

# Determining the Real Value of Staff Development

Megan Oakleaf, MLS, PhD  
ALA 2011 New Orleans  
moakleaf@syr.edu  
[www.meganoakleaf.info](http://www.meganoakleaf.info)

**Why** would we want to  
assess staff development?

# Kirkpatrick's Model of Training Evaluation

## **Level 5 - Return on Investment**

Was the training worth the cost?

## **Level 4 - Results**

Did the change in behavior positively affect the organization?

## **Level 3 - Behavior / Training Transfer**

Did the participants change their behavior on-the-job based on what they learned?

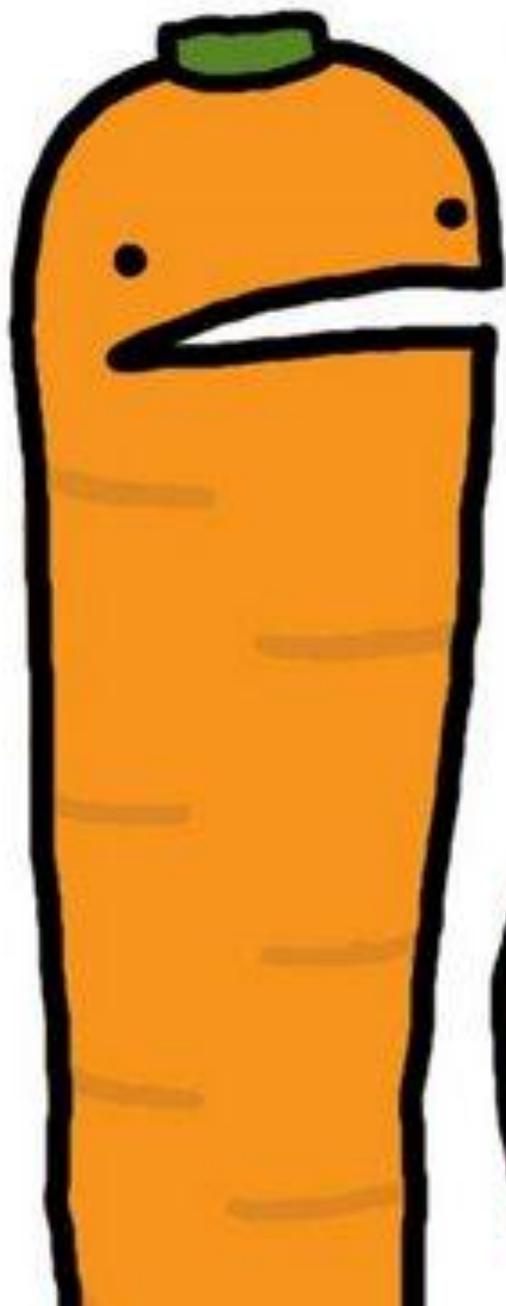
## **Level 2 - Learning**

What skills, knowledge, or attitudes changed after training? By how much?

## **Level 1 - Reaction**

Did the participants like the training?  
What do they plan to do with what they learned?

When we assess staff  
development, we often ignore  
what we know about  
assessing learning.



you should eat some  
vegetables. They are  
probably pretty good  
for you.

Probably



We know a **lot** about assessing student learning.

We can **use what we know about assessing student learning & apply it** in a new context.

- Surveys are not necessarily the gold standard in assessment.
  - People often are not the best judges of what they know or don't know, what they can do or can't do.
- Tests and quizzes aren't the gold standard either.
  - Fixed-choice test questions tend to measure recall, reward guessing, and focus on lower-order skills.

Adult learners are motivated by  
**authentic** use & **authentic** assessment.



Authentic  
performance  
assessments  
are best,  
especially when  
found **in the  
context of  
regular work.**



# Performance Assessment Examples

Customer service training →

**observation** of service to customers

Reference training →

chat reference **transcript analysis**

Immersion program (IL instruction) →

lesson **plans**

**video** tapes of instruction sessions

peer feedback **checklists**

student learning **assessment data**

We can also integrate  
reflective self-report.



