

Evaluating a University-Based Professional Development Program for Public Elementary School Teachers

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Abstract: Continuing professional development helps teachers adapt to changes in pedagogy, assessment, technology, and research and is therefore essential for modern-day teaching. Higher education institutions can support this process by designing professional development extension programs in partnership with basic education institutions. The aim of this study was to analyze some selected participants' feedback on a customized professional development program offered by the university to public elementary school teachers. The research design was post-evaluation of a 16-hour professional development program that was delivered over four consecutive Saturdays. This program was developed to address the professional development needs of Teacher I-III, as revealed by a Learning and Development Needs Assessment, and covered classroom management, innovation in assessment, research methods, and statistics. Participants evaluated program implementation as well as the resource speakers. Evaluation forms were used to collect the data. The available data was analyzed using weighted means and verbal interpretation. An overall evaluation of 4.82 was interpreted as Excellent. Excellent evaluations were also received by the speakers and by the overall organization of the program. The activities were also appreciated, as was the degree to which the program objective was accomplished. The initiative also resulted in a formal institutional partnership between the university and the Department of Education. The findings of the study showed highly positive feedback on the program delivery and the organization of the professional development program. Although the evaluations did not assess learning gains, classroom practices and/or intended outcomes, it should be noted that the findings reflect participant feedback and do not indicate that the professional development program was effective.

Keywords: teacher professional development, university extension, program evaluation, needs-based training, professional learning, university-school partnership

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1. INTRODUCTION

Changes in the curriculum, assessments, the kinds of learners, technology, and the expectations of instruction continually impact teachers. Professional learning occurs before a teacher begins their career and continues to happen throughout their career. It includes opportunities for teachers to upgrade their knowledge and refine their practice. Avalos (2011) reviewed over a decade's worth of research on professional development of teachers in a report, and was one of the first to discuss some of the complexities of professional learning for teachers. Challenges and issues of professional learning include the cognitive domain of the teacher, the facilitation of the learning process, context, collaboration, the impact of the learning, and its sustainability. (ScienceDirect)

As professional development research emerged, it began focusing less on reporting the numbers of teachers who attended professional development workshops and more on the other aspects of professional development. Desimone (2009), for instance, called for more research in professional development and more robust conceptual frameworks and measures. She focused on the different paths or connections between professional development, teacher knowledge, and skills; classroom teaching; and student learning outcomes. Positive evaluations of professional development activities or workshops do

not ensure a positive impact on the professional practice of teaching or the learning of students. (Sage Journals)

More recently, several reviews highlighted the importance of considering the design and delivery of professional development. Bragg et al. (2021), in a systematic review of online professional development for teachers, identified positive professional development outcomes while noting the need to improve the methodological quality of some studies. The review highlighted the importance of the design of professional development activities, often over the assumption that participation itself will result in the intended outcomes. (ScienceDirect) Finally, Surahman and Wang (2023) analyzed 44 studies published between 2018 and 2022 that reported on in-service teaching professional development in the STEM field.

Their findings highlighted the significant use of workshops, training, and online professional development. More so, they recognized the need for and importance of organized opportunities for teachers to develop professionally. (ScienceDirect) While their study focused on STEM education, their findings show the need for meaningful design in professional learning beyond STEM.

Technology-integrated professional development has also advanced. Huang et al. (2024) studied the use of technology for professional development of teachers during the COVID-19 pandemic and found that while teachers used technology for professional development, PBL and teacher collaboration relied on technology; however, the design of professional learning remained relevant for expert feedback and reflection, equity, and efficiency. (ScienceDirect) Therefore, technological tools support PD, but expert feedback and the design of professional learning remain vital.

Professional development needs within the Philippine context are also complex and context-specific. Ganai et al. (2019) conducted a study involving elementary teachers in Alicia, Isabela, and identified training needs in content knowledge, ICT, critical and creative thinking, and research-based teaching and learning. The researchers also said that contextualized professional development and training needed to be designed for the teachers' needs identified. (PNU Research Portal)

Chin et al. (2022) studied the professional development of Filipino teachers during the COVID-19 pandemic. The study also demonstrated that in order for professional learning to have an impact, the professional learning needs of teachers have to be investigated in the context of their actual practices, and not in the setting where it is assumed that these needs will remain uniform. (MDPI)

