

# Evaluation Plan

for the Asian Art Museum's  
Storyteller Development Program



*Credit: Philadelphia Museum of Art*

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## General Background Information

The Asian Art Museum's mission is to "connect global audiences with Asian and Asian American art and culture." Among its many educational programs is the docent-led school tour for preschool through 6th grade. These docents, known as storytellers, use storytelling to spark curiosity, inspire creativity, and build cultural awareness in children.

To support and sustain high-quality storytelling, the Museum created the Storyteller Development Program (SDP), which trains new storytellers and refreshes skills for current ones. Developed by master storytellers and the Learning and Civic Engagement (LCE) Department, the SDP covers learning materials such as childhood education theory, storytelling techniques, and the Museum's collections and gallery spaces. Trainees learn to engage the audience while advancing the Museum's objectives of leading the Asian American art and culture education, bridging awareness gaps, and connecting diverse audiences around the world to the Museum.

As part of ongoing planning, an evaluator is needed to partner with storytellers and LCE staff to ensure the SDP remains supportive of the Museum's public education endeavors and aligned with the Museum's mission and goals. At stART Education Consulting, LLC, we have extensive expertise and experience to design and implement a tailored evaluation program to meet the Museum's objectives.

## Instructional Product

The Storyteller Development Program (SDP) is an in-person adult training curriculum comprising approximately 10 modules, with additional modules planned as new topics emerge. For the first phase of evaluation, three modules have been released for review and evaluation. The instructional materials are delivered in a hybrid format, combining paper agendas and handouts with digital readings and audio/video content. The instructional product is designed with Universal Learning Design principles in mind for optimal accessibility and inclusivity.

### Instructional Product Description

Each in-person lesson module typically consists of six sections:

1. A presentation or lecture by expert storytellers or educators
2. Group instructional activities
3. Demonstrations by master storytellers
4. Storytelling practice in small cohorts with supportive mentors (simulation)
5. Peer critique and support sessions
6. Reflection (group or individual)

## Purpose, Need, and Benefit

The main purpose of the SDP training is to prepare storytellers to engage schoolchildren with Asian art and culture, inspiring them to continue exploring through curiosity and discovery. Understanding diversity is essential to fostering humanity and peace. By helping young audiences appreciate cultures different from their own, the storytellers can bridge differences, reduce fear, and contribute to raising a new generation of intelligent and compassionate citizens.

## Goal and Subgoals

The primary goal of the SDP training is to equip storytellers with the tools and confidence to help children enjoy and connect with Asian art and culture. The Museum also hopes children will return to visit with their families, an affirmation of storytellers' success in sparking curiosity and engagement. Encouraging repeat school class visits is also a priority for the Museum's LCE department.

## Learning Objectives

The SDP has several learning objectives across its three released modules:

- Trainees can identify their own storytelling style and develop a unique voice.
- Trainees can engage most of their audience most of the time.
- Trainees understand the importance of accessibility and diversity, and demonstrate strategies to connect with the diverse audience population in their storytelling.
- Trainees can deliver each story engagingly within the specified tour time.

## Success Criteria

By the end of the SDP training period,

- At least 90% of trainees feel comfortable telling stories in their own unique voice.
- At least 90% of trainees can engage most of their audience most of the time.
- 90% of trainees understand the importance of accessibility and diversity and can demonstrate at least three related strategies in their storytelling.
- At least 90% of trainees can deliver each engaging story within 10-12 minutes.

## Accessibility of Instruction

The SDP instructional products are delivered in multiple formats: clear verbal lectures, high-contrast slide presentations, printed and digital handouts, small interactive cohorts, one-on-one mentoring, and follow-up coaching and check-ins from mentors. The variety of instructional and support methods help minimize learning barriers. To capture all the accessibility needs, a pre-training survey will be sent to all trainees to understand specific accessibility gaps.

## Instruction Audience and Instruction Context

### Instruction Audience

SDP trainees are highly motivated adults eager to work with children and share knowledge of Asian art and culture. They come from diverse cultural, religious, and educational backgrounds. For example, one trainee may be a recent college graduate working in technology with a Catholic upbringing and English as a second language, while another may be a retired early education professional who has traveled extensively in Asia. Despite this diversity, trainees must have basic literacy, strong English skills, and keen auditory and visual awareness to succeed. SDP training is mandatory for those new to the Museum storytelling department, and voluntary for existing storytellers who might need a refresher. Class sizes vary from year to year; the 2024–25 cohort has 45 trainees, divided into six small groups, each supported by two mentors.

### Instruction Context

The SDP training takes place in the museum's large meeting room, equipped with modern classroom technology, including a large projector screen, whiteboard, presentation podium with equipment hookups, modular 30" x 60" folding tables, and adjustable lighting and temperature controls. Daylight enters through high windows, creating a bright and pleasant learning environment. Because each module combines presentations with small group activities, tables are arranged based on activity needs to allow trainees to sit with their assigned cohort and mentors.

Trainees spend most of their time in the classroom. But when it's time to apply their learning, they move into the museum galleries to take advantage of the visual aids from displayed art and artifacts, and practice storytelling in small groups.

### Accessibility of the Instruction Context

Like many public institutions, the Asian Art Museum strives to be an inclusive and accessible space. Its grounds, classrooms, galleries, and major facilities are fully wheelchair accessible. Before the training, a pre-class survey will be sent out for trainees to indicate any accessibility needs for them to complete the training successfully. Shortly after the training started, another survey will be provided for trainees to provide feedback on the accessibility of the classroom, instructional materials, the instructor's teaching techniques, and the medium through which the instruction is delivered. Data collected will be used for immediate training improvements for better learning results.

## Evaluation of the Instructional Product

### Evaluation Purpose, Need, Benefit

The purpose of evaluating the SDP program is to determine how effectively it prepares museum storytellers to engage young audiences and advance the Museum’s mission of cultural education and community engagement. This evaluation will gather feedback from storytellers, LCE staff, and school teachers on the relevance and usefulness of the training, while assessing how well participants acquire knowledge of Asian art and cultures, develop the skills and confidence to engage diverse young audiences, and consistently apply these skills in practice. A thoughtful and data-driven evaluation approach will also confirm that the training content, format, and outcomes align with current educational standards, the Museum’s long-term goals, and stakeholder expectations. The results will generate actionable insights to refine the program, enhance future sessions, and demonstrate its value, ultimately leading to stronger storytelling, deeper student engagement, and a broader community impact.

