically, the materials are presented in a manner that the user can readily identify.
3. Content contributes to or enhances the knowledge base.	• Objectives are clearly stated, hypotheses are tested and sound methodology is employed. • Resources help to integrate the literature, for example by synthesizing findings across various disciplines. • Materials clarify educational theory related to the content. • Materials provide an impetus for further research. • The nature of the materials is balanced and unbiased.
B. APPROPRIATENESS OF DESIGN AND DELIVERY	
Criteria	**Indicators**
4. Materials are culturally and ethnically sensitive, free of bias, and reflect diverse audiences.	• Language reflects focus on inclusivity. • Instructional strategies are broad enough to be culturally adaptive. • Materials address needs of audiences with varying abilities. • Materials integrate multiple intelligences or talents. • Visual materials (e.g., print and video) reflect the diversity of the audience.
5. Instructional strategies are appropriate to target audiences.	• Strategies reflect a variety of teaching and learning modes. • Activities incorporate principles of adult learning. • Activities are appropriate and relevant to adult learners' activities and experiences. • Video and audio images are of appropriate complexity for target audiences.
6. Goals and objectives are clear, challenging, and appropriate for the audience.	• Objectives are explicit and clearly stated. • Goals include affective and cognitive objectives, as appropriate. • Goals are based on current research and successful practices. • Goals foster higher order thinking skills and problem solving. • Ideas are logically developed and support the goals and objectives. • Learning activities support the goals and objectives.

Selection and Development Criteria (Continued)

B. APPROPRIATENESS OF DESIGN AND DELIVERY	
Criteria	**Indicators**
7. Materials include a discussion of how new skills and knowledge can be applied to individual learning environments.	• Activities help training participants plan what they will do upon returning to their home sites. • Suggestions or ideas are provided for alternative activities depending on the characteristics of the learners and the learning environment. • Followup is incorporated in the curriculum design (e.g., mentoring, multiple sessions) to provide opportunities for application and feedback and to reinforce learning.
C. QUALITY OF RESEARCH BASE	
Criteria	**Indicators**
Evaluation of Adherence to Basic Research Principles	
8. Research studies apply rigorous, systematic, and objective procedures to obtain reliable and valid knowledge.	• Study has a strong research design and follows an experimental or quasi-experimental design in which study subjects are divided into at least two groups (one group using the practice or program and the other not using it) based on random assignment or on strongly similar background characteristics. • Study has reliable data (e.g., data measured consistently and repeated measurements under similar circumstances or over time produce similar results). • Study has valid data (e.g., data measures what they were intended to measure). • Study involves rigorous data analyses (e.g., researchers analyze the data using methods that are appropriate to the task). • Study has been accepted by a peer-reviewed journal or approved by a panel of independent experts that apply strict standards of scholarship to the work they review.
9. Content is knowledge-based.	• Materials were reviewed by external experts in the field and judged to be of high quality based on such indicators as scientifically based research theories, accuracy, social fairness, and implementation feasibility. • There is a clear statement of authorship or responsibility for content. • Authors are recognized in their field.
Evaluation of Effectiveness of Professional Development Modules/Courses	
10. Module has been field-tested with target audiences in actual context.	• Modules state nature of field test. • Modules document results of field test findings.
11. Module contains an evaluation plan that is linked to training objectives.	• The evaluation plan is appropriate for the audiences and resources available. • Modules contain suggested follow-up procedures to track participants as they put into practice what they have learned (e.g., self-assessment tool, follow-up survey). • A feedback form is included for evaluation.

Selection and Development Criteria (Continued)

D. EASE OF ADOPTION/ADAPTATION	
Criteria	**Indicators**
12. Materials provide some evidence of effectiveness.	• Pre- and post-measures were provided of key indicators **associated** with such positive changes as changes in instructor behaviors, organizational policies and procedures, and student outcomes. • Evidence is provided that shows materials contributed **(causal)** to the impacts claimed.
13. Materials or training curricula can be replicated in a variety of classrooms and learning environments.	• Replication is reasonable in terms of cost to potential users (e.g., money, staff, time or other required resources). • Detailed and clear procedures are provided to replicate information (e.g., time allotments, specification of required materials, set up, instructor preparation, suggested resources). • Materials clearly explain the links between the objectives and the activities. • Materials can be used without the direct instructional involvement of the original developer. • Permission is obtained for materials that have been adopted from other sources.
14. Information is well organized, easy to understand, and easy to use.	• Materials are well formatted, easy to navigate, and easy to understand by intended audience and diverse staff. • Materials are formatted to be accessible to a wide audience of varying abilities and needs. • Links are clearly labeled. • A table of contents, preface, glossary, and index are present. • Design and format respect adult learning principles.
15. Materials are well written.	• Sentences are active. • Grammar, sentence structure and vocabulary are appropriate. • Language is clear. • Sentences are easy to understand on a first reading.
16. Layout is aesthetically pleasing to reader.	• Horizontal and vertical white space is used appropriately. • Graphics and illustrations are used to break up the text. • Headings and subheadings are used throughout the resource.
17. Text is legible and easy to read.	• Characteristics include typeface that is sufficiently large for narrative materials (11-12 point), avoidance of all capital and italicized letters, a serif font. • Transparencies or PowerPoint presentations have fonts that are sufficiently large to read from all areas of a room; have a maximum of 7 lines with 7 words per line. • Text is unjustified and limited to 50-70 characters per line. • There are consistent top, bottom and side margins.