The results more recently published at the national level add to the need for systematic professional development planning. Talaue et al. (2025), in the systematic review for the Second Congressional Commission on Education, noted 22 professional development programs executed in the Philippines from 2013 to 2023. The programs focused on learning and innovation skills, information, media and technology (IMT) skills, and life and career skills. The review focused on programs that addressed learning and innovation skills, information and media technology, and life and career skills. The review also looked at the current curriculum and educational trends, the professional development of teachers, the formation of learning communities, and the tracking of student learning and teacher professional growth as well as administrative support as some of the factors that characterize professional development programs. They noted the limitations of funding, inadequate Internet, lack of supervision, and heavy workloads as obstacles. (EDCOM 2)

All these studies emphasize that professional development ought to be designed around contextually relevant needs. Needs assessment is a systematic means through which training providers recognize the gaps between the present and desired state in professional competencies. Based on this preference gap, professional development programs can then be designed towards the needs of the intended beneficiaries as informed by the available evidence, as opposed to programs that are designed based on predetermined themes of the providers.

Higher education institutions can strengthen this effort through their extension services. Universities have the capacity of disciplinary knowledge, faculty, and graduate programs that can be offered to further collaborate with other educational institutions. From the perspective of professional development of teachers, university extension can provide professional learning opportunities for teachers.

This approach also encourages reciprocal collaboration among institutions. Universities are able to bring their research experience and knowledge, while basic education institutions can provide school conditions, teachers' needs, and teaching instructional priorities. Collaborative design of professional development then becomes possible, while other organizations provide professional development in a disjointed manner, unrelated to the circumstances of the participants.

This is the setting under which the University of Rizal System Graduate School launched their professional development initiative, partnering with the Department of Education, Morong Sub-Office. The initiative was based on a Learning and Development Needs Assessment (LDNA). Documentation on the project notes the LDNA indicated a need for professional development coupled with monitoring, coaching, and mentoring. Intervention was designed based on the results of the assessment.

The four major areas of professional development addressed were: classroom management, creative assessment, research and research-based assessment, and analysis. Fifty-six Teacher I, Teacher II, and Teacher III, classified as Proficient Teachers, attended four weekly (Saturday) sessions, each lasting 4 hours, for a total of 16 hours training.

The four areas represent a multi-faceted approach to professional learning. Managing the classroom resolved pedagogical and behavioral issues. Innovative assessments incorporated strategies and technologies for checking the learning process. In the area of research and statistics, participants learned to review their research. Research is especially important in the Philippines as Philippine data indicates that one of the professional development needs of teachers is research-related (Ganal et al., 2019). (PNU Research Portal)

The implementation of the program employed Graduate School Professorial Lecturers and Graduate Students as Resource Persons and Facilitators. This deployment provided an avenue for the University Graduate School to provide academic service to meet the professional learning demands of the partner education agency.

Beyond the training, the initiative documented the signing of a Memorandum of Agreement between the University of Rizal System and the Department of Education as one of the main accomplishments of the project. This agreement established a framework for continuous collaboration among the participating institutions.

Although professional development initiatives have their benefits, these must also be met with evaluation strategies of their own. While participants' evaluations offer helpful

information for relevance, and organization as well as satisfaction; they aren't sufficient to determine professional learning, behavioral change, or student outcomes. Guskey (2002) described these concerns using five different levels of professional development evaluation: participants' reactions; participants' learning; organization support and changes; participants' use of new knowledge and skills; and student learning outcomes. (ERIC)

The primary evaluation data for this study is participants' reactions, and, as a result, this study does not evaluate if participant engagement in this intervention improved teachers' skills, practice, or students' academic performance. Instead, this study explores teachers' perceptions about the relevance, organization, delivery, and resources of the professional development programs.

This study is important because it demonstrates a practical, needs-based example of how professional development can be implemented using university extension services, and how such an initiative can be evaluated by its participants. This study can also be used as a precursor to thinking about other types of more extensive approaches to evaluating professional development.

Objectives of the Study

This study examined reactions to a professional development program for public elementary school teachers at a specific university.

Specifically, it sought to:

1. To evaluate the professional development program based on the following:
 - planning and time management;
 - attainment of objectives;
 - appropriateness of activities;
 - overall program organization;
 - technical aspects; and
 - platform delivery;
2. To evaluate the participants' assessment of the resource speakers based on the following:
 - rapport with participants;
 - expertise on the topic; and
 - motivation and methodology;
3. To identify the implications of the previous initiatives as they relate to the design of future initiatives aimed at promoting university-based professional development for teachers.

2. METHODS

The study used a transactional-descriptive research design and relied on post-program evaluation data collected upon implementation of a university-based professional development initiative.

The chosen design was appropriate because this research focused on describing the evaluation of participants and the program resource persons. No experimental manipulations and no comparison groups were involved; therefore, the research was not meant to determine causation.