### Evaluation Goals and Subgoals

**Overall Goal:** To evaluate the effectiveness of the Storyteller Development Program (SDP) in supporting the Museum’s mission by enhancing the quality of visitor engagement and increasing participation from schools and families through culturally responsive storytelling practices.

#### Subgoals:

- **Level 1 (Reaction):** Assess trainee satisfaction and perceived training relevance.
- **Level 2 (Learning):** Measure retention of storytelling, inclusivity, and accessibility skills.
- **Level 3 (Behavior):** Evaluate how effectively trainees apply learned skills in live sessions.
- **Level 4 (Results):** Examine training impact on student engagement, educator feedback, and repeat museum visits.

**What We Want to Achieve and Know:** Whether the training builds confident, culturally aware storytellers who can effectively engage children. It will also measure broader outcomes such as increased school visits, positive educator feedback, and alignment with the Museum’s mission to promote cultural understanding and community connection.

### Evaluation Context and Scope

The evaluation of the Storyteller Development Program (SDP) will span approximately ten months, aligning with the school-year cycle. It will occur in the same hybrid environment as the training, combining in-person workshops and virtual modules. Guided by Kirkpatrick’s four-level evaluation model, evaluation activities will take place throughout the program to monitor progress, ensure accountability, and engage all stakeholders in continuous improvement. Detailed scope, steps, and process are laid out in Table 1. A timeline of evaluation activities is provided in Appendix A.

**Accessibility:** All surveys will be available in digital and paper formats with high contrast and plain language. Observation tools will include visual and auditory cues for inclusive assessment. All assessment materials and tools will be reviewed for accessibility before use, and accommodations will be provided for participants with specific needs.

## Evaluation Rationale

The SDP program is well-suited for the Kirkpatrick four-level evaluation because it links directly to the Museum's mission of engaging students and fostering cultural appreciation. Kirkpatrick's model allows for a systematic assessment of trainee satisfaction (Level 1), effective learning (Level 2), skill application in storytelling tours (Level 3), and organizational impact through student engagement and repeat visits (Level 4). Together, the evaluation strategies employed by the four-level model provide a complete picture of program effectiveness and demonstrate its return on expectation by showing how the training supports community engagement and the Museum's long-term goals. When necessary, the Success Case Method will also be used as a supplemental evaluation tool to identify the most successful storytellers and the success factors behind these cases.

## Evaluation of the Success of the Instruction

Success Criteria:

- 90% of trainees report feeling confident in their storytelling abilities.
- 90% of trainees demonstrate the ability to engage students effectively during practice sessions.
- 90% of trainees use at least three diversity and accessibility strategies in their storytelling.
- 90% of trainees deliver engaging stories within the 10-12 minute time frame.
- 10% increase in positive feedback from school staff, which indicates an increased student engagement.
- 10% documented increase in repeat visits from schools and families.
- Upward trend in mentor reports on trainees' performance alignment with the Museum's long-term goals, such as fostering cultural sensitivity, promoting cross-cultural understanding, and connecting diverse audiences.

These criteria will help us evaluate both the effectiveness of the instruction and the successful real-world application of skills. Training will be considered successful if 90% of trainees meet the benchmarks and post-training data shows measurable improvement. In addition, meeting these criteria will indicate that the program supports the Museum's long-term mission and strategic objectives. Results below this may signal a need for program adjustments.

## Description of the Evaluation Process

The evaluation of the SDP at each level is supported by specific instruments, procedures, and stakeholder roles, with accessibility and inclusion embedded throughout. A detailed timeline of these activities is provided in Appendix A – Gantt Chart Timeline, which visually maps the sequence of tasks, responsible parties, and resource allocation from January 2025 to February 2026.

**Table 1: Evaluation Procedures**

Level	Evaluation Process	Data Collection Steps & Setting	Decision Rationale	Accessibility Features
Level 1: Reaction (Satisfaction & Engagement)	Assess trainees' satisfaction, engagement, and perceived relevance of the training using pre-, mid-, and post-training surveys and in-class observations.	Distribute pre-training surveys digitally before training starts; a paper version is available. Administer mid- and post-training surveys at the end of each module; follow up on absentees. Collect instructor and mentor observation notes. The Evaluation Team compiles all data within one week.	Captures immediate feedback on instructional clarity, relevance, and engagement. Enables rapid instructional adjustments.	Surveys are brief (less than 10 minutes), available in digital and paper formats, high contrast, plain language, and compatible with assistive technologies. Observations accommodate sensory and mobility needs.
Level 2: Learning (Knowledge & Skills)	Measure knowledge acquisition and skill development through structured assessments, reflections, and simulations.	Administer pre- and post-assessments at the start and end of each module. Collect mentor feedback and trainee self-reflections. Conduct storytelling simulations with structured observation and feedback. The Evaluation Team compiles results within two weeks of each module.	Combines quantitative and qualitative data to assess learning outcomes, such as topics on storytelling techniques, cultural inclusivity, accessibility strategies, and child learning principles.	All tools follow ADA standards, are available in multiple formats, and are designed for readability. Mentors adapt feedback methods to individual needs.
Level 3: Behavior (Application & Transfer)	Evaluate trainees' ability to apply storytelling skills and inclusive strategies in live museum settings.	Schedule monthly observations from 0 to 9 months post-training. Mentors provide real-time feedback. The Evaluation Team tracks trends and compares them with training data. Trainees are informed of observation dates in advance.	Tracks real-world skill transfer and sustained behavior change (such as storytellers actively engaging kids, applying inclusive strategies, and connecting stories to museum collections).	Observation rubrics include visual and auditory cues. Feedback is provided in verbal and written formats.

