

CPD Standards

Effective professional development



Commissioned by the DfE in 2015, a group of independent experts considered what effective professional development looks like. The group took into account existing standards, a large scale consultation, and high-quality research and evidence to identify the factors that lead to successful professional development.

Effective CPD is a partnership between SLT, teachers, and providers of CPD.

For this to be successful CPD should:

- Be focused on improving and evaluating pupil outcomes
- Be underpinned by evidence and expertise
- Include collaboration and expert challenge
- Be sustained over time
- Be prioritised by SLT (this underpins the other standards and is a requirement)

Why not consider an example of CPD you've undertaken in the past year. Did it meet these criteria?

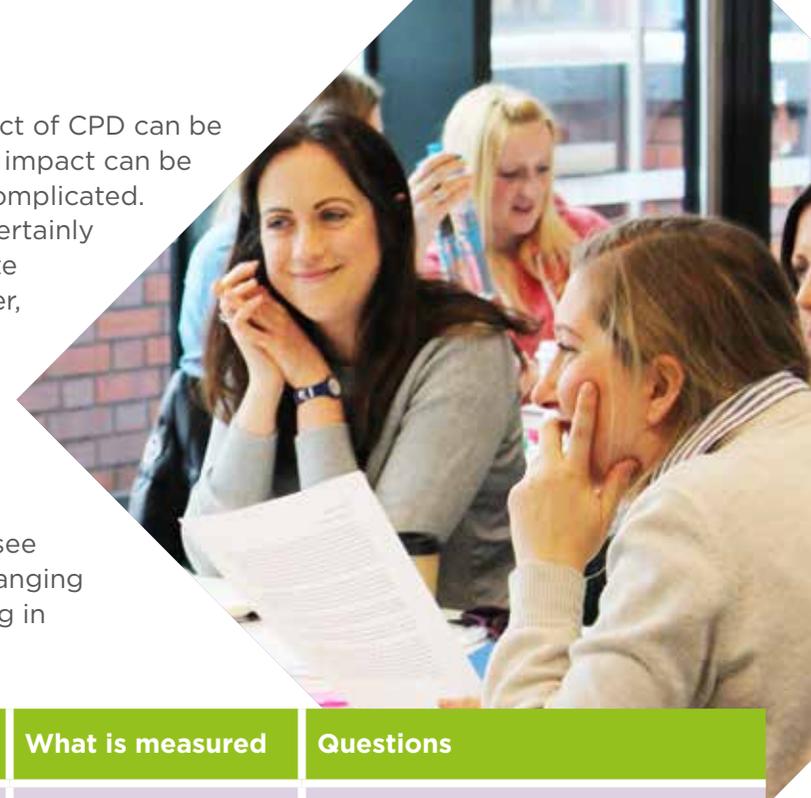
What is the impact?

Evaluating professional development



You can attend the best training in the world, but it's what you do with what you bring back that really makes a difference. By using Guskey's 5 critical levels of evaluation, you can assess how effective your CPD has been, this will ultimately improve your professional development and pupil outcomes.

Evaluating the impact of CPD can be challenging and the impact can be multi-layered and complicated. Some aspects will certainly be harder to evaluate than others. However, by using Guskey's model (below) and breaking down the impact you wish to have across all of these levels, it will support you to see how your CPD is changing practice and learning in your school.



Evaluation Level	What is measured	Questions
1. Participant reactions	Initial reaction and feelings to training	<ul style="list-style-type: none"> • How did you feel? • Did you like it? • Will it be useful?
2. Participant learning	New knowledge and skills acquired	<ul style="list-style-type: none"> • What did you think? • Did you understand the topic? • Did you acquire new skills and knowledge?
3. Organisational support/challenge	The school's support and facilitation	<ul style="list-style-type: none"> • Was there ongoing support? • Were sufficient resources available?
4. Participant use of skills/knowledge	Quality of implementation	<ul style="list-style-type: none"> • Are you using the new knowledge in your practice? • Were you able to apply new skills?
5. Student learning outcomes	Impact on students	<ul style="list-style-type: none"> • Did it affect student performance, achievement or well being? • How do you know?

Next time you engage with a professional development activity, start with the end in mind. Pick a small number of case pupils and identify the impact you hope to see if the CPD had been successful.