TEACHER DEVELOPMENT TRUST

Planning your School CPD Programme

17th May 2017

Rossett School

TEACHER DEVELOPMENT TRUST

Planning your School CPD Programme

ROSSETT SCHOOL, HARROGATE

Wednesday 17th May, 2017

9.50am: Andy Norrington
Welcome and Introduction

10.00am: David Weston
Structuring your CPD Plan

11.20am: Bridget Clay
Culture and Resource for CPD

12.20pm: Alex Quigley
Research-informed CPD

1.20pm: Networking Lunch

2.00pm: Professor Sam Twiselton & Sean Cavan
Organising early career CPD
CPD in MATs and TSAs

3.00pm: Teacher Development Trust
Expertise and Evaluation of CPD

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“Culture eats strategy for breakfast”

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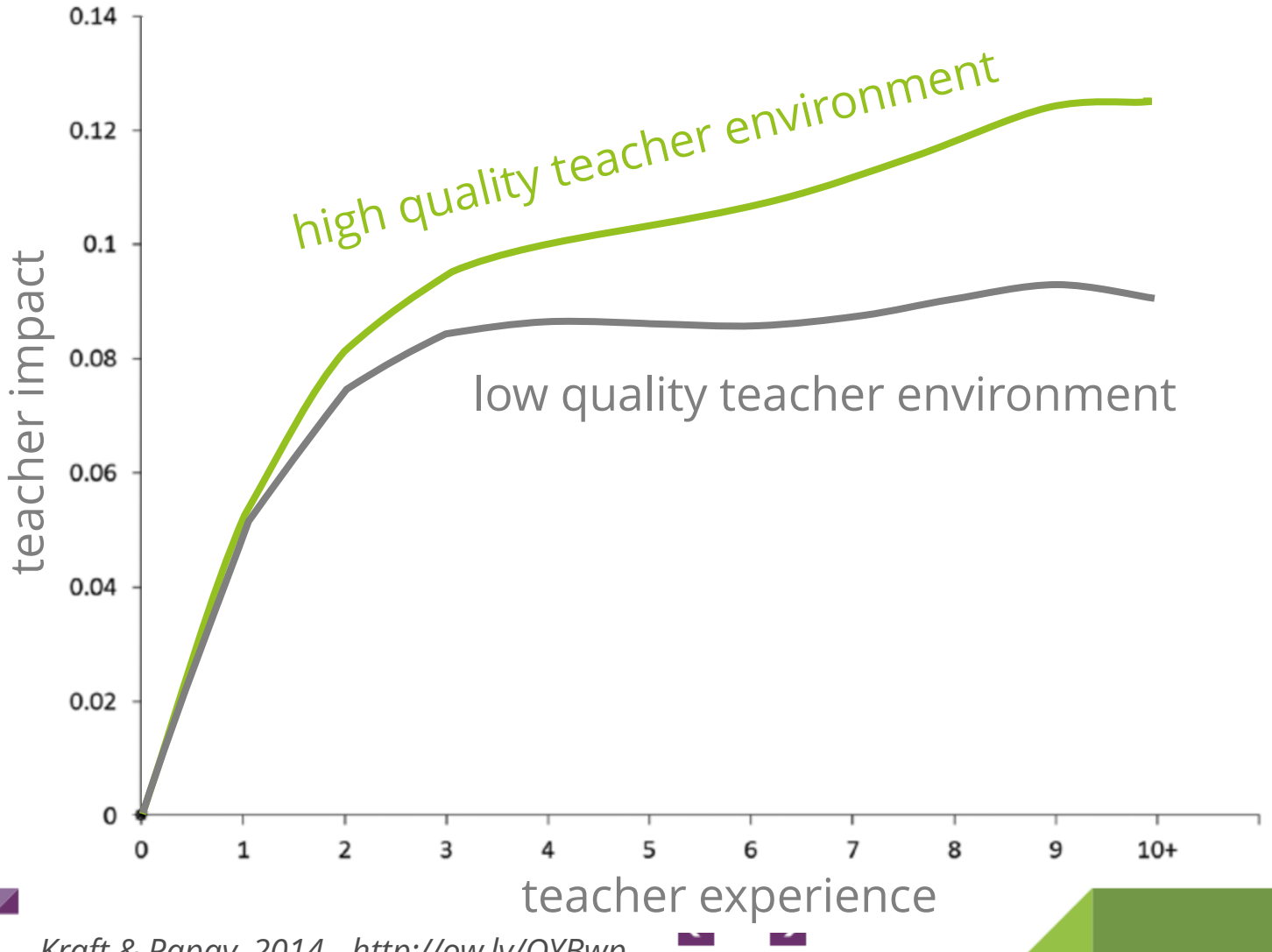
Does environment help teachers help pupils?