The professional development program was a joint undertaking of the Graduate School of the University of Rizal System and the Department of Education Morong Sub-Office.

The program was conducted on four consecutive Saturdays from April 20 to May 11, 2024.

The participants were 56 Proficient Teachers, Teacher I–III, at the elementary level. The participants attended all four professional development sessions. Each session had a four-hour training, thus making the total professional development activity training equal to 16 hours.

The intervention was based on professional development priorities drawn from LDNA. Four training areas were implemented:

1. Classroom Management. The session addressed classroom management strategies, behavioral interventions, and approaches to establishing productive learning environments.
2. Innovative Assessment Tools. The session addressed innovative approaches to assessment and the use of technological tools in supporting assessment activities.
3. Research Methodology. The session introduced concepts related to educational research, including research problems, literature, methodology, and classroom-based inquiry.
4. Statistical Analysis. The session addressed basic statistical concepts and the interpretation and application of data within educational and research contexts.

University teaching staff and serving Graduate School Professorial Lecturers were the speakers, and co-speakers and facilitators were served by Graduate School students.

Research Instrument

The study adopted the program evaluation tool administered as part of the extension activities.

The evaluation of program implementation was done by considering:

- Planning and Time Management;
- Attainment of Objectives;
- Appropriateness of Activities;
- Overall Program Organization;
- Audio Quality;
- Video Quality;
- Platform Appropriateness;
- Convenience; and
- Interface.

Resource speakers were assessed based on

- Rapport with Participants;
- Expertise on the Topic; and
- Motivation and Methodology.

The assessment framework and results are detailed in the terminal report.

There is no documentation that describes the psychometric validation or reliability coefficients for the evaluation instrument. Therefore, no assumptions about the construct validity or internal consistency of the instrument can be made.

Participants were asked to complete the evaluation after the professional development activities. Evaluations were collected and summarized as extension project documentation.

This study utilized the evaluation results documented in the terminal report.

To summarize the participants' evaluation of the program implementation and resource speakers, weighted means and corresponding verbal interpretations were used.

No formal inferential statistical procedures were conducted given the only post-program results that were available. Standard deviations, confidence intervals, correlations, reliability coefficients, and subgroup analyses were not possible from the documentation that was provided.

3. RESULTS

Participants' Evaluation of Program Implementation

Table 1

Participants' Evaluation of the Professional Development Program

Indicator	Mean Verbal Interpretation	
Planning and Time Management	4.87	Excellent
Attainment of Objectives	4.91	Excellent
Appropriateness of Activities	4.96	Excellent
Overall Program Organization	4.91	Excellent
Audio Quality	4.59	Excellent
Video Quality	4.65	Excellent
Platform Appropriateness	4.87	Excellent
Convenience	4.80	Excellent
Interface	4.83	Excellent
Overall	4.82	Excellent

Source: University of Rizal System extension program terminal report.

Table 1 shows an overall program mean score of 4.82, indicating Excellent for the professional development program. All nine indicators also fell in the range of Excellent. In the evaluated indicators, Appropriateness of Activities scored the highest mean ($M = 4.96$), followed by Attainment of Objectives ($M = 4.91$) and Overall Program Organization ($M = 4.91$). Both Planning and Time Management and Platform Appropriateness scored $M = 4.87$.

Among the technical indicators, Audio Quality scored the lowest mean ($M = 4.59$), followed by Video Quality ($M = 4.65$). While being in the Excellent range, both were rated the lowest.

The results suggest positive perceptions of the participants across content, program organization, and the platform, along with delivery of the technical component of the program.

Participants' Evaluation of Resource Speakers

Table 2

Summary of Participants' Evaluation of Resource Speakers

Dimension	Observed Mean Range Interpretation	
Rapport with Participants	4.80–4.93	Excellent
Expertise on the Topic	4.85–4.96	Excellent
Motivation and Methodology	4.78–4.91	Excellent
Overall Speaker Evaluation	4.83–4.91	Excellent

Each of the seven resource speakers received overall rankings in the Excellent category. Average overall ratings were 4.83 to 4.91.

Knowledge on the Topic received ratings from 4.85 to 4.96, and Rapport with Participants received ratings from 4.80 to 4.93. Motivation received ratings from 4.78 to 4.91, and Methodology received ratings from 4.78 to 4.86.

It shows that all three dimensions of the resource persons were perceived favorably by participants.

Documented Program Outputs

The terminal report highlights the implementation of the initiative regarding two major output achievements.

The first is the creation and implementation of a planned professional development program for Proficient Teachers, comprising four competency-related training components.

