

CPD Scotland: Measuring the impact of CPD

Introduction

This paper was produced by the National CPD Team and the CPD Network in January 2009. Throughout the paper you will find many "Hotlinks" to further reading.

Context

Schools as learning organisations

Effective leadership results in a culture that supports and encourages the creativity and leadership potential of each member of staff.

This drive for enhanced professionalism relies upon brave and effective leadership which engages the abilities and determination of a strong and reflective teaching profession.

Improving Scottish Education HMIe (2009)

Schools are already focused on self-improvement both through individual and collegiate CPD. There are a range of 'touchstones' on which self-evaluation is based. The context and reference could be the professional standards, the quality improvement indicators from HMIe and/or the school improvement plan.

Whatever context is used, leading CPD is based around the same cycle; self-evaluation at a teacher or school level, planning for improvement, finding appropriate opportunities and assessing the impact of the CPD that has taken place.

Teachers matter...

'Nothing within a school has more impact on students in terms of skills development, self-confidence or classroom behaviour than the personal and professional development of teachers.'

Roland Barthes

Curriculum for Excellence requires that all pupils should be taught by teachers who are familiar with curricular change, knowledgeable about learning and teaching methodologies, up to date with technology, and who can enable them to achieve their full potential and equip them for the changing world in which they live.

The key to delivering the Curriculum for Excellence is high quality learning and teaching. Improving Scottish Education 2005-2008 states that the strengths of Scottish Education reflect the professional commitment and competence of teachers and support staff. (HMIe 2009)

'Curriculum for Excellence embodies a new way of working. It recognises that sustained and meaningful improvement should, to a significant extent, be shaped and owned by those who will put it into practice.'

Improving Scottish Education HMIe 2009

'Educational change depends on what teachers think and do. It's as simple and as complex as that.'

Michael Fullan 2001

School leaders work to foster an empowering culture of improvement and an understanding that all staff at all levels have an important part to play. Teachers should feel empowered, able and confident to exercise initiative, share responsibility and take on lead roles within their own area.

Hotlinks to find out more:

Improving Scottish Education 2005-2008

<http://www.hmie.gov.uk/documents/publication/ise09.pdf>

Reflecting on Impact

Self evaluation forms the basis of establishing what teachers and schools need from CPD. Self evaluation is forward looking – change and improvement in order to improve experiences for children and young people.

Self-evaluation is not a bureaucratic or mechanistic process. It is a reflective professional process through which teachers and schools get to know themselves well and identify the best way forward for their pupils. Much of the self-evaluation process can be organic, and teachers will respond to their daily practice however there will be significant areas of professional development that may require a more structured approach.

There are a range of resources that all teachers and all schools can use to help you reflect upon your professional practice. These include:

Hotlinks to find out more...

Professional Standards

<http://www.gtcs.org.uk/ProfessionalDevelopment/ProfessionalDevelopment.aspx>

CPD Reflect

<http://www.ltscotland.org.uk/cpdreflect/>

School Self Evaluation

<http://www.hmie.gov.uk/documents/publication/ioltse.pdf>

and

<http://www.hmie.gov.uk/documents/publication/iocts.pdf>

In this paper we consider the place of CPD within the delivery of Curriculum for Excellence. We focus the discussion around a cycle of self-evaluation and planning for improvement which asks:

