

# What should effective use of evidence and evaluation in CPD look like

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# Starting with the evidence of what works

What are the characteristics of CPDL  
likely to improve student outcomes?



# What CPDL improves pupil learning?

- Use of **specialist external expertise** inc observing and debriefing
- **Coaching** - enable risk taking/ownership
- **Ambitious goals** rooted in aspirations for pupils
- Participants identify starting points - **needs analysis**
- **Sustained over time** - to embed practices
- Development of **practice and theory** together
- Includes learning to **learn from *looking***
- Supports and encourages professional dialogue around **experiment and the use of evidence** of practice



# What kinds of things generally work to improve outcomes for pupils?

- **Collaborative enquiry**
  - peer supported, collaborative, evidence based learning activities taking place over an extended period and marked by risk taking (trying out new things) and professional dialogue;
- **Coaching and mentoring**
  - an effective vehicle for contextualising CPD for practice. Empowers practitioners to try out new things; supports, encourages, facilitates; draws on evidence
- **Networks**
  - collaborations within and between schools drawing on internal and external expertise
- **Structured dialogue and group work**
  - delivered in small groups providing multiple opportunities for practice and structured feedback



# How does what's on offer measure up?

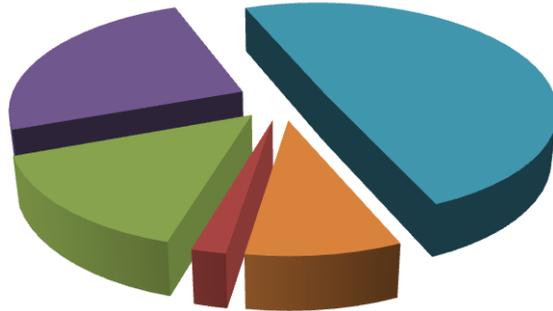
Key elements of effective CPD include

- Starting from what the (professional) learner knows already
- Explicit links with planned benefits for their students
- Extensive collaboration with other professional learners
- Includes professional dialogue and reflection
- Sustained over time



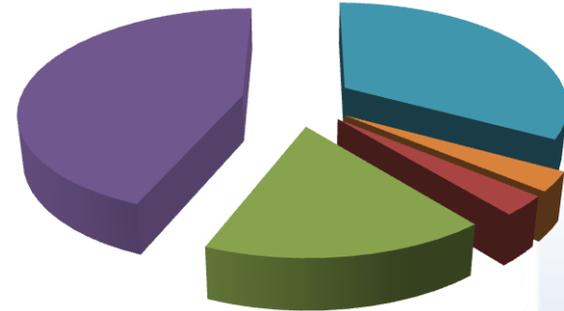
# What's on offer?

## Needs Analysis



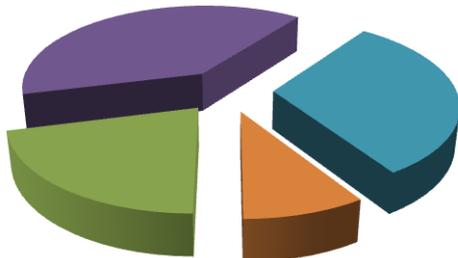
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 ■ Embedding   
 ■ Influencing  
■ Informing   
 ■ Not observed

## Collaborative and sustained CPD



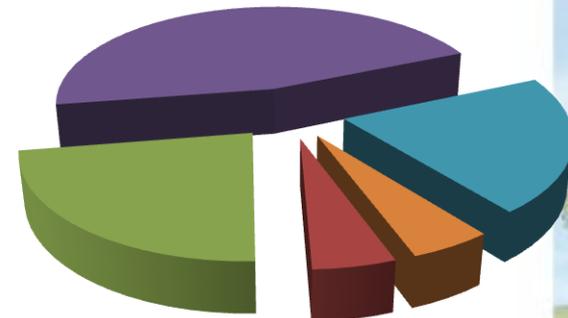
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## Linking CPD with learner outcomes