The second is the establishment of the University of Rizal System and the Department of Education collaboration through the signing of a Memorandum of Agreement. The written documents indicate that the agreement was within the scope of signing from March 2024 to May 2027.

4. DISCUSSION

Needs-Based Professional Development and Perceived Relevance

This study found an average ($M = 4.96$) for the Appropriateness of Activities. This shows that the participants thought the professional development activities were well aligned within the specific context of the program.

This finding is more important when viewed within the context of the intervention. Training areas were built following an LDNA conducted by the partner education agency. Therefore, the training content was based on the documented professional development priorities rather than being chosen separately from the targeted beneficiaries.

This needs-based targeting is also shown in the Philippine data. Ganal et al. (2019) showed the different needs of elementary school teachers in the areas of pedagogy, ICT, critical and creative thinking, research, and personal development, as well as the need for contextualized professional development. (PNU Research Portal)

Talaue et al. (2025) also showed that the alignment of professional development with the current curriculum, educational trends, and the need to enhance teachers' skills were the factors of professional development activities documented in the Philippines. (EDCOM 2) Consequently, this study found that the beginning of professional development planning based on the systematic determination of needs is of value. However, the finding must be interpreted as being perceived as relevant. The rating does not mean that the participants improved their professional competencies.

Program Organization and Implementation Quality

Both Objectives and Overall Program Organization received $M = 4.91$, while Planning and Time Management received $M = 4.87$. Respondents perceived organization and alignment with the intent of the objectives.

The literature has addressed program design and delivery. Bragg, Vaught, Allred, & Stringer (2021) reported on a systematic review, finding that elements of professional development for teachers had positive impacts, while simultaneously indicating the lack of sufficient designs and research methods for professional development. (ScienceDirect) Surahman and Wang (2023) also described the variety of models for contemporary in-service professional development, such as workshops, training, and online models. Their systematic review indicated the importance and continued need for deliberately designed learning opportunities. (ScienceDirect)

The present study aligns with these trends, as participants appreciated the organization and delivery of the program. The evaluation data, however, do not permit us to determine whether the program organization influenced teacher learning or practice.

Technical and Technology-Related Delivery

All technical and platform-related indicators were rated as Excellent. The Platform Appropriateness score was $M = 4.87$, Interface $M = 4.83$, Convenience $M = 4.80$, Video Quality $M = 4.65$, and Audio Quality $M = 4.59$.

The scores reflect a positive impression of the technology used to support the participants' professional development, as technology is increasingly used to support the development of professionals. Huang et al. (2024) reported in their systematic review that, during the COVID-19 pandemic, technologies could support teachers' professional development and, in particular, helped facilitate active participation and collaboration. They also stressed that the technologies used to support professional development must provide expert support, feedback, and reflection, and address issues of equity and efficiency. (ScienceDirect)

Bragg et al. (2021) argued that online professional development is successful with deliberate design and facilitation of technology-based resources, as opposed to providing professional development resources on technology-based platforms. (ScienceDirect)

The participants in this study expressed satisfaction with the technical and platform-based elements of the intervention. The findings do not indicate that technology-based delivery of professional development was the preferred mode over other delivery methods.

Resource Speakers and Mobilization of University Expertise

All resource speakers were rated Excellent, with expertise on the topic at $M = 4.96$.

The ratings reflect the participants' perception of the resource speakers' knowledge and their ability to handle the professional development sessions. The inclusion of graduate school professorial lecturers and graduate students is one example of a way to use academic expertise in higher education institutions with extension.

This case shows a promising conjunction of graduate education and extension. Faculty's knowledge and expertise in teaching, assessment, research, and statistics can be employed to help fulfill the professional learning needs of basic education partners.

It has to be noted that resource speaker evaluations are views of the participants. They do not provide any assessment of the participants' knowledge or the degree to which teachers have applied that knowledge to their teaching.

Research Capability as an Area of Professional Learning

Two of the four training areas—research methodology and statistical analysis—reflected the development of research capability.

The inclusion of research-related content is justified by Philippine evidence. Ganal et al. (2019) listed research-based knowledge and principles of teaching and learning among the professional development needs of elementary school teachers. (PNU Research Portal) Chin et al. (2022) addressed the professional development needs of Philippine teachers in the new, pandemic-affected educational setting. (MDPI)

This program demonstrates an extensive understanding of the professional development of teachers outside of classroom teaching, to teachers' capability of engaging in educational research and evidence.

The research did not assess participants' research capability before and after the intervention. Therefore, it cannot be said whether the research-related sessions enhanced participants' research skills or knowledge of statistics.