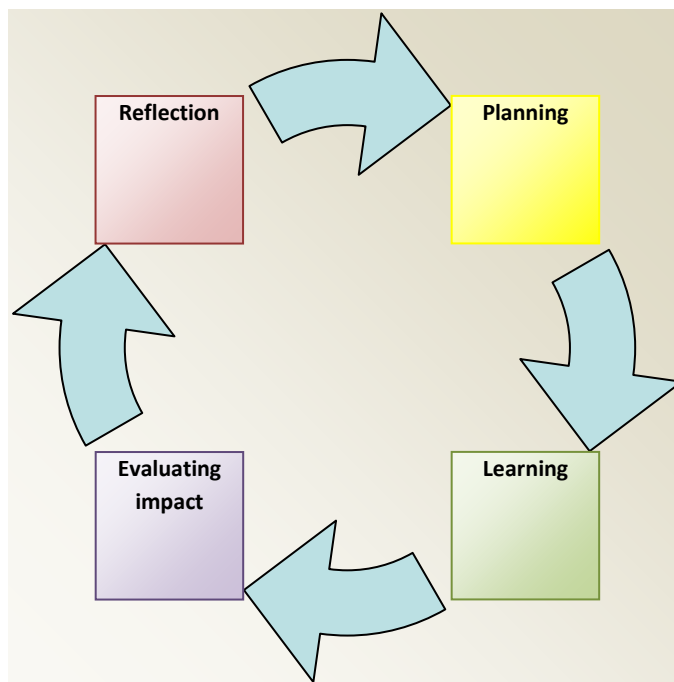
- Reflection
How am I doing?
- Planning
What will I do now?
- Learning
How will I learn?

- Evaluating impact

How will I know my learning has had an impact?

It is not intended that every teacher will apply each stage of this process for every CPD opportunity. Some opportunities are spontaneous and experiential, however an awareness of this self-evaluation and planning cycle will create a helpful mindset in thinking about professional development.

This CPD cycle will support the formal PRD process and also any other consideration of significant CPD opportunities.



The CPD cycle

Reflection

What do I need to learn? What CPD will help me improve learning opportunities for my pupils?

CPDReflect offers information on professional reflection, on personal, team and school self evaluation

<https://portal.glowscotland.org.uk/establishments/nationalsite/CPD%20Central/CPDReflect%20users/default.aspx>

Planning

How will I learn? What outcomes do I expect from CPD – for my pupils, for colleagues, for schools? What’s available?

<http://www.ltscotland.org.uk/cpdfind/>

How do we know what we need to learn?

CPD is the process whereby you develop knowledge, improve skills and enhance your confidence and motivation as a teacher to improve pupil learning. It continues throughout every teacher's career.

Planning for change and improvement, whether as a whole school or for you as an individual teacher, involves taking considered decisions about actions which result in clear benefits for children and young people.

HMIe suggest that planning for excellence involves four key activities.

1. VISION AND VALUES

Agreeing the vision through exploring the values for yourself and your school

2. EXPECTED OUTCOMES

Identifying your priorities and specifying the key outcomes which you aim to achieve for all learners.

3. ACTION

Taking action to implement your vision for all learners.

4. IMPACT

Ensuring the impact of the action you have taken.

Professional Review

Self-evaluation should not be seen simply as more effective monitoring by managers but as a commitment of a staff team to reflect and improve.

HMIe Improving Scottish Education, 2009

Professional review and development (PRD) is the process whereby the development and training needs of teachers are identified and agreed in relation to their current practice, the requirement of the school or local authority improvement plan and national priorities.

PRD is one of a range of quality assurance strategies and is central to raising attainment and achievement and improving the effectiveness of learning and teaching. Good professional review supports and challenges teachers, empowering them to seek out and engage in meaningful and transformative CPD experiences.

Guidance on Professional Review and Development from the National CPD Team is found on:

<http://www.ltscotland.org.uk/cpdscotland/about/prd/index.asp>

Hotlinks to find out more...

HMIE: Improving our curriculum through self-evaluation
<http://www.hmie.gov.uk/documents/publication/iocts.pdf>

OFSTED papers

<http://www.ofsted.gov.uk/content/advancedsearch/summary?SearchText=self+evaluation&SearchSectionID=-1&SubTreeArray=84&SearchButton=Search>

Learning

What do we already know about good CPD?

It is increasingly understood that good CPD is much more than attendance at courses or other such events, and increasingly teachers are seeking professional development through collaborative work, action learning, professional learning communities, peer support, coaching, professional reading, classroom visits and observation, acting posts and other practice based activity.

There is common thinking, backed up by research, about what is effective CPD.