Level 4: Results (Organizational Impact)	Assess long-term outcomes on student engagement, trainee feedback, repeat school visits, and alignment with the Museum's mission.	Collect quantitative data (attendance, repeat visits, engagement metrics) and qualitative data (teacher/family feedback, interviews) throughout the post-training 9 months. The Evaluation Team and Museum Leadership analyze outcomes and inform ROE analysis. A summary report will be delivered to stakeholders within two weeks of completing data collection.	Determines the program's impact on organizational goals, cultural engagement, and return on expectation; informs future program improvements.	Data collection tools ADA-compliant; usage of plain language and available in accessible formats. Reports and presentations accommodate diverse stakeholder needs.
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### Stakeholder Involvement

Different stakeholders contribute at various stages of the evaluation, providing feedback during data collection and assisting in the analysis of results. Their involvement ensures that findings are accurate, actionable, and aligned with the Museum's long-term goals.

**Table 2: Stakeholders**

Reaction to Instruction Level 1	Learning of Content Level 2	Behavior on the Job Level 3	Results of Training Level 4
SDP trainees, Instructors/Mentors, Training Department, and Evaluation Team will provide feedback on training clarity, relevance, and satisfaction, helping to evaluate the immediate reaction to instruction.	SDP trainees, Instructors/Mentors, Training Department, and Evaluation Team will participate in assessments, reflections, and demonstrations to measure knowledge gained and skills developed.	SDP trainees will apply learned skills in practice or public sessions under mentor support, while LCE Staff, Evaluation Team and mentors observe, document, and provide feedback to assess behavior change.	Evaluation Team and Museum Leadership will review measurable outcomes and trends, such as audience engagement, repeat school visits, and evidence of increased cultural understanding, while LCE Department, School Partners, and Families provide data, feedback, and context to assess the program's overall effectiveness and alignment with long-term Museum goals.

- **SDP Trainees:** Participate in surveys, assessments, reflections, practice sessions, and storytelling simulations, public/school tours.
- **Instructors/Mentors:** Facilitate training, encourage survey completion, support post-training knowledge transfer on the job, provide feedback and support on learning and behavior, and conduct observations.

- **Evaluation Team:** Designs and administers assessments in collaboration with the training team, compiles and analyzes data, documents observations, and prepares evaluation reports.
- **LCE Staff:** Support behavior and results-level observations and provide contextual data for evaluation.
- **Museum Leadership:** Review Level 4 outcomes to ensure alignment with the Museum’s strategic objectives.
- **School Partners/Families:** Provide feedback for Level 3 behavior and Level 4 results evaluation, contributing to the assessment of the program’s community and educational impact.

## Measurement Instrument Descriptions & Data Collection Process

The evaluation instruments for collecting SDP’s training results are described in Table 3 below. Actual instruments are listed in Appendix B at the end of this document.

Considering the diverse ages and technical abilities in the trainee population, the assessment instruments are designed to be flexible and accessible to all trainees. They include digital and paper surveys, group observations, and one-on-one live simulation reviews. Both digital and paper assessment instruments are designed to follow ADA standards so that they can be read easily by both humans and text-to-speech tools.

**Table 3: Data Collection Instruments**

Instrument Type	Instrument Design	Rationale for Instrument Design	Administered Procedures	Data Collection Procedures
Pre-training survey (Level 1 & 2)  See Appendix B	5 questions on prior knowledge or experience, accessibility needs, and expectations on the learning outcome.	To assess trainees’ attitude towards learning, knowledge level, and accessibility needs.	A digital survey will be sent out one week before class, with a due date before class. A paper version is available upon request for those not adept with the digital medium.	The data will be collected digitally (or on paper) before class begins. <u>Success Criteria:</u> Over 95% response rate.
Mid-training survey (Level 1 & 2)  See Appendix B	10 questions on trainees’ level of satisfaction with the instructional materials, the instructor, and the training environment.	To assess the effectiveness of instruction delivery, trainees’ perceived learning results, and their attitude.	A paper survey will be distributed at the end of the class, and trainees are encouraged to finish it on the spot. A digital survey will be sent as a follow-up to those who missed class or didn’t turn in the paper.	The data will be collected digitally (or on paper) right after the 1st module. <u>Success Criteria:</u> Over 95% response rate, and over 85% positive feedback from respondents.

<p>Post-training survey (Level 1 &amp; 2)</p> <p>See Appendix B</p>	<p>14 questions on trainees' level of satisfaction with the training materials, the instructor, and environment; also on self-assessment, reflection, and action planning.</p>	<p>To assess the effectiveness of overall instruction delivery, trainees' perceived learning results. The survey will also collect information on attitude, motivation, and commitment.</p>	<p>A paper survey will be distributed at the end of the class, and trainees are encouraged to finish it on the spot. A digital survey will be sent as a follow-up to those who missed class or didn't turn in the paper survey.</p>	<p>The data will be collected digitally (or on paper) right after the training completes. Data will be compared to the pre- and mid-training survey to generate quantitative and qualitative trends.</p> <p><u>Success Criteria:</u> Over 95% response rate, and over 85% positive feedback from Respondents.</p>
<p>In-class observation (Level 1 &amp; 2)</p> <p>See Appendix B</p>	<p>Instructor and mentors' observation of trainees' behavior during class activity participation.</p>	<p>To assess trainees' engagement and confidence level, attitude, potential learning gaps, and accessibility needs.</p>	<p>Observations during the class training period, note student behavioral trends that indicate training design effectiveness or any improvement needs.</p>	<p>The instructor and mentors will organize and turn in their class observation reports, particularly noting trainees' improvement trends.</p> <p><u>Success Criteria:</u> 95% response rate, and over 85% positive observations on students' learning behavior.</p>
<p>Storytelling simulation (Level 2)</p> <p>See Appendix B</p>	<p>Mentors' evaluation of storytelling simulations by trainees in the museum setting.</p>	<p>To assess the trainees' level of knowledge, skills, their attitude, confidence, and commitment to the job.</p>	<p>Live storytelling simulations are performed by trainees during class time (there will be at least 3 simulation opportunities), and mentors will observe and take notes on trainees' performance and give feedback.</p>	<p>Mentors will organize and turn in their simulation review reports within a week of simulation, noting improvement trends.</p> <p><u>Success Criteria:</u> 95% response rate, and over 85% passing rate on trainees' simulations by the end of the training.</p>