University Extension and Institutional Collaboration

A significant outcome of the initiative was formalizing the alliance of the University of Rizal System and the Department of Education.

The partnership is relevant because ongoing partnerships comprising several components are more likely to yield positive effects of professional development when compared to singular partnerships. Talaue et al. (2025) identified collaboration and learning communities, administrative support, and commitment to professional development as some of the characteristics of Philippine professional development programs. (EDCOM 2) In the current case, the Memorandum of Agreement creates a framework for subsequent professional development activities.

Having an agreement is not the same as having sustainability. For a partnership to be sustained, there needs to be continuous involvement, ongoing implementation, and the collaboration and support of other organizations to effect professional development.

Interpretation Through Guskey's Professional Development Evaluation Framework

The findings are most clearly interpretable under Level 1 of Guskey's (2002) professional development evaluation model: Participants' Reactions.

At a rating of 4.82 and consistently Excellent evaluations, the participants' reactions to the intervention were clearly interpreted as favorable. Participants appreciated all aspects of the intervention, including the activities, the intervention's organization, the delivery of the intervention, the technical and material assistance, and the intervention helpers.

Guskey's model considers participant reactions as one of the levels of evaluation, distinguishing the reactions from participant learning, support, and change in the organization, as well as the application of the learning and the impact on the students' learning. (ERIC)

This distinction defines an important boundary of the research methodology. The findings indicate the perceptions of participants about the program. They do not show:

- whether participants learned more after the intervention;
- whether teachers subsequently changed their classroom practices;
- whether schools supported application of the acquired knowledge;

- or whether student outcomes changed.

Describing this limitation clarifies what kind of evidence is obtained in this program evaluation, and it directs us to new evaluations.

5. CONCLUSION

The evaluation of the NUD (Needs-based University Professional Development) program for public elementary teachers' school participants has yielded positive results. All processes of the NUD program implementation have been evaluated as Excellent, with Activity Appropriateness earning the highest mean. Resource Speakers also received Excellent ratings.

From the results, participants have perceived the activity as relevant, organized, and effectively delivered. The high scores earned by Activity Appropriateness are of special mention, as the professional development activity was created after a Learning and Development Needs Assessment. This provides evidence of the sustainability of the systematic needs assessment within professional development planning.

Through this initiative, higher education has the capacity to channel its academic resources through extension in responding to the professional learning needs of basic education partners. The partnership of the University of Rizal System and the Department of Education has created a framework within which collaborative professional development can be continuously implemented.

The results, however, are participants' perceived implementation quality and reactions to the professional development activity. The results cannot justify improvement in the knowledge and practice of teachers and learners.

Subsequently, the evaluation should focus on the professional learning of teachers, the support offered to teachers, the transfer of teaching and learning to the classroom, and the learning outcomes of students.

Recommendations

Given the study findings and limitations, here are the next steps that can be taken:

1. Developmental needs assessments should be conducted on a frequent basis to determine the new needs of employees.
2. The university should continue partnerships with schools and should note the partnership activities. This can show that the partnership is sustainable.
3. To test participants' learning, previous and new assessments should be added to the training.
4. Knowledge and skills that participants learn should be assessed in future evaluations to determine if and how they apply what they learned in their classrooms.
5. Classroom observations and instructional materials, assessment instruments, research articles, reflective journals, or other assessments of performance should be part of professional learning evaluations.
6. It is important to determine the role of school administrators, Master Teachers, and other instructional leaders in supporting the application of professional learning.
7. This type of research should be conducted for various stages of the teacher career, different districts, school divisions, or other locations as appropriate.
8. The next interventions should be evaluated according to the upper levels of the Guskey model, that is learner outcomes, knowledge and skills application, and learning.

Limitations of the Study

The study relied on post-program survey data and therefore is unable to examine changes occurring from pre-intervention to post-intervention.

The final report contained only aggregated means. This limited the analysis to include computation of only means and no other measure or statistic. This included no calculation of standard deviations, confidence intervals, reliability coefficients, correlations, comparisons of sub-groups, or any other type of inferential statistics.

The documentation provided for the project does not include any report of psychometric evaluation or reliability for the evaluation instrument. Therefore, no evaluation of the instrument's validity or reliability is provided.

This study also did not conduct post-observation classroom visits, follow-up interviews, or provide any artifact of instruction or measure of student achievement. Therefore, no inferences related to the transfer of classroom practice or learner outcomes can be provided.

Additionally, the participants were the 56 Proficient Teachers in one DepED sub-office. Therefore, the results of this research should be interpreted within the context of this specific program implementation.

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