The key features are;

- that it should be sustained, as part of a deliberately planned process;
- that it should be directly relevant to the teacher, taking account of previous knowledge and expertise with clearly defined intended outcomes, describing precisely what expertise, understanding or technique the CPD is intending to deliver;
- that it is based on the best available evidence about learning and teaching and facilitated by people with the necessary knowledge and skills,
- that, as well as the introduction of new knowledge and skills, effective professional development also comprises a range of measures for promoting and embedding continuous enquiry and problem solving, coaching, collaboration, modelling and experimentation.
- that it includes impact evaluation designed as part of the activity from the outset.

Hotlinks to find out more . . .

CPD Team blog:

<http://itsblogs.org.uk/cpdteam/>

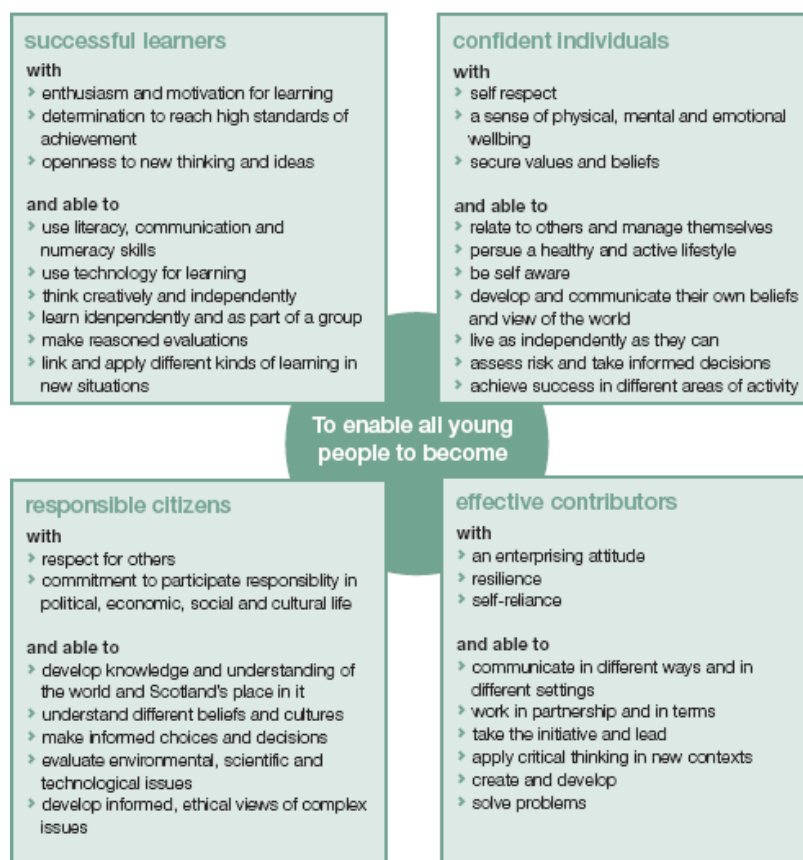
Evaluating impact

All of the top performing systems also recognise that they cannot improve what they cannot measure. (McKinsey Report 2007)

To evaluate the effectiveness of CPD, it is crucial to consider at the planning stage what you expected the impact to be for children and young people, how you would that you had met these outcomes and what timescales feel would be appropriate.

In planning your CPD, consider outcomes you would expect from CPD – for pupils, for teachers and for schools? This forms the basis of the evaluation of impact.

The expected outcomes for children and young people are as in the four capacities and in the outcomes and experiences detailed by Learning and Teaching Scotland



Principles underlying effective evaluation of the impact of CPD:

1. Planning for CPD and the evaluation of its impact should be integral to teacher and school self evaluation

2. Impact evaluation should focus on what participants learn, how they use what they have learned, and the effect on the learning of children and young people
3. There should be an agreed timescale for evaluating outcomes, accepting that some outcomes, such as children and young people's improved performance, may take longer to become evident than others. Unanticipated outcomes will also be important.
4. Planning and implementation of the impact evaluation should be a collaborative process between the individual and key staff involved in school self evaluation and/or coaching and mentoring
5. The evidence base and the success criteria for the evaluation of impact should be agreed
6. Impact evaluation should be considered in the short, medium and long term. Longer-term professional development activities should involve formative reviews of impact at agreed stages.
7. The evaluation of impact should include a cost-benefit analysis of professional development
8. The processes for evaluating the impact of CPD activities need to be reviewed regularly to ensure that they are effective and proportionate.