<p>Storyteller field performance survey (Level 3)</p> <p>See Appendix B</p>	<p>8 questions on training graduates' in-the-field storytelling experience and reflection.</p>	<p>To measure the effectiveness of the knowledge transfer from training to the job, assess training graduates' attitude, motivation, confidence level, and identify any performance gaps and the need for additional support.</p>	<p>A digital survey will be sent out at the 3-month and 6-month mark after the training, a paper version will be available upon request. A follow-up reminder email will be sent out one week after each round of survey release.</p>	<p>The data will be collected digitally/manually within 2 weeks of each round of survey release.</p> <p><u>Success Criteria:</u> Over 95% response rate; and at least 65% of respondents are confident to lead tours competently after 3 months, and at least 85% after 6 months.</p>
<p>Post storytelling tour feedback survey (Level 3 &amp; 4)</p> <p>See Appendix B</p>	<p>10 questions on the school program participants' level of satisfaction with the storytelling school tour.</p>	<p>To assess the effectiveness of the tour from multiple points of references, such as students' engagement level, quality of storyteller's prepared content and performance, and museum setting and accommodations.</p>	<p>A digital survey will be sent out immediately after the tour to school teachers. A paper version is available upon request. A follow-up email one week after the initial request will encourage a high participation rate.</p>	<p>The data will be collected digitally (or on paper) within 2 weeks of the tour date.</p> <p><u>Success Criteria:</u> Over 90% participant response rate; and at least 85% of respondents reporting good student engagement experience within the 6 months, and at least 85% intended repeat visits in the future.</p>
<p>Storytelling mentor observation and feedback (Level 3)</p> <p>See Appendix B</p>	<p>Mentors' evaluation of the real storytelling school tour led by training graduates in the museum setting.</p>	<p>To assess the trainees' level of knowledge, skills, attitude and confidence toward the job, and identify any performance gaps and the need for additional support.</p>	<p>Mentors will follow 3-5 of the new storytellers' school tours for the first 3-6 months to observe and take notes on their storytelling performance and provide feedback.</p>	<p>Mentors will organize and turn in their observation reports within one week of the observation. A copy will be provided to the storyteller for improvement.</p> <p><u>Success Criteria:</u> 95% response rate, and at least 85% satisfactory report rate by the end of the 6-month observation period.</p>

<p>Result data collection and survey (Level 4)</p> <p>See Appendix B</p>	<p>Collaborate with HR and the LCE department to collect existing/historical data on attendance. Develop a new survey and/or interview for departments to share observations.</p>	<p>To get an overall picture of the storytellers' and mentors' participation and retention rates, and to assess the general sentiment in goal alignments from stakeholders, and assess performance level of school programs (such as repeat tour booking) after new storytellers join to lead school tours.</p>	<p>At 3 months, 6 months and 9 months after training, connect with HR and LCE Dept. To collect storyteller sign-up/sign-in log, school tour booking data, termination notices and school partner feedback, Interview key stakeholders in each department to get a sense of the impact it might have observed from the school tour program. Continue to collect and analyze post-tour school survey results throughout the school year.</p>	<p>Data will be sourced from the participating school survey, museum stakeholder surveys and existing data from HR and LCE. Data will be analyzed at the end of the school year to generate performance trends.</p> <p><u>Success Criteria:</u> At least 85% satisfactory visits from participating schools; at least 85% satisfactory in performance alignment with museum goals from stakeholder survey; 10% increase in intended repeat school visits; 10% increase in storyteller and mentor retention rate.</p>
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## Data Analysis and Reporting

### Data Analysis

#### Level 1 Data: Surveys and Observations

- **How the data will be analyzed:** Pre-training, mid-training, and post-training surveys will be analyzed by calculating averages of Likert-scale items, with percentages of responses shown for each option. Written feedback will be sorted into themes to identify recurring strengths or concerns. In-class observations will be reviewed for frequency of behaviors that reflect engagement, satisfaction, and accessibility needs.
- **How the data will be summarized:** Results will be presented through bar graphs for satisfaction ratings, with sample comments to illustrate key themes. Observation data will be summarized in tables showing the percentage of trainees demonstrating desired behaviors.
- **To whom the data/results will be presented:** SDP trainees, instructors/mentors, the training department, and the evaluation team.
- **Benchmarks:** Over 95% response rate for all surveys; over 85% positive satisfaction scores; and over 85% favorable observations from instructors/mentors.
- **Example reporting process to summarize Level 1 results:** An example of a reporting visual is provided in Appendix C.

## Level 2 Data: Pre/Post Surveys, Observation, and Simulations

- **How the data will be analyzed:** Knowledge and skill acquisition will be assessed by comparing participants' survey responses before and after the training. Simulation performance will be evaluated by mentors using standardized rubrics, with results summarized through pass rates and average scores to reflect overall competency.
- **How the data will be summarized:** Survey data will be summarized in side-by-side charts showing growth from pre- to post-training. Tables will show pass rates and performance ranges.
- **Who the data/results will be presented to:** SDP trainees, instructors/mentors, the training department, and the evaluation team
- **Benchmarks:** Over 95% response rate on surveys; over 85% of trainees demonstrating growth from baseline knowledge; over 85% passing rate on final storytelling simulations.
- **Example reporting process to summarize Level 2 results:** Pre- and post-training survey results will be compared in side-by-side charts to show growth in competencies such as storytelling structure and cultural sensitivity. Simulation scores will be summarized in tables showing pass rates and average rubric scores across performance criteria.

## Level 3 Data: Behavior Change

- **How the data will be analyzed:** Mentor evaluations using the Tour-Ready Storytelling (Appendix B) will be scored on a 1–5 scale across different areas. Approval ratings (“Tour-ready” vs. “not ready”) will be tracked. Qualitative notes on audience attention will be grouped by theme to highlight trainees' strengths and where improvements are needed.
- **How the data will be summarized:** Tables will show the percentage of trainees meeting benchmarks each cycle, with charts tracking growth in confidence, fluency, and audience engagement.
- **Who the data/results will be presented to:** Evaluation team, instructors/mentors, training department, and museum leadership.
- **Benchmarks:** 85% of trainees rated “Tour-ready” by program end; 80% scoring 4 or higher in audience connection and fluency; 90% demonstrating engagement strategies (eye contact, interaction, age-appropriate vocabulary).
- **Example reporting process to summarize results:** A chart will show growth in “Tour-ready” status over the 6 months period post-training. Tables will present average rubric scores by category.