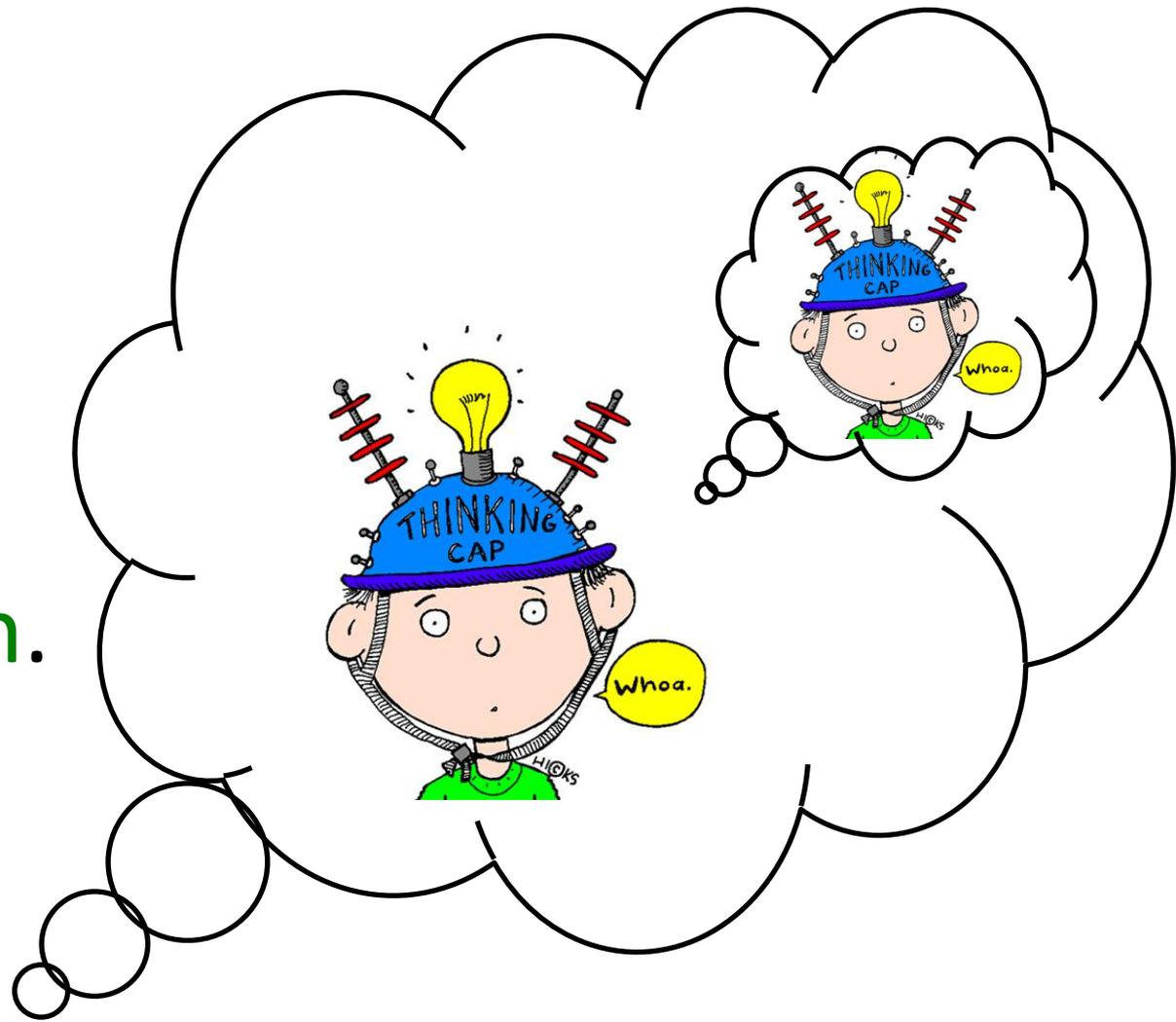
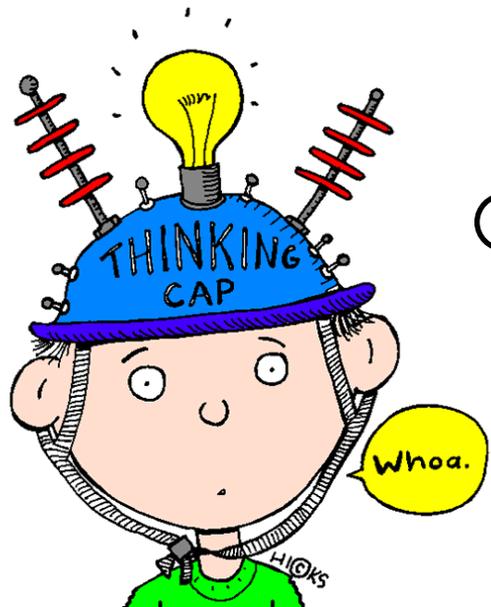


To provide structure,  
we can use  
rubrics or  
checklists.

