ESSENTIAL ELEMENTS

THE KEY TO HEAD START SUCCESS

Our Gift to You: Evaluation Strategies

Gathering information regarding training and professional development experiences ensures that programs are meeting their goals and that staff members are receiving information and strategies that are meaningful and practical for their use. Using a variety of tools keeps the process fresh and is also the way to determine that specific objectives are met. This is a summary of several tools that we hope you find useful.

1. **Likert Scale**: This tool can be used to gain information about specific training objectives. There are two ways that it can be structured.

- As a **pre/post test** question:

My knowledge about (training objective):

X

No idea at all	I understand it well enough to use it	I use it well and can help others

- As a **personal evaluation** question:

I understand (training objective):

X

Still learning and need more support	Doing well and can use it	I understand it well enough to help others

- As a **session evaluation** question:

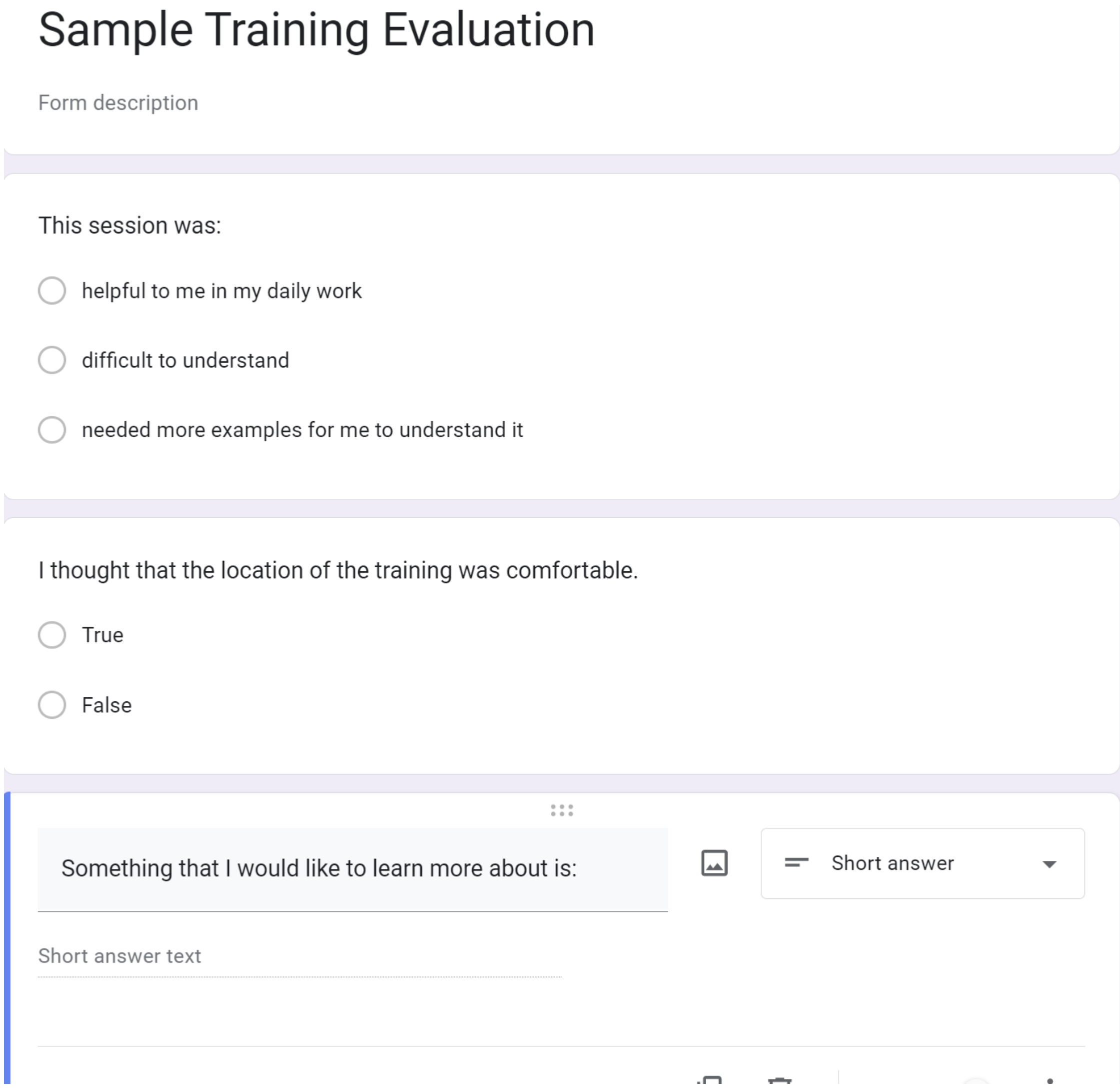
Today's speaker was:

X

Hard to comprehend	Had good information	Was terrific and so helpful

Responses can also be in numerical format. Participants may place their mark anywhere at all on the scale as seen in the examples. This allows for a variety of responses.

2. **Google Forms**: This tool is in the Google Suite of resources. You can choose the kind of questions you wish to ask--objective or open-ended. The process is easy to follow and very quick to set up.



* A benefit of using Google Forms is that your data is automatically gathered and analyzed for you. A QR code can be created for the survey to include on a PowerPoint slide or on signs placed around the room during the last break.

3. **Fold and Tell**: This is a quick and easy way to gain input, especially if you have not prepared in advance! The only supply required is copy paper—one page for each participant. Ask them to fold their paper into quarters. Give them one question to write in each quarter. Examples are:

a. The best idea I received today was:
b. I would like to learn more about:
c. Something that would have made this information easier to understand is:
d. Something to improve the training is:
e. A topic that I think would be useful for the group is:
f. The presenter today was:
g. Two things I need to use this information in my practice are:

This type of evaluation can be anonymous or personalized. If participants would like feedback, they can have the option to include their names. To use this process, schedule the last five to seven minutes of the session for participants to complete their input. Be sure to thank and farewell the audience prior to starting the activity.

4. **Exit Tickets**: Distribute index cards on tables or pass out at the last break of the session. As the session ends, ask participants to write one thing they learned or will implement on the card to turn in as they leave. Also give them the opportunity to include any other notes they wish to share. Names are optional. To use this process, schedule the last five minutes of the session for participants to complete their input and be sure to thank and farewell the audience prior to starting the activity.

5. **Visual Feedback**: This is a helpful process to use during a session or at the end of a half-day session. Place charts on the wall ahead of time with questions on them. Fold up the bottom of the chart to cover the question and tape to the wall or top of the posters. Provide plenty of sticky notes on tables or have them available for participants. Suggested topics are: Information Shared; Speaker Expertise; Facility (which can include space, comfort, food served, parking); Time Frame; Resources Provided. At least ten minutes prior to ending time, thank and farewell your audience and give them instructions as you revel the charts. They will write their input on the sticky notes and place on the charts around the room.