## Level 4 Data: Results

- **How the data will be analyzed:** Internal indicators include storyteller and mentor retention rates, the increased volume of storytellers scheduling tours and accessibility-related adjustments. External indicators include school satisfaction feedback, repeat school bookings, and new school partnerships. Quantitative data will be compared to pre-training baselines. Qualitative responses will be coded thematically to identify patterns in engagement, inclusion, and cultural relevance.

- **How the data will be summarized:** Tables will show changes in retention rates, tour scheduling volume, and school engagement metrics from pre- to post-training. Charts will track school satisfaction trends and storyteller participation levels. ROE will be summarized to show training effort and time investment relative to efficiency and engagement gains.
- **Whom the data/results will be presented:** Museum leadership, LCE department, evaluation team, and training department.
- **Benchmarks:** Over 85% of educators report improved student engagement; over 10% increase in repeat school bookings or new partnerships; over 85% of internal stakeholders confirm alignment with the Museum’s mission; storyteller retention improved by 10%.
- **Example reporting process to summarize results (see Appendix C):** A bar chart will show growth in school partnerships and repeat bookings from the previous year. A line graph will display storyteller retention across quarters. A pie chart will illustrate the proportion of trainees continuing into active storytelling roles. A table will summarize internal and external indicators.
- **How data will be analyzed across levels:** Data will be analyzed using both quantitative and qualitative methods, aligned with each level of Kirkpatrick’s model.
  - Level 1 survey responses will be averaged and visualized using bar graphs; written feedback will be thematically coded.
  - Level 2 knowledge and skill acquisition will be measured through pre/post comparisons and simulation rubric scores.
  - Level 3 mentor evaluations and behavioral observations will be scored and tracked across cycles, with thematic analysis of audience engagement notes.
  - Level 4 organizational impact will be assessed using internal indicators (e.g., mentor retention) and external indicators (e.g., repeat school bookings).

**Summary of evaluation process across levels:** Each trainee’s progress will be tracked in a simple chart showing results from Levels 1–4. This will help us spot strengths and areas that need improvement. Overall trends will guide program updates.

**Methods to control for confounding factors:** Information will be gathered from different sources including surveys, mentor observations, training reflections, school feedback, and performance rubrics. Data will be collected at consistent points in the training process for each group. Mentors will use shared scoring guidelines to keep evaluations consistent. Trainee feedback will be collected anonymously to encourage honest responses, and will be compared to mentor observation and school feedback to reduce bias.

**Rationale for decisions:** Evaluation methods were selected to align with Kirkpatrick’s model and the Museum’s strategic goals. Each instrument was designed to be accessible, inclusive, and relevant to the diverse trainee population. Reporting formats were chosen to meet leadership needs and support evidence-based decision-making.

## Reporting Process

### Final Report to Stakeholders

- **To whom the data/results will be presented:** For Levels 1–2, results will be presented to SDP trainees, instructors/mentors, the training department, and the evaluation team. These groups will receive a one-page summary and brief slide deck during the final week of training, allowing time for reflection and discussion. Levels 3 and 4 to the evaluation team, training department, LCE department, and the Museum leadership. These stakeholders will receive a full digital report and PowerPoint slides during the school year-end program review, typically held 4 weeks after the school year is completed. Recommendations based on findings will be included in both formats to support decision-making and program refinement.
- **How the data will be presented:** Results will be presented in PowerPoint slides and a written digital report, with printed copies available upon request. Both formats will meet accessibility standards, including: alt text for all visuals, high-contrast color schemes, readable font sizes, plain language, and screen-reader compatibility.
- **Examples of how results will be summarized.** Results will be summarized using clear visuals and tables to make patterns easy to interpret (See Appendix C for examples).
  - **Bar charts** will illustrate changes in school partnerships, repeat bookings, and satisfaction trends compared to the previous year.
  - **Line graphs** will display storyteller and mentor retention rates across quarters, showing improvement over time.
  - **Pie charts** will show the proportion of trainees actively leading tours versus those requiring additional support.
  - **Tables** will summarize internal and external indicators, including staff retention, storytelling preparation efficiency, reduced retraining costs, and families/school partner satisfaction.
- **Accessibility features:** All visuals will include descriptive alt text. Reports will use plain language, high-contrast layouts, and accessible fonts. Digital formats will be compatible with screen readers, and paper copies will be available upon request to ensure equitable access for all stakeholders.

## Summary

Using Kirkpatrick’s Four Level evaluation as the main framework, and with the enthusiastic cooperation from many stakeholders, we can determine with confidence that the Storyteller Development Program is not only effective in producing sustainable and desirable performance in storytellers but also helps support the Museum’s long-term mission of connecting a wide range of audiences, especially young ones, to Asian art and culture. Continued perpetual monitoring, reinforcement, encouragement, and support to the storytellers are necessary for sustained desirable outcomes. It is recommended that the Museum stay in partnership with stART Consulting on periodic follow-up evaluations.