We need to provide  
meaningful **feedback.**



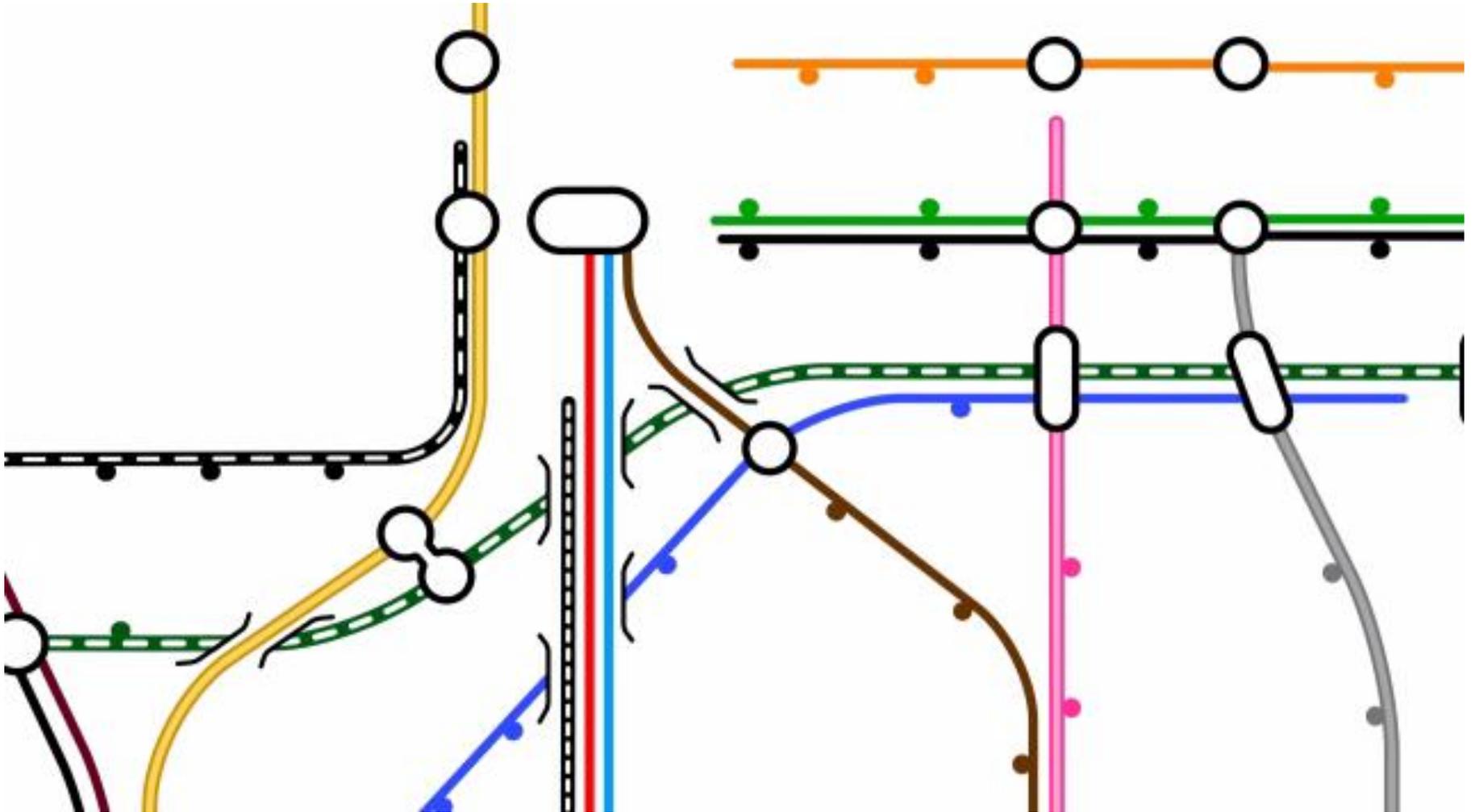
We need to  
provide  
feedback to  
encourage  
metacognition.



We need to  
**re-teach**  
or **reinforce**  
based on  
assessment  
results.



We need to focus on transfer.





Participation in  
learning activities  
& assessment  
should be  
integrated into  
reward structures.

# Determining the Real Value of Staff Development

Megan Oakleaf, MLS, PhD  
ALA 2011 New Orleans  
moakleaf@syr.edu  
[www.meganoakleaf.info](http://www.meganoakleaf.info)