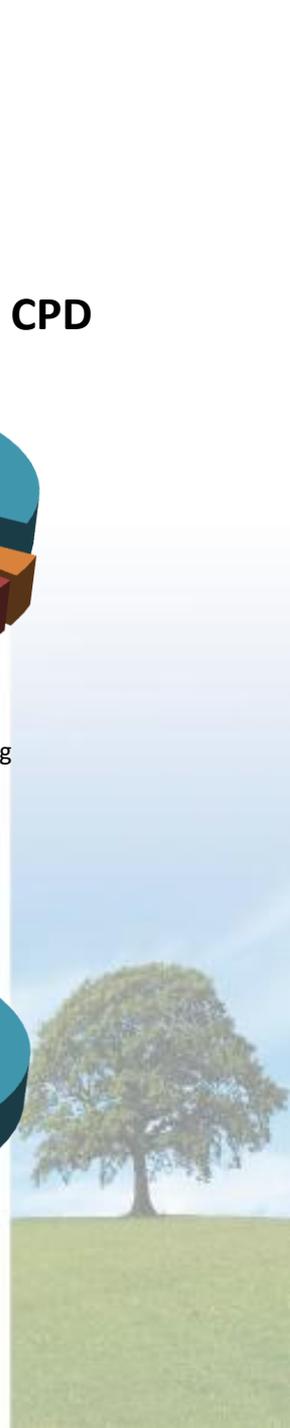


■ Transforming   
 ■ Embedding   
 ■ Influencing  
■ Informing   
 ■ Not observed

## Reflection



■ Transforming   
 ■ Embedding   
 ■ Influencing  
■ Informing   
 ■ Not observed



# What's available?

## Distribution of practice (@2011)

Reflection		Needs Analysis	
Transforming	5	Transforming	2
Embedding	23	Embedding	15
Influencing	46	Influencing	25
Informing	21	Informing	50
Not observed	5	Not observed	9
Collaborative and sustained CPD		Linking CPD with learner outcomes	
Transforming	3	Transforming	0
Embedding	17	Embedding	21
Influencing	44	Influencing	39
Informing	33	Informing	31
Not observed	3	Not observed	9

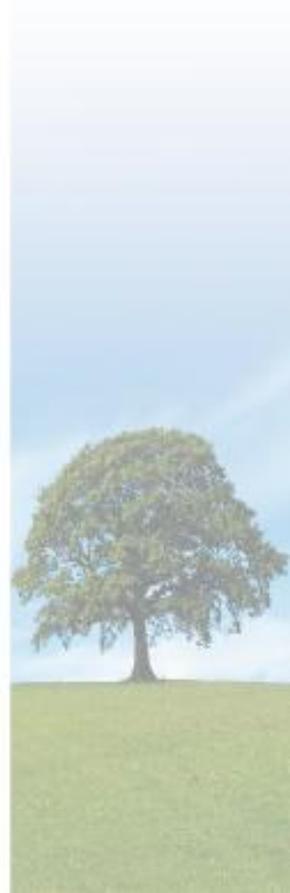
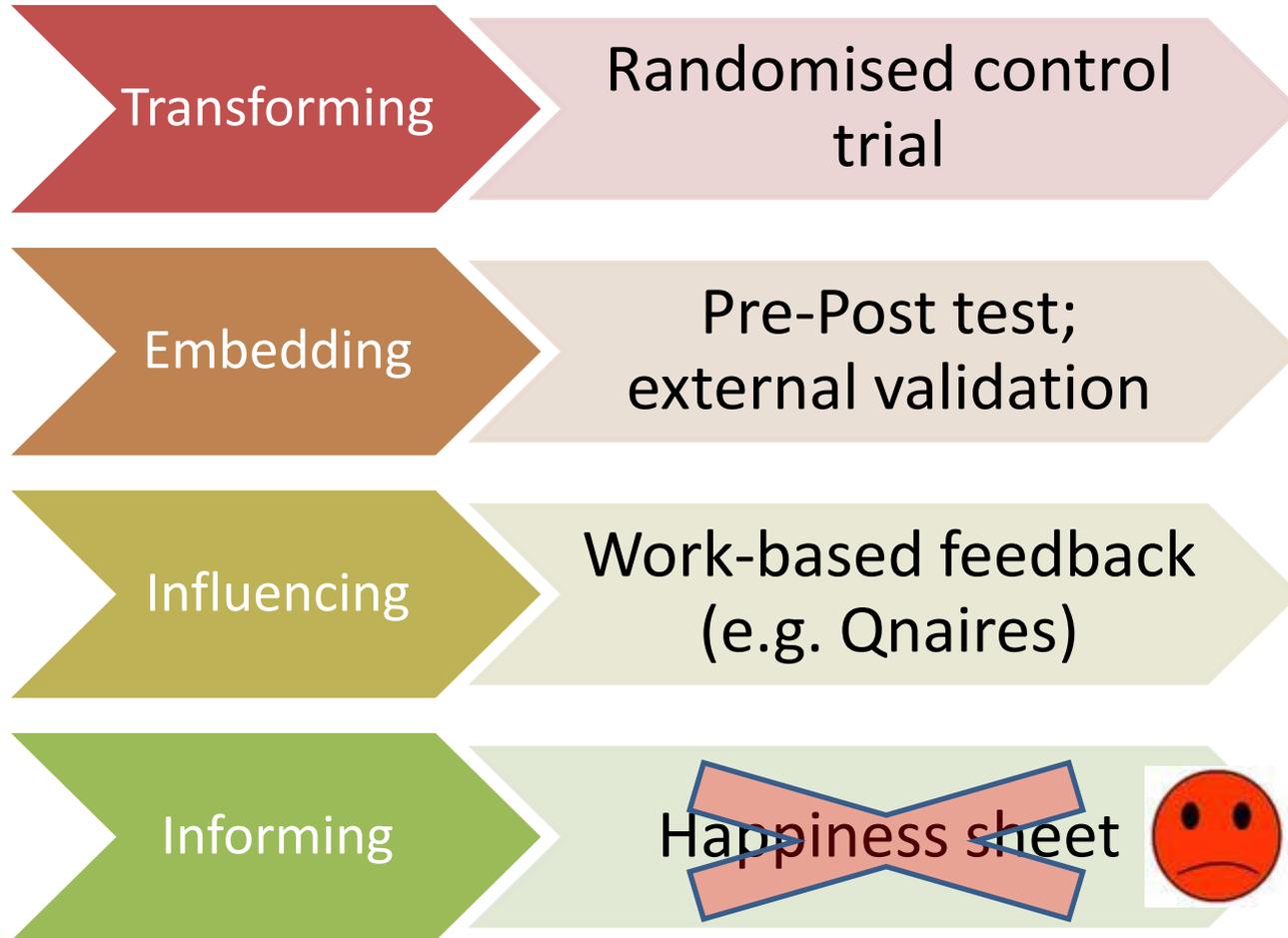