Selection and Development Criteria (Continued)

D. EASE OF ADOPTION/ADAPTATION	
Criteria	**Indicators**
18. References are correctly cited.	• The bibliography provides useful information so that the user can access the resource materials. • Web addresses are "live."
19. Production values of video and audio images enable audiences to understand content.	• Language and scenarios are clearly understood. • Audio and video images are clear. • Audio and video images are time-period appropriate.
20. Principles of Web design are followed.	• Web text and graphics are accessible to a wide audience including people with disabilities and/or others who use adaptive or assistive technologies. • All links are functioning or "live." • Important information is placed at or near the top of the page. • Size is indicated for large files that will be downloaded. • Pages are short in length.

APPENDIX B:

RATING DESCRIPTORS FOR EVALUATION OF ADULT EDUCATION TRAINING MODULES

The following is a rubric for evaluation of training modules developed by CALPRO, A Project of the California Department of Education in March 2002.

Facilitator's Guide: Training Content

CRITERIA	EXEMPLARY 4	ADEQUATE 3	MARGINAL 2	UNACCEPTABLE 1
CONTENT: RELEVANCE	Topic and content are timely and clearly relevant to contemporary concerns of field practitioners.	Topic and content, for the most part, are timely and relevant to contemporary concerns of field practitioners; on occasion, there is some out-of-date information.	Either topic or content, for the most part, is out-of-date or of trivial importance to field practitioners.	Either topic or content is completely out-of-date or completely of trivial importance to field practitioners.
CONTENT: OBJECTIVES	Both audience and training objectives are explicitly defined for the module; objectives are clearly appropriate for the intended audience.	Audience and training objectives are defined, but wording could be more explicit; the linkage between audience and training objectives is not clearly stated.	Audience is undefined or training objectives are poorly defined; if one of these elements is defined, its linkage to the other element is unclear.	Both audience and training objectives are totally undefined.
CONTENT: ACCURACY & BALANCE	Content is supported by research; technology examples are drawn from the previous five years; pedagogical disputes are acknowledged when relevant and are presented in a balanced manner.	Content is mostly supported by research; technology examples are mostly drawn from the previous five years; some information needs updating; pedagogical disputes, for the most part, are acknowledged.	Much of the content is unsupported by research; many technology examples are out-of-date; pedagogical disputes are either not acknowledged or, if acknowledged, are presented in a somewhat biased manner.	Content is completely unsupported by research; technology examples are completely out-of-date; or content is irredeemably biased in its presentation.

Facilitator's Guide: Training Content (continued)

CRITERIA	EXEMPLARY 4	ADEQUATE 3	MARGINAL 2	UNACCEPTABLE 1
PRESENTATION & APPEARANCE	Fonts are generally 12 point or larger; margins are 1 inch; graphic elements (headings, list points, italics, boxes, etc.) are used effectively to clarify meaning; sentences are active.	Fonts are sometimes smaller than 12 point; margins sometimes less than 1 inch; graphic elements (headings, list points, italics, boxes, etc.) are generally used effectively, but sometimes fail to clarify meaning; some sentences may be passive.	Fonts are often smaller than 12 point; margins often less than 1 inch; graphic elements (headings, list points, italics, boxes, etc.) are generally not used effectively and fail to clarify meaning; many sentences are passive.	Fonts are generally smaller than 12 point; margins are generally narrower than 1 inch; graphic elements (headings, list points, italics, boxes, etc.) are applied randomly.

Facilitator's Guide: Training Activities

CRITERIA	EXEMPLARY 4	ADEQUATE 3	MARGINAL 2	UNACCEPTABLE 1
ACTIVITIES MATCH OBJECTIVES	Each objective is clearly supported by one or more participant activities; the linkages between objectives and activities are explicitly described to participants.	Most objectives are supported by participant activities; the linkages between objectives and activities are clear, though they might not be described explicitly.	Few objectives are supported by participant activities; the linkages between objectives and activities are generally unclear.	Training objectives are not supported by participant activities.
ADULT ORIENTED, TRANSFER-ABLE TO THE ADULT CLASSROOM, ADULT LIVES	All participant activities are appropriate for adults; all could be usefully replicated in adult classrooms or in other adult life roles.	Most participant activities are appropriate for adults; most could be usefully replicated in adult classrooms or in other adult life roles.	Many participant activities are inappropriate for adults; many could not be usefully replicated in adult classrooms or in adult life roles.	Most participant activities are inappropriate for adults; most could not be usefully replicated in adult classrooms or in other adult life roles.
VARIETY OF INSTRUCTIONAL STRATEGIES, GROUPING STRATEGIES, MEDIA	Each objective is taught through multiple sensory modalities; activities use a wide variety of strategies for grouping participants; activities are generally supported by a variety of instructional media.	Most objectives are taught through multiple sensory modalities; activities use several strategies for grouping participants; activities are often supported by a variety of instructional media.	Few objectives are taught through multiple sensory modalities; few grouping strategies are used throughout the module; few activities are supported by a variety of instructional media.	No objectives are taught through multiple sensory modalities; only one grouping strategy is used throughout the module; only one type of instructional media is used throughout.

