



Supporting Evidence of Teacher Candidate Development: Kirkpatrick Model

Framework for evaluating learning programs, consisting of 4 levels: Reaction, Learning, Behavior, and Results

Kirkpatrick Level	Definition	Focus	Sample Evidence	Data Type	Collection Timing
Reaction	How teacher candidates feel about the preparation program	<ul style="list-style-type: none"> - Satisfaction with program and clinical experiences 	<ul style="list-style-type: none"> - Exit surveys on course satisfaction, faculty quality, and overall experience - Course evaluations (e.g., feedback on instruction, support, etc.) - Ratings of student teaching placements or mentors 	<ul style="list-style-type: none"> - Quantitative (Likert scales), - Qualitative (open-ended) 	<ul style="list-style-type: none"> - Semester/End of Program
Learning	What teacher candidates have learned	<ul style="list-style-type: none"> - Growth in knowledge of Science of Reading, universal screening, early intervention, and family engagement strategies 	<ul style="list-style-type: none"> - Pre- and post-course assessments (e.g., on SOR, universal screeners, early intervention strategies, working with families) - Performance on teaching reading exams or state licensure tests - Completion of assignments showing knowledge of teaching reading (including assessment and differentiation) - Faculty assessments of instructional simulations 	<ul style="list-style-type: none"> - Quantitative (scores), - Qualitative (artifact review, feedback) 	<ul style="list-style-type: none"> - Semester as applicable
Behavior	How teacher candidates apply learning in practice	<ul style="list-style-type: none"> - Demonstrated proficiency in simulations or clinical experiences 	<ul style="list-style-type: none"> - Mentor teacher/university supervisor observations during field experiences and/or student teaching (e.g., using a rubric aligned to teaching reading) - Self-reflections or teaching journals documenting classroom experiences and growth - Videos of simulations and/or classroom teaching with feedback and analysis 	<ul style="list-style-type: none"> - Qualitative (document analysis, feedback), - Quantitative (implementation tracking) 	<ul style="list-style-type: none"> - Semester as applicable
Results	Impact on students and the school system	<ul style="list-style-type: none"> - Improved effectiveness of graduates in teaching reading 	<ul style="list-style-type: none"> - Student learning gains in classrooms taught by program graduates (e.g., pre/post assessments, standardized test data) - Principal or employer surveys on the effectiveness of newly prepared teachers in teaching reading 	<ul style="list-style-type: none"> - Quantitative (student outcome data, alignment scores), - Qualitative (stakeholder feedback) 	<ul style="list-style-type: none"> - Annually