**Planning and evaluating professional learning**

*“If you don't know where you are going, it's very difficult to tell whether you've arrived. But if you clarify your goals up front, most evaluation issues fall into place.” (Guskey, 2002).*

Use this tool whilst you are planning your CPD, starting with Level 5 and working backwards to Level 1. This will ensure that you have clarity about what the intended impact of the CPD is, what resources and organisational support are necessary to ensure the intended impact is realised, and how you will evaluate the impact at the different levels.

This tool has been adapted from a resource originally developed by TDT Expert Advisor, Alex Beauchamp who is a Lead Practitioner at Hunter’s Bar Junior School in Sheffield.

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| Planning and Evaluation Level | | What questions should be addressed when planning your CPD programme? | | How will information be gathered to evaluate CPD impact? Choose multiple sources. | |
| **Level 5: Pupil Outcomes** | | *What changes to pupil learning do you want to achieve? Cognitive, attitudes, dispositions, skills or behaviour?*  *What indicators will there be that  pupil learning has improved?*    *How will it influence students' physical or emotional well-being?*  *What baseline assessment will you  use?*  *Which children will you track?*    *How will learning look different in the classroom?* |  | ***How will you know if pupils have benefited from the CPD implemented?***  Sources e.g.:   * Pupil books * Baseline and summative assessment * Pupil surveys * Structured interviews with students, parents and teachers   When will you collect this information?  Will this information be used for formative or summative evaluation?  How will you respond to any arising needs? |  |
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| **Level 4: Staff use of new knowledge and skills** | *On the basis of pertinent research evidence, what instructional practices will most effectively and efficiently produce the desired pupil outcomes?*  *If staff are implementing the approach and knowledge effectively, what will it look like in the classroom?*  *What knowledge and skills do the staff need?*  *What are the 'active ingredients' of the approach that teachers need to implement into their practice to make sure that the approach is successful?* | |  | ***How will you know how effectively staff have implemented the desired knowledge and skills?***  E.g.:   * Direct observations * Implementation fidelity profiles * Questionnaires * Structured interviews with staff * Staff think-alouds * Participant reflections (oral and/or written) * Participant portfolios   When will you collect this information?  Will this information be used for formative or summative evaluation?  How will you respond to any arising needs? |  |
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| **Level 3:** **Organisation support and change** | *What practicalities and organisation issues do you need to consider for the CPD programme?*  *Staffing? Timings?*  *What resources do you need?*  *What training/ knowledge do leaders require to run the training?*  *Are there any school procedures/ policies that could slow down or prevent success of the implemented approach?*  *What school procedures might support/challenge the programme?*  *Pre-mortem: your CPD programme failed. What went wrong? How will you address any problems that occur?*  *How will you find and celebrate successes of implementation?* |  | ***How will you know whether the organisation has been effective in supporting the professional learning process?*** Sources e.g.:   * Structured focus group dialogue to ascertain successes and challenges of the CPD process adopted. * Staff surveys * What practical issues got in the way of you learning effectively? * TDT Diagnostic Review * CPD Leader midpoint survey   When will you collect this information?  Will this information be used for formative or summative evaluation?  How will you respond to any arising needs? |  |
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| **Level 2:** **Staff learning** | *What specific knowledge and skills do you want staff to acquire?*  *What must staff know and be able to do to successfully adapt the innovation to their specific practice and bring about the sought-after change?*  How will this be different to what staff know or practice already? |  | ***How will you know if staff have learned the intended knowledge and skills?***  Sources e.g.:   * Staff skills and knowledge audits * Teach meet/ presentation * Staff think-alouds * Structured focus group to ascertain depth of understanding.   When will you collect this information?  Will this information be used for formative or summative evaluation?  How will you respond to any arising needs? |  |
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| **Level 1:** **Staff reactions** | ***When planning, treat the CPD sessions as lessons with the same principles of how people learn most effectively.***  *How will staff acquire the specific knowledge and skills?*  *How will you plan long term sustained learning for staff?*  *How will this build on existing staff knowledge and skills?*  *How will staff know this is relevant to their pupils and practice? How does it align to wider school priorities?*  *How will staff know how to implement this in their classrooms? What opportunities for collaboration, practise and experimentation have you planned?*  *How will staff know when they have been successful? What is a model of good practice?*  *When will staff use this? Clear action points for next steps.* |  | ***How will you know if staff have had a productive, rewarding and transformative training experience?***  Sources e.g.:  Survey/feedback form including the following:   * The learning was relevant to my classroom practice. * The delivery was clear and aware of cognitive load * The learning was pertinent to supporting focus children in my class. * How might learning for your focus children look in the future if your professional learning is successfully implemented?   When will you collect this information?  Will this information be used for formative or summative evaluation?  How will you respond to any arising needs? |  |

Sources

EEF, Putting Evidence to Work - A School's Guide to Implementation

Guskey, T. R. (2000a). Evaluating professional development. Thousand Oaks, CA: Corwin.

Guskey, T. R. (2001). The backward approach. Journal of Staff Development, 22(3), 60.

Guskey, T. R. (2002). Does It Make a Difference? Evaluating Professional Development. Educational Leadership, 59(6), pp. 45–51. Available at: <http://emsyh.org.uk/assets/Uploads/Does-It-Make-a-Difference-Guskey-2002-1.pdf>