CLEAR DIRECTIONS, USER-FRIENDLY	Instructions are given in discrete steps, in chronological order; time allotments are clearly indicated; required materials are clearly specified.	Instructions are mostly given in discrete steps and are fairly well organized; time allotments are indicated, but somewhat unclearly; required materials are fully specified.	Instructions are given in compound steps that may be somewhat disorganized; time allotments are indicated inconsistently; necessary materials are listed incompletely.	Instructions are seriously disorganized; no mention is made of time allotments or required materials.

Transparencies

CRITERIA	EXEMPLARY 4	ADEQUATE 3	MARGINAL 2	UNACCEPTABLE 1
CONTENT SUPPORT	All transparencies support only the key points of the presentation; provide focus for all activities; correspond to participant handouts.	All transparencies support the key points of the presentation as well as some subordinate information; provide focus for most activities; mostly correspond to participant handouts.	Transparencies inconsistently support the key points of the presentation as well as much subordinate information; rarely provide focus for activities; rarely correspond to participant handouts.	Transparencies omit many key points of presentation, are cluttered with sub-points and extraneous text; fail to provide focus for activities; fail to correspond to participant handouts.
PRESENTATION & APPEARANCE	All fonts are 20 points or larger; all font styles are clearly readable (no script or Germanic fonts); all lines are double-spaced; layout orientation is always "portrait."	Most fonts are 20 points or larger; most font styles are clearly readable (few script or Germanic fonts); most lines are double-spaced; layout orientation is usually "portrait."	Many fonts are smaller than 20 points or many font styles are hard-to-read; many lines are single-spaced; layout orientation is often "landscape."	Many fonts are smaller than 20 points or hard-to-read fonts are used throughout; lines are generally single-spaced; layout orientation is usually "landscape."

Participants' Handouts

CRITERIA	EXEMPLARY 4	ADEQUATE 3	MARGINAL 2	UNACCEPTABLE 1
CONTENT: OBJECTIVES	All handouts support the objectives and activities of the training.	Most handouts support the objectives and activities of the training.	Some of the handouts support the objectives and activities of the training; many seem unrelated.	Most of the handouts are unrelated to training objectives and activities.
CONTENT: ACCURACY & BALANCE	All handouts are accurate; all present a balanced perspective; all are based on current research and technology.	Most handouts are accurate; most present a balanced perspective; most are based on current research and technology.	Many of the handouts contain inaccuracies or present a biased perspective; many are not up-to-date or based on current research.	Most of the information contained in the handouts is out-of-date or inaccurate.
ADULT ORIENTATION	All handouts are appropriate to adult learners and are transferable to the adult classroom or to adult life roles.	Most handouts are appropriate to adult learners and are transferable to the adult classroom or to adult life roles.	Some of the handouts are appropriate to adult learners; some are transferable to the adult classroom or to adult life roles.	Most of the handouts are inappropriate for adult learners; most are not transferable to the adult classroom or to adult life roles.
PRESENTATION & APPEARANCE	All handouts are attractively presented, clear, and readable.	Most handouts are attractively presented, clear, and readable.	Many of the handouts appear "unfinished" or in draft form; some are hard to decipher.	Most of the handouts appear "unfinished" or in draft form; many are hard to decipher.
COPYRIGHT	All handouts are original or have been adapted with permission.	Most handouts are original or have been adapted with permission.	Some adapted handouts lack proper citations.	Handouts contain instances of plagiarism.

Appendices and References

CRITERIA	EXEMPLARY 4	ADEQUATE 3	MARGINAL 2	UNACCEPTABLE 1
TIMELY	Appendices and references are accurate and up-to-date; all citations refer to currently available material or web addresses that are "live."	Most appendices and references are accurate and up-to-date; most citations refer to currently available material or web addresses that are "live."	Many of the appendices contain inaccurate or out-of-date information; many citations refer to out-of-print materials or web addresses that are "dead."	Most of the appendices contain inaccurate or out-of-date information; most citations refer to out-of-print materials or web addresses that are "dead."
USER-FRIENDLY	Appendices display clear and relevant relationships to module; the topic and purpose of each appendix is clear; each appendix includes clear directions for the use of appended information; appendices are clearly and logically organized.	Most appendices display clear and relevant relationships to module; the topics and purposes of most appendices are clear; most appendices include clear directions for the use of appended information; appendices are fairly well organized.	Many appendices display somewhat unclear relationships to module; the topics and purposes of many appendices are unclear; many appendices lack clear directions for the use of appended information; appendices are poorly organized.	Relationships of appendices to module are obscure; topics or purposes of appendices are obscure; directions are absent for the use of appended information; appendices are seriously disorganized.

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