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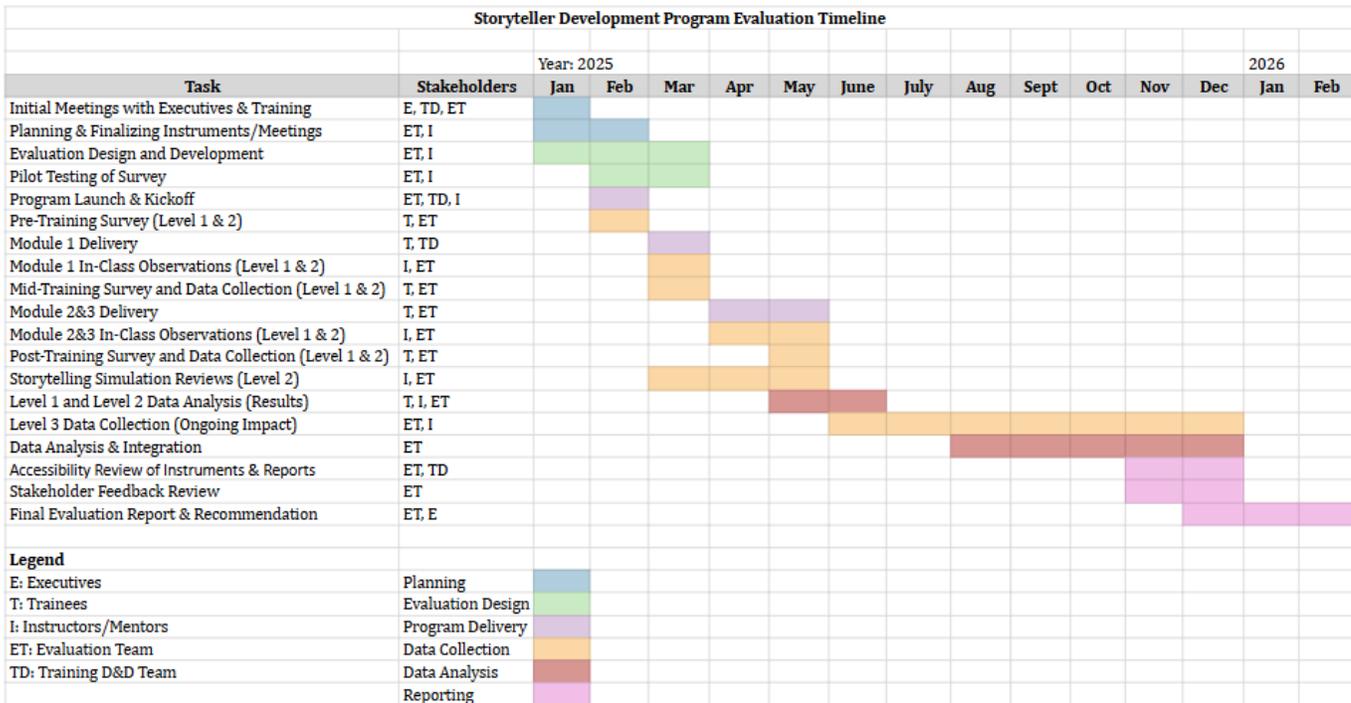
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## Acknowledgement

ChatGPT and Grammarly were used for proofreading and enhanced clarity only.

# Appendices

## Appendix A - Gantt Chart Timeline



[Gantt Chart Timeline link for larger viewing](#)

## Appendix B - Measurement Instruments

### Pre-training Survey

### SDP Pre-training Survey

In order to provide the most effective training for the 2025 storytelling class, we need to understand the class make up and student experience level. Please take a few minutes to fill out the survey below before class starts. Thank you.

\* Indicates required question

How would you describe your experience level as a storyteller? \*

1      2      3      4      5

No Experience                        Very Experienced

Please briefly describe your experience as a storyteller. \*

Your answer \_\_\_\_\_

Have you told any of these types of stories? Please check all that apply. \*

- Folklores and fables
- Fantasy stories (such as fairy tales)
- Personal stories
- Historical stories
- Legends (Urban or traditional)
- Humerous stories
- Kintetic/theatrical stories (performing with lots of body movements and/or singing)
- I tend to tell pocket stories (2-3 min. long)
- I tend to tell short stories (about 10 min. long)
- I tend to tell long stories (more than 10 min. long)
- Others

What would you want to achieve from this program? \*

Your answer \_\_\_\_\_

How much time are you willing to commit to this program each week? \*

- 2 hours
- 4 hours
- 6 hours
- 8 hours

Is English your first language? If not, how would you classify your English fluency level?

- Yes, English is my first language.
- No. But I can speak fluent English.
- No. But I dont' usually have problem communicating in everyday settings.
- No. I can understand most of the time but is a bit slow in communicating.
- No. I have trouble understand English conversations a lot of the time.

How comfortable are you with using computer?

- I have no problem using computer and navigating online content.
- I can use computer most of the time, but might have trouble with new content or interface.
- I am learning to use computer now.

Do you have any learning challenges that we should know about to better facilitate learning for you? \*

Your answer \_\_\_\_\_

Survey Link: <https://forms.gle/TPd74wTTd2d1U6zy6>

## Mid-point Assessment Survey

### SDP Mid-point Training Survey

We would like to hear your feedback on the training experience so that we can make necessary adjustments to ensure your time and effort yield the best learning outcome. Please complete the survey to help us make improve your training experience. Average time to complete is about 5 minutes. Thank you.

\* Indicates required question

How satisfied are you with the overall SDP training? Midpoint would be neutral or not sure. \*

1      2      3      4      5

Not Satisfied                        Very Satisfied

How satisfied are you with the training materials, including the class activities? \*

1      2      3      4      5

Not Satisfied                        Very Satisfied

How satisfied are you with the training instructors? \*

1      2      3      4      5

Not Satisfied                        Very Satisfied

How satisfied are you with the training environment and facilities? \*

1      2      3      4      5

Not Satisfied                        Very Satisfied

Please elaborate on any of the above answers. Your honest comments and suggestions will help us improve the program for your learning success. All feedback are anonymous.

Your answer

Next
Clear form

### SDP Mid-point Training Survey

\* Indicates required question

Please reflect on your learning so far and answer the below questions.

Through the past weeks of training, how do you describe your confidence level in telling a story today? Midpoint represent no change. \*

1      2      3      4      5

Less confident                        Much more confident

What is your comfort level in spotting accessibility issues and the young audience today? \*

1      2      3      4      5

Not comfortable                        Very comfortable

When you practice telling stories to your cohort and mentor, from your own perspective, how engaging do you think they are? \*

- They often look bored
- I am not sure how they feel
- They look engaging sometimes
- I definitely have their attention

Were you able to tell the story within the targeted time frame? \*

- I could not do it in time
- I can do it sometimes
- I am within the time frame most of the time
- I am always within the time frame

Do you think you have found your own storytelling style? Please elaborate and share any insights or challenges.

Your answer

Back
Submit
Clear form

Survey Link: <https://forms.gle/ibAkb4hs5XUQspTk6>

## Post-training Survey

Section 1 of 2

### SDP Post-training Survey

Congratulations for completing the SDP training! Please help us evaluate the training design for future improvements. Average time to complete is about 10 minutes. Thank you.