Following on from these general principles, you should consider **HOW?** and **WHY?** the evaluation is to be undertaken

The kinds of questions that are addressed, the information gathered and the way it is used depends on the purpose and the intended audience. Normally we use an evaluation of CPD to serve one of two main purposes:

- (1) how can the CPD activity be improved?
and perhaps more important
- (2) does the CPD activity improve outcomes for children and young people?

These two goals can best be served by collecting data in different ways.

It can be useful to think of evaluating CPD over 5 levels as described by Guskey in 2000.

Evaluation Level

1. Participants' Reactions

Often used when we complete evaluation forms after a course or conference. Some templates and examples of a range of 'post-course evaluation forms' are found on the CPDImpact GLOW group.

<https://portal.glowscotland.org.uk/establishments/nationalsite/CPD%20Central/CPD%20Impact/default.aspx>

2. Participants' Learning

If the key question is whether or not the teacher has learned, then the key focus will be Level 2; learning logs, professional reflection or portfolios may be useful evidence here.

3. Support for change within the organisation

If the interest is whether the teacher is supported to apply his learning in school, then the focus of the evaluation will be at Level 3; self-reports, feedback, surveys and school self-evaluation may form the basis of evidence here

4. Participants' use of new knowledge and skills

A level 4 evaluation would assess whether a teacher effectively applied the new knowledge and skills through, perhaps, classroom observation.

5. Pupil learning outcomes

Almost inevitably, the teacher and CPD leader would seek to confirm any assessment of teacher learning by looking at what had actually happened as a result - in terms of the impact it makes on the educational experience of pupils.

For each CPD experience it is not necessary to go through all the 5 levels to be able to measure impact, but it is useful to consider how deep the evaluation will go when you plan your CPD.

It may be that the teacher and CPD leader very quickly focus on Levels 4 and 5 - has change with a positive benefit to pupils occurred? If not, then you may choose to go back to evaluate at Levels 2 and 3 in more detail -

was it the teacher learning that was failed to deliver?

or

was it that the teacher was prevented or insufficiently supported in introducing a change into the school?

For this reason we recommended that teachers and CPD leaders should have a strong initial focus on Levels 1, 4, and 5, evaluating Levels 2 and 3 only where this is necessary to establish why there has been no discernable benefit from CPD activities undertaken.

We know that, due to the number of factors involved, it may not be possible to prove a direct relationship between teacher CPD and pupil outcome. However it is possible to establish some measures which, together, can give a picture of whether the CPD has brought about change. A range of evaluative measures is appended here and it is suggested that you consider the HMIe self-evaluation documents for more guidance.

Hotlinks to find out more...

CPDFind:

<http://www.ltscotland.org.uk/cpdscotland/cpdfind/index.asp>

CPDReflect:

<https://portal.glowscotland.org.uk/establishments/nationalsite/CPD%20Central/CPDReflect%20users/default.aspx>

HMIE : Journey to Excellence

<http://www.ltscotland.org.uk/journeytoexcellence/>

Improving outcomes for children through self-evaluation

<http://www.hmie.gov.uk/documents/publication/iocts.pdf>

Evaluation of CPD

http://www.tda.gov.uk/upload/resources/pdf/i/impact_evaluation.pdf

A route map to help you evaluate CPD in school

http://www.villierspark.org.uk/v_p_/images/pdfs/RR659.pdf

How the world's best performing schools come out on top

http://www.mckinsey.com/locations/ukireland/publications/pdf/Education_report.pdf

Some Prompts for Discussion

This section contains questions for you to consider when reflecting upon your practice, planning and/or evaluating your CPD

They are written in such a way that they are from the perspective of the **individual teacher undertaking CPD**, and **the person responsible for leading CPD within your school**.