Support, trust, feedback and atmosphere



Kraft & Papay, 2014 - http://ow.ly/OYBwp

What potential 'culture' pitfalls are there with the examples we looked at previously?

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Culture

What contributes to an environment of professional learning?

- Vision
- Prioritise
- Relationships and Trust
- Evidencing & monitoring vs. Development
- Relevance

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What is not effective professional learning?

Time

Lack of evidence

One size fits all

One-off

Irrelevant

Vision

- Do your colleagues value professional learning?
- Do your colleagues understand what high quality professional learning is?

Culture

What contributes to an environment of professional learning?

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Prioritise

- Time provided
- Last minute changes
- Resource provided
- Space provided
- Workload
- Modelling

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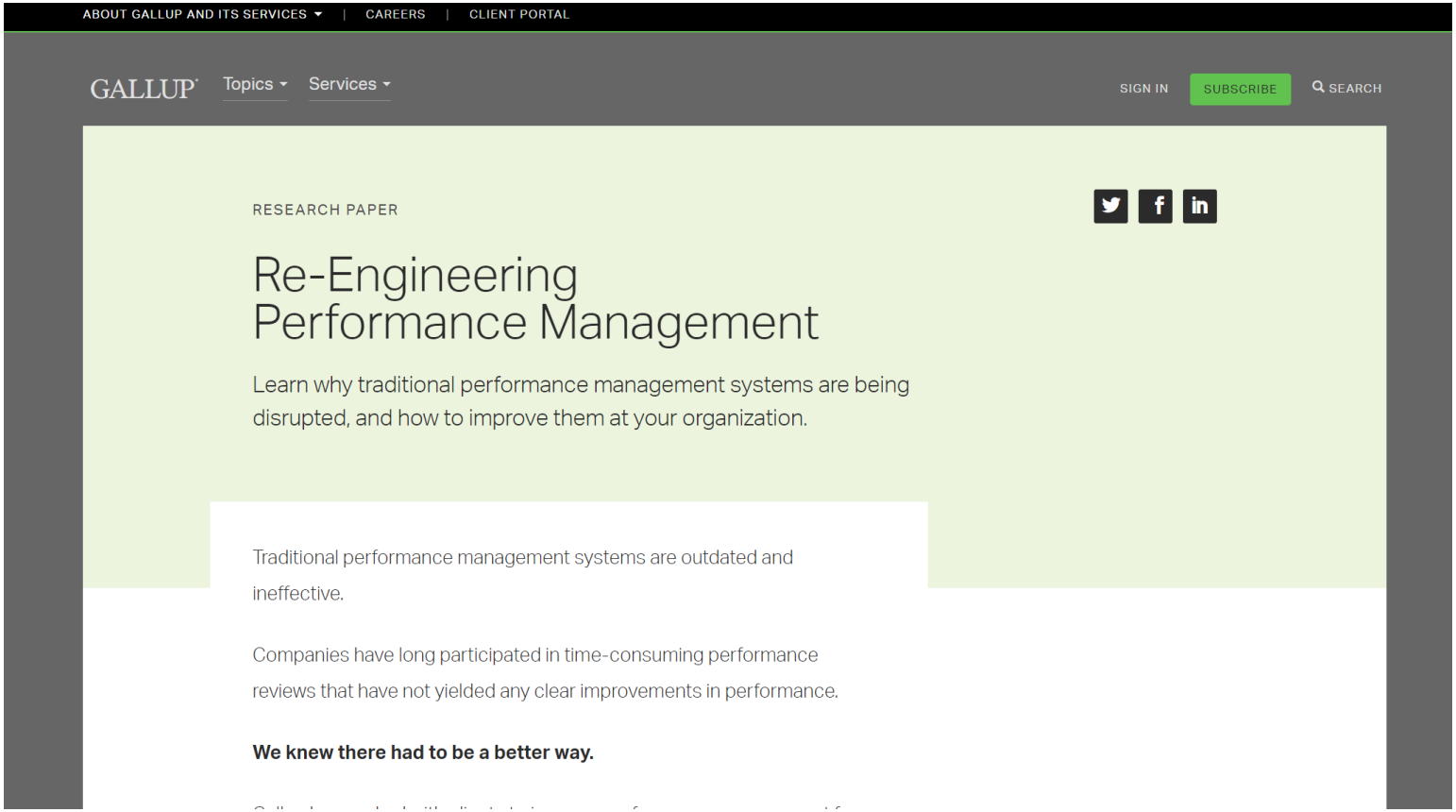
Gallup – Re-engineering Performance Management



- http://www.gallup.com/reports/208811/re-engineering-performance-management.aspx

Gallup – Re-engineering Performance Management

- Establish expectations
  - Clear
  - Collaborative
  - Aligned
- Coach
  - Frequent
  - Focussed
  - Future-orientated
- Create accountability
  - Accurate
  - Develomental

Consider the following themes in establishing a culture of CPD. Which do you think you/your school achieve best currently? Which is hardest to achieve?