How satisfied are you with the overall SDP training? Midpoint would be neutral or not sure. \*

1 2 3 4 5

Not Satisfied      Very Satisfied

How satisfied are you with the training materials, including the class activities? \*

1 2 3 4 5

Not Satisfied      Very Satisfied

How satisfied are you with the training instructors? \*

1 2 3 4 5

Not Satisfied      Very Satisfied

How satisfied are you with the training environment and facilities? \*

1 2 3 4 5

Not Satisfied      Very Satisfied

Please elaborate on any of the above answers. Your honest comments and suggestions will help us improve the program for your learning success. All feedback are anonymous.

Long answer text

After section 1 Continue to next section

Section 2 of 2

Please reflect on your learning so far and answer the below questions. Your feedback is valuable and anonymous.

Description (optional)

Through the past weeks of training, how do you describe your confidence level in telling a story today?

Long answer text

What is your comfort level in spotting accessibility issues and the young audience today? Please elaborate.

Long answer text

When you practice telling stories to your cohort and mentor, from your own perspective, how engaging do you think they are? Please describe.

Long answer text

Were you able to tell the story within the targeted time frame? Please describe any challenges.

Long answer text

Do you think you have found your own storytelling style? Please elaborate and share any insights or challenges.

Long answer text

Can you identify two people whom you feel comfortable getting help and support after the training? Please list their name and contact information (ask for it today if you don't have their contact information).

Long answer text

Now that you have learned the skills to enhance your storytelling, do you feel that you have achieved your personal goals? Please elaborate.

Long answer text

How soon do you think you are ready to give a school tour, with a mentor's support?

I need more training

I will be ready in 2 months

I will be ready in 4 month

I will be ready in 6 month

I am not sure and would like to talk to my mentor

Survey Link: <https://forms.gle/HpQqPiEhu3PXgbei7>

## In-class Observation Report

### SDP Training Observation Report

Training Date:

Trainee numbers in class:

Topic of the class today:

Instructor(s):

Overall class engagement level (check one). Please describe the observation.

Very High                                       None at All

How comfortable is the classroom today? Any issues?

Does any trainee look bored or lost? If so, what's the percentage of class? What might be the cause?

Do most trainees have enough time to finish the class activities? Consider demographic and ability level differences.

Does anyone look uncomfortable?

Please note any accessibility challenges.

Other observations and comments:

Observed by \_\_\_\_\_

## Storytelling Simulation Evaluation Template

### Tour-Ready Storytelling Evaluation

Date: \_\_\_\_\_ Length of Story: \_\_\_\_\_  
 Trainee: \_\_\_\_\_ Evaluator: \_\_\_\_\_  
 Story: \_\_\_\_\_ Art Object: \_\_\_\_\_

Where the story is told on a tour: Appropriateness of art object(s): Art engagement/Introduction to story: Linking of story to art object(s):	
For the review categories below, please rate on a scale of 1-5, with 5 being most effective.	
<input type="checkbox"/> Knowledge of the story <input type="checkbox"/> Overall skills <input type="checkbox"/> Confidence in telling	<input type="checkbox"/> Consistent with the story in the museum-approved story collection (i.e., plot, characters)? <input type="checkbox"/> Consistent with the story's culture?
Connection with the audience <input type="checkbox"/> Eye contact <input type="checkbox"/> Interaction/engagement <input type="checkbox"/> Age-appropriate vocabulary	Notes on audience attention
Physicality quality <input type="checkbox"/> Gestures appropriate to the story <input type="checkbox"/> Poise & presence <input type="checkbox"/> Body position choice on location	Voice quality <span style="float: right;">▼</span> <input type="checkbox"/> Fluency <input type="checkbox"/> Pace and Inflection <input type="checkbox"/> Voice quality/projection <input type="checkbox"/> Clear & distinct <input type="checkbox"/> Enunciation/pronunciation
Comments:	

Approved by \_\_\_\_\_ for:

- Tour-ready for trainee portfolio
- Trainee ready to lead on (specify type) \_\_\_\_\_ tours

*Please give a copy to the mentor group leader for the record; give the original to the trainee to add to My Storytelling Accomplishments. 2025.*

## SDP Training Graduates Field Performance Survey

### SDP Training Graduates Field Performance Survey

After SDP training, storytellers are surveyed periodically to provide feedback. The purpose is for the training professionals to gain knowledge of the effectiveness of the training, adjust training program for future sessions, provide field support and mentorship as needed, and track graduates performance and job satisfactory level.

At three months after training, do you think the training you have received is relevant and effective for the job you need to perform on day to day basis? \*

1     2     3     4     5

Not at all
Definitely True

Please elaborate your selection above, and provide examples and details.

Long answer text

How many times have you lead a storytelling school tour in the first three months post training? \*

10-15  
 5-9  
 1-4  
 I haven't scheduled one yet.

How confident do you think you are on leading storytelling school tours now? \*

Very confident  
 Somewhat confident  
 Not very confident  
 I haven't tried yet

Have you received adequate support and/or mentorship during the first three months of your storytelling tour? Please describe.

Long answer text

Do you feel that you are making a difference in the school children's lives with your storytelling? Please explain.

Long answer text

Do you have any action items on your list to help you become a better storyteller? Please explain.

Long answer text

Is there anything else you would like to share from your journey in the past three months?

Long answer text

Survey link: <https://forms.gle/VpviDULNx84WmVGL9>

## Participating School Post Tour Feedback Survey

### Post Storytelling Tour Feedback Survey

Thank you for joining us at the museum for the storytelling school tour. We hope you enjoyed it as much as we did. Please take a few minutes to complete the 10 question survey below. We appreciate your feedback and will continue to improve our tours for your future visits.