When a list of questions is presented in this way it can look 'harsh' but it is important to stress the need for this discussion to be supportive and developmental.

Preview questions

These are questions to be considered before the professional development is undertaken.

Prior questions for the teacher

Participants should consider these questions with their line manager, or another identified person such as a mentor or coach.

- 1 Who have you discussed the potential impact of your intended learning outcomes with?
- 2 What specific outcomes will result from this professional development activity?
 - How will your practice be changed?
 - How will the professional development benefit you?
- 3 How will the professional development benefit the wider school, your colleagues, and children and young people?
- 4 When would it be appropriate to evaluate the evidence of outcomes? (There may be a need for short, medium and/or longer term reviews)
- 5 How will the evidence base for evaluating the impact of the professional development be collected?
 - How will children and young people contribute to this?
 - What will be the form of the evidence?
- 6 What would be appropriate criteria to judge the intended impact?

Prior questions for the CPD leader

- 1 Is the strategy and timescale for evaluating impact appropriate?
- 2 Has the activity been costed, and does the expected impact suggest that the professional development is cost-effective?
- 3 How will the impact evaluation feed into teacher and school self-evaluation procedures?
- 4 Is there more the school could do to maximise the impact?

Review questions

These are questions to be considered at an agreed stage (or stages) after the professional development has been completed.

Review questions for the participant

Participants should consider these questions with their line manager, or another identified person such as a mentor or coach.

- 1 What is your evidence of impact?
 Is there more evidence to be reviewed? If so, when will it be available for review?
- 2 Does the evidence suggest that the professional development had the intended impact on you, your colleagues, your school and your students, when judged against the agreed criteria?
 If not, why might this be the case?
- 3 Were there any unexpected outcomes for you, for your colleagues, your school, or your students?

Review questions for the CPD leader

- 1 Do you agree that the identified outcomes suggest that the intended impact has been achieved?
 - Would you like to see further evidence? If so, what should this be?
- 2 By considering the impact of the professional development and its cost in terms of resources, do you think that this activity has been cost-effective for both the participant and the school?
- 3 How should the participant follow up this particular professional development to maintain or increase the impact?
- 4 What will the school do to follow up the professional development and maximise the impact on the participant, students, colleagues and the school.

Also, the CPD leader should consider for all CPD

- 5 How does the evaluation of impact lead to a greater understanding of what CPD is achieving for the school, the participants, and the children and young people?
- 6 Are the impact evaluations manageable and proportionate to the activities being undertaken?

Professional Dialogue

This is presented as a series of prompts for a professional dialogue between:

- the individual teacher planning to undertake the CPD
- the line manager (or coach/mentor) of the individual teacher.

The scenario assumes the preliminary CPD needs identification and planning has already been carried out.

The dialogue which reviews the impact of CPD may take place more than once (ie. at agreed stages following completion of the CPD activity) within the context of professional reflection and school self-evaluation.

Prompts for consideration by the school's CPD leader are contained at the end of the tool.

Teacher's dialogue prompts

Before the professional development has been carried out:

Topic: Expected outcomes established

The expected impact of my CPD will be ...

- a) on children and young people
- b) on colleagues
- c) on me
- d) on the school as a whole

Topic: Establishing ways to recognise and evidence outcomes of the CPD

I believe the best way of recognising outcomes from the CPD will be..

a)

b)

c)

d)

The specific evidence of outcomes I will look for will be ...

a)

b)

c)

d)

Topic: Timescale for discussing and evaluating outcomes

'The time(s) when I will look to evaluate outcomes will be ...

- a) short term...
- b) medium term...
- c) long term...

After the professional development has been carried out:

Topic: Expected impact of the CPD

'The impact is/is not what I expected it to be. It is...

(If it is not what is expected, why might this be?)

- a)
- b)
- c)
- d)

'I am/am not aware of there being any unexpected outcomes ...