- Vision
- Prioritise
- Relationships and Trust
- Evidencing & monitoring vs. Development

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Needs Analysis

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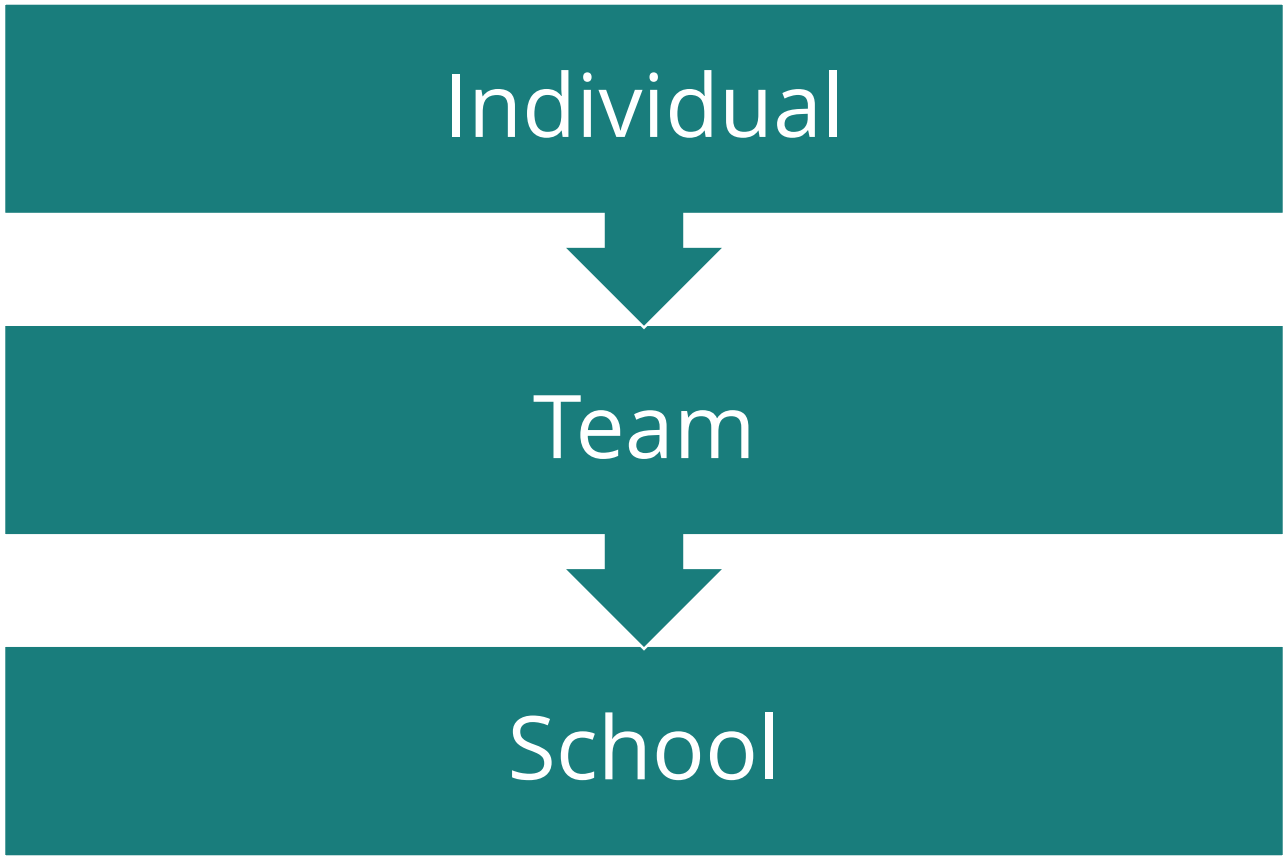
Vision

- What will you be able to see?
- What will that look like?
- How will you know?
- How can you measure that?

Building a vision



Informing and collating that

- Surveys
- Focus groups
- Appraisal conversations
- Subject meetings
- Formative data
- Whole school data

Questions?

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What does ‘evaluation’ mean to you? What are you currently doing to evaluate CPD?

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What do we actually mean by evaluation?

Has the CPD met its intended aims? (summative)

How can the CPD better meet those needs? (formative)

It is key to effective CPD – it is the process of checking that CPD meets its potential benefits in the best way possible.

What do we not mean by evaluation?

Not about ‘generalisable knowledge’.

- Contextualised
- Not looking at effect sizes and generalisable conclusions
- Quantitative and qualitative, a range of measures
- Constant and sustained

Needs analysis and evaluation come hand in hand. All staff should be clear on the intended aim. Needs analysis and evaluation should be accounted and planned for.