**What grade is your class?**

Short answer text

**How many students are in your class?**

Short answer text

**Did your students have any preparation before coming to the museum's storytelling tour? (i.e. related art lessons, history lessons, etc.)**

Short answer text

**How effective do you think the tour support your curriculum and lesson agenda?**

1      2      3      4      5

Not effective at all                        Very effective

**From your observation (during and after tour), how engaged do you think your students were at the tour?**

1      2      3      4      5

Not very engaged                        Very engaged

**Please elaborate on the above answers.**

Long answer text

**How well did the storyteller(s) accommodate your students' accessibility needs? For example, did he/she appropriate language level, body language or voice level to reach/engage the kids? Please explain.**

Long answer text

**What would you say to the storyteller(s) and the museum so that we can make the tour a better experience for your class?**

Long answer text

**Do you plan to bring the class (or another class) back in the near future?**

Short answer text

**We sometimes reach out to teachers to get a more detailed understanding of their experience. The goal is to help foster a better partnership for Asian art and culture education. Are you willing to speak with us should such occasion occurs? Please leave your email and phone number as contact if you are willing to participate. Thank you.**

Short answer text

Survey Link: <https://forms.gle/MnevDAaBinJ3gWxt7>

## Storytelling Tour Observation Report

### Storytelling Tour Observation Report

Date:

Length of Story:

Storyteller:

Observer:

Tour Type: <input type="checkbox"/> Across Asia <input type="checkbox"/> Trickster <input type="checkbox"/> Animal <input type="checkbox"/> China <input type="checkbox"/> Korea <input type="checkbox"/> Japan <input type="checkbox"/> S/SE Asia Story 1 and object/gallery: Story 2 and object/gallery: Story 3 and object/gallery: Extras? (i.e., pocket stories, etc.)	
For the review categories below, please rate on a scale of 1-5, with 5 being most effective.	
<input type="checkbox"/> Art engagement/Introduction <input type="checkbox"/> Knowledge of the story <input type="checkbox"/> Overall skills <input type="checkbox"/> Confidence in telling	<input type="checkbox"/> Consistent with the story in the museum-approved story collection (i.e., plot, characters)? <input type="checkbox"/> Consistent with the story's culture? <input type="checkbox"/> Linking of story to art object(s)
Connection with the audience <input type="checkbox"/> Eye contact <input type="checkbox"/> Interaction/engagement <input type="checkbox"/> Age-appropriate vocabulary	Notes on audience attention
Physicality quality <input type="checkbox"/> Gestures appropriate to the story <input type="checkbox"/> Poise & presence <input type="checkbox"/> Body position choice on location	Voice quality <input type="checkbox"/> Fluency <input type="checkbox"/> Pace and Inflection <input type="checkbox"/> Voice quality/projection <input type="checkbox"/> Clear & distinct <input type="checkbox"/> Enunciation/pronunciation
Comments: <span style="float: right;">▼</span>  <div style="border: 1px solid black; height: 100px; width: 100%;"></div>	

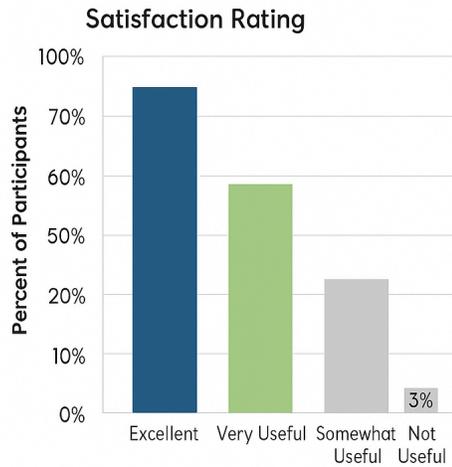
Signed by \_\_\_\_\_

Date \_\_\_\_\_

*Please give a copy to the mentor group leader for the record; give the original to the storyteller. 2025.*

## Appendix C - Evaluation Reporting to Stakeholders

### Session 2 Satisfaction Overview

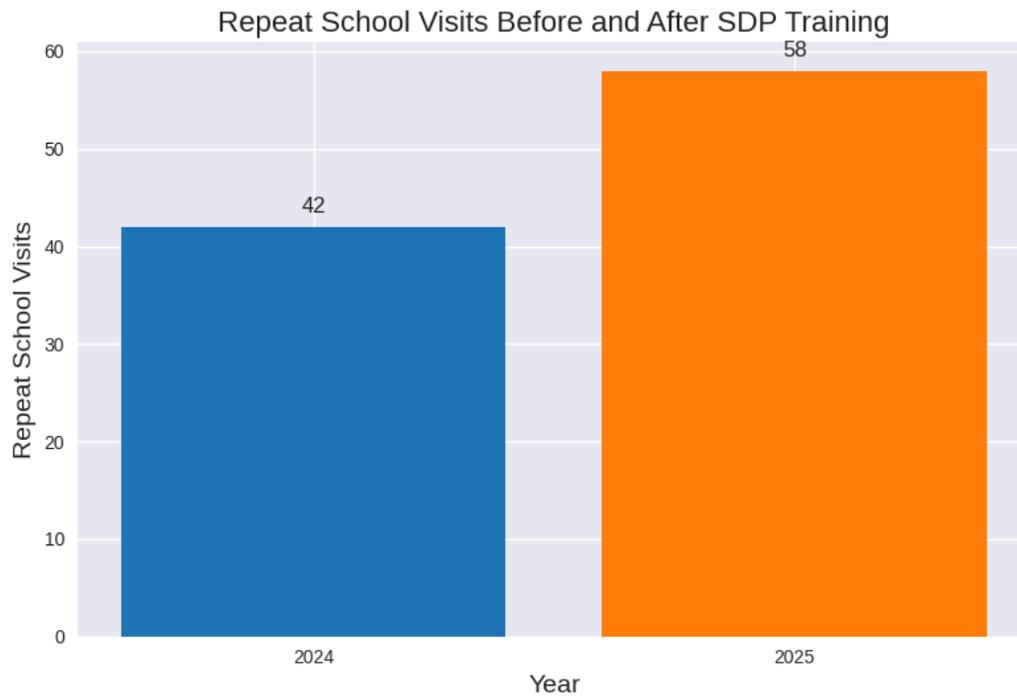


- 87% rated content as Excellent or Very Useful
- 92% felt the session was inclusive and accessible

**Sample Comments:**

- “Engaging facilitator”
- “Clear session goals”
- “Need more time for discussion”

### Bar Graph Repeat School Visits



## Summary Table for Reporting Results

### Example Summary Formats for Reporting Results

#### 1. Table Format (Quantitative Summary)

Indicator	Pre-Training	Post-Training (6 Months)	Change	Benchmark	Status
Storyteller Retention Rate	72%	83%	+11%	+10%	✓ Met
School Partner Repeat Visits	40%	51%	+11%	+10%	✓ Met
Educator Satisfaction	78%	88%	+10%	≥85%	✓ Met
Tour Preparation Efficiency	Avg. 6 hrs	Avg. 4.5 hrs	-25%	≥20% improvement	✓ Met