- a) for my students
- b) for my colleagues
- c) for my school
- d) for me

Topic: Progress made towards the intended outcomes

'The progress I have made towards the intended outcomes is ...

- a) none
- b) some
- c) achieved

Topic: Cost-effectiveness of the CPD

'Have the expected outcomes been fully met and the impact evaluated?

- a) If yes, conclude the dialogue with ... 'Has the CPD been cost-effective with regard to time and finance?'
- b) If no, review what has been achieved and the next steps.

CPD leader prompts for the teacher professional dialogue

Before the professional development has been carried out:

Topic: Expected outcomes established

'What are the expected outcomes of your CPD on ...?'

- a) children and young people
- b) colleagues
- c) you

The CPD leader needs to be able to relate these directly to the role of the individual and the needs of the school, linking with the school CPD plan.

Topic: Establishing ways to recognise and evidence outcomes of the CPD

'What do you believe is the best way of recognising outcomes of CPD ...?'

- a)
- b)
- c)

The CPD leader should be able to suggest a variety of approaches to recognising outcomes (link to School Self evaluation).

Topic: Progress made towards the intended outcomes

'The progress I have made towards the intended outcomes is ...'

- a) none
- b) some
- c) achieved

Topic: Cost-effectiveness of the CPD

'Have the expected outcomes been fully met and the impact evaluated?'

- a) If yes, conclude the dialogue with ... 'Has the CPD been cost-effective with regard to time and finance?'
- b) If no, review what has been achieved and the next steps.

Topic: Timescale for discussing and evaluating outcomes

'At what times will the outcomes be discussed and evaluated?'

- a) short term
- b) medium term

c) long term

Agreed times for the discussion and evaluation of outcomes will need to be determined.

After the professional development has been carried out:

Topic: Expected impact of the CPD

'Was the impact what you expected?'

a)

b)

'Have there been any unexpected outcomes?'

a)

b)

Topic: Progress made towards the intended outcomes

'What progress have you made towards the intended outcomes?'

a) none

b) some

c) achieved

Topic: Cost-effectiveness of the CPD

'Have the expected outcomes been fully met and the impact evaluated?'

a) If yes, conclude the dialogue with ... 'Has the CPD been cost-effective with regard to time and finance?'

b) If no, review what has been achieved and the next steps.

CPD leader prompts from the school perspective

'Have I considered what the school could do to follow up this professional development to maximise its impact?'

'How has the evaluation of impact led to a greater understanding of what CPD is achieving for the school, the individuals involved, and the children and young people?'

'Has the impact evaluation been manageable and proportionate to the activities undertaken?'

HOW DO WE KNOW?

To evaluate quality, you should consider three sides of the 'evaluation triangle' – comparing what people say, what you see and what facts are available.

People's Views

You can ask people what they think in order to help you reach an evaluation. This list provides some suggestions for you;

- Discussions with pupils
- Individual interviews with parents
- Individual interviews with members of staff
- Pupil Council discussion
- Parent Council discussion
- Questionnaires and surveys
- Written responses and comments
- Team meetings

Quantitative Data

A range of quantitative data which will help you reach an evaluation – this is not exhaustive nor prescriptive but it gives you ideas of data that you already hold in school which might help.

- Data collected nationally or locally
- Pupils progress in meeting targets
- Pupils progress from prior levels of attainment
- Overall progress towards set targets
- Value added measures of performance
- Examination Results
- STACS
- Analysis of other key performance data such as finance, pupil attendance, pupil exclusion rates, progression rates and leavers destinations.

Observations

You can make professional judgements through direct observation of learning and teaching

- Peer observations
- Shadow an individual pupil
- Shadow a class
- Observe lessons
- Record and reflect on your own lessons
- Exchange classes
- Work alongside other teachers

You can consider of a range of written material;

- Pupils work
- Reports to parents
- Profiling of pupils
- Diaries or records of work

- Programmes of study
- Teachers plans
- Progress reports
- Course materials
- Policy and guidelines
- Minutes of meetings