# What is CPD for?

- **Informing** – draws attention to new knowledge and considerations in implementing new practice;
- **Influencing** – actively engages participants with new knowledge, assessment of their starting points and encourages them to consider application;
- **Embedding** – engages participants with new knowledge in depth and through a range of activities, supports them to consider their starting points, apply new knowledge and plan for embedding new strategies in their own contexts; and
- **Transforming** – equips participants with knowledge, skills and tools to take control of their own learning and practice development around the area that is the focus of the CPD



# Horses for courses



# Other broad approaches

- Multi-factor internal review – e.g. Academic review, Pearson efficacy model
- Voting/user feedback – e.g. Good CPD Guide
- External review of provision e.g. QR
- [similar review of schools = SKEIN]



GoodCPDGuide  
The free professional development database



# Some questions for CPD providers

- Is it your job to work from the participants' existing knowledge (needs assessment)?
- Does all provision have to benefit pupils?
- How do you know if yours does?
- How can I provide a 'sustained' learning experience at a one-day workshop?
- Broadly, 'transformative'  $\approx$  more expensive – but not always. Is your offer VFM?



# Useful Links

- CPD Providers - <http://tinyurl.com/n7ebdmu>
- SKEIN - <http://www.skein.org.uk/>
- QR - <http://tinyurl.com/n7ebdmu>
- EPPI 4 - <http://tinyurl.com/d98986w>
- Robinson - <http://tinyurl.com/bwamjrc>
- Timperley- <http://tinyurl.com/8vnhxhl>
- Pearson – <http://tinyurl.com/l2clc8c> and
- [http://efficacy.pearson.com/our-path-to-  
efficacy/the-incomplete-guide-to-delivering-  
learning-outcomes/](http://efficacy.pearson.com/our-path-to-<br/>efficacy/the-incomplete-guide-to-delivering-<br/>learning-outcomes/)
- AITSL - <http://tinyurl.com/8w6gvl3>

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## Understanding What Enables High Quality Professional Learning

A report on the research evidence

Centre for the Use of Research Evidence in Education (CUREE)  
Pearson School Improvement

ALWAYS LEARNING

PEARSON