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Evaluation Level	What is measured?	How will the information be used?
Participant Reaction	Initial satisfaction with experience	To improve programme design and delivery
Participant Learning	New knowledge and skills of participants	To improve programme content, format and organisation.
Organisation support and challenge	The organisation's support, accommodation, facilitation etc.	To document and improve organisational support To inform future change efforts
Participants' use of new knowledge and skills	Degree and quality of implementation	To document and improve the implementation of programme content.
Students' learning outcomes	Student learning outcomes (performance and attainment, attitudes, skills and behaviour)	To focus and improve all aspects of programme design, implementation and follow up. To demonstration the overall impact of professional development.

'Evaluating Professional Development', (2000) T. R. Guskey

As a table, can you think of examples of how you currently evaluate, or could evaluate each level?

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Participant Satisfaction

- Surveys (online/paper)
- Informal feedback
- Focus group discussions
- Post it notes

Participant Learning

- Surveys (immediate, short, long term)
- Self-evaluations/knowledge audits
- Performance management meetings
- Line management conversations
- Built into CPD time
- Reflective journals
- Demonstrations

Organisational support and challenge

- Focus groups
- Surveys
- TDT CPD Audit
- Interviews
- Informal feedback
- Portfolios/appraisal

Participants' use of new knowledge and skills

- Questionnaires
- Focus groups
- Team meetings
- Line management meetings
- Observations (low stake)
- Video
- Student feedback/interviews

Student Outcomes (achievement, behavioural and attitudinal)

- Attainment data (micro and macro)
- Pupil interviews
- Pastoral data (e.g. behavioural points, attendance etc.)
- Student work
- Lesson Study/joint practice development/ collaborative enquiry
- Practitioner enquiry/Action research

Both needs analysis and evaluation should take place at a macro and a micro level

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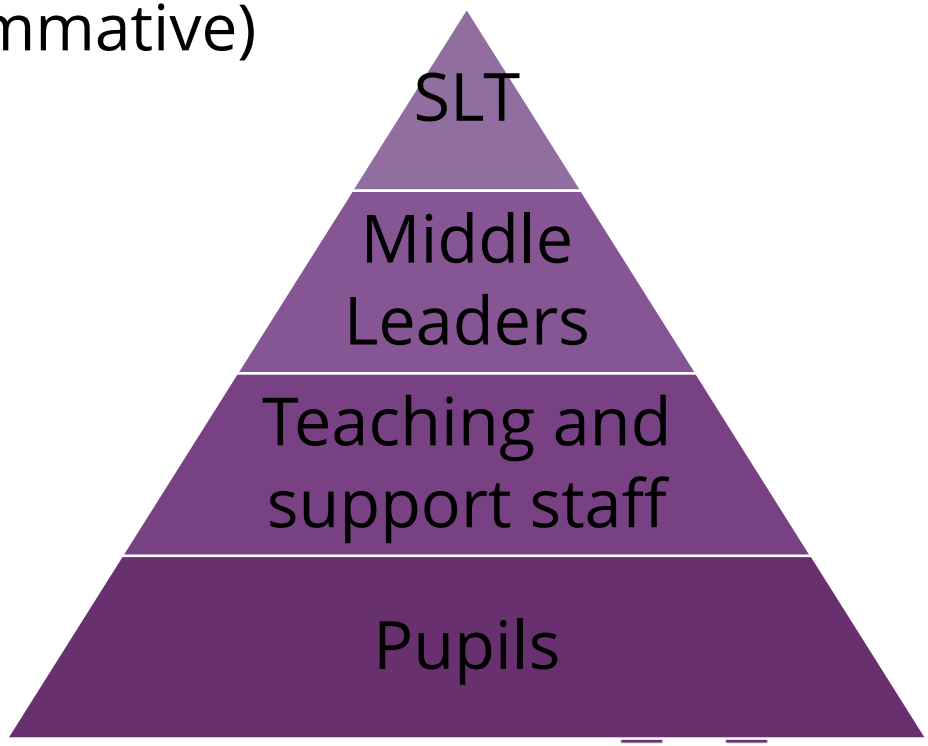
How to include staff

Purpose

Has the CPD met its intended aims? (formative)

How can the CPD better meet those needs? (summative)



Including staff in evaluation

- More likely to believe evaluation that they have taken part in
- Benefits of evaluating their own practice
- Evaluative practitioners
- Understanding that its part of their own CPD
- Handing over control

To conclude

- Evaluation is not about generaliseable knowledge. It is both summative and formative.
- Evaluation should come hand in hand with needs analysis.
- Consider each of the 5 levels of evaluation.
- Evaluating the impact of CPD *is* CPD and is good practice. It should take place at a micro and macro level.

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