Evaluating the Impact of CPD

Philippa Cordingley
The Centre for the Use of Research and Evidence in Education (CUREE)
This session

• The evidence base
  • re CPD evidence
  • re CPD
  • logic for the standards in relation to evaluation

• Clarity of purpose for evaluation at every stage

• Application of the evidence towards making evaluation practical, meaningful and manageable
  • Tools
  • A case study
‘The logical chain’ (2006)
“Few schools evaluated the impact of CPD on teaching and learning successfully, largely because they failed to identify, at the planning stage, its intended outcomes and suitable evaluation methods. Head teachers did not know how to assess the value for money of their CPD policy.”

‘Good Professional Development’ (2010)
“As in the previous survey, the weakest aspect of continuing professional development was the extent to which schools evaluated its impact and value for money.”

‘Getting to Good’ (2012)
“A significant investment in staff training and development was a key factor in the rapid and continuing improvement in provision and outcomes. The schools highlighted the importance of personalised professional training to develop skills, confidence and capacity in order to improve the quality of teaching and learning, curriculum leadership and management.”
The evidence base – TDA CPD providers evaluation

• Evaluation of TDA Code of Practice for 75 CPD providers and involved documentary analysis, interviews, participant feedback and observation

• Benchmarks developed for 4 key areas of the Code (lots of focus on organisational compliance):
  • collaborative and sustained CPD
  • help improve outcomes for children and young people
  • based on effective needs analysis
  • encourage participants to be reflective practitioners

• Established 4 levels of CPD provision – informing, influencing, embedding, transforming
Overview of findings

• Most provision tended to be *informing* or *influencing*

• *Reflection* was the area in which we observed ‘embedding’ provision most frequently, and occasionally ‘transforming’ provision

• *Needs analysis* – least frequently embedding or transforming

• But quality and even depth did not align simply with length

• Purpose and approach was equally important
Some conclusions

• Sustaining learning beyond the session, needs analysis and impact of CPD on pupils were generally underdeveloped areas of provision

• Too often providers felt that the onus was on schools and participants to
  • select provision according to their needs,
  • continue learning after the training; and
  • secure and evaluate the impact of their development on their practice and students

• This applied to school based CPD providers as well as external and non school based providers
Guskey’s “levels” or layers of impact

Guskey highlighted 5 lenses for exploring impact:

1. Participants’ reaction (new research would add analysis of beliefs and assumptions)
2. Participants’ learning
3. Organisation and support
4. Participants’ use of new knowledge and skills (and practical theory)
5. Pupil learning (experiences and outcomes)
Eight components of effective CPDL

Sustained, **iterative**, aligned combinations of **evidence rich** opportunities to:

- Access specialist expertise eg via research/evaluation
- Engage in peer supported dialogue re learner responses to changes
- Explore disruptions, assumptions & beliefs
- Develop practice and theory/rationale side by side
- Focus on aspirations for learners/ students
- Engage in AFL for teachers
- Access support/systematise learning via tools and protocols
- Contextualise for subjects and pupils

http://www.curee.co.uk/news/2015/06/developing-great-teaching-new-report-effective-teachers-professional-development
The Standard

1. Professional development should have a focus on improving and evaluating pupil outcomes
2. Professional development should be underpinned by robust evidence and expertise
3. Professional development should include collaboration and expert challenge
4. Professional development programmes should be sustained over time... and all this is underpinned by, and requires that;
5. Professional development must be prioritised by school leadership
### Clarity of purpose

<table>
<thead>
<tr>
<th>School leaders:</th>
<th>Teachers:</th>
<th>Providers of professional development:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Make the <strong>objectives</strong> clear and show the links between activities and the intended outcomes.</td>
<td>1. Make sure they are clear about the intended <strong>outcomes</strong> of activities.</td>
<td>1. Are clear about the <strong>expected impact</strong> of their offer on teachers and pupils.</td>
</tr>
</tbody>
</table>

### Theory and practice

<table>
<thead>
<tr>
<th>School leaders:</th>
<th>Teachers:</th>
<th>Providers of professional development:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Draw on expert input to ensure that activities are clear about <strong>how and why</strong> practices work in different contexts.</td>
<td>1. Seek to understand <strong>how and why</strong> practices work and how to implement them successfully in different contexts.</td>
<td>1. Are explicit about the evidence underpinning practices and <strong>how and why</strong> practices are intended to work.</td>
</tr>
</tbody>
</table>
A Mexican standoff

A confrontation between two or more parties in which no participant can proceed or retreat without being exposed to danger. So all participants need to maintain the strategic tension, which remains unresolved until some outside event makes it possible to resolve it.
The underpinning logic

• We wanted to raise expectations and break through the “Mexican stand off” between teachers, school leaders and CPD providers/ facilitators

• This matters a lot when evaluating the impact of CPD, especially externally supported CPD, because the different jigsaw pieces lie in different hands - different actors face obstacles at different points e.g:
  • Schools need to access external providers’ diagnostic and formative evidence to evaluate impact; and
  • External providers need to access internal evidence re follow up & embedding learning
Some examples

**Clarity of purpose**

<table>
<thead>
<tr>
<th>School leaders:</th>
<th>Teachers:</th>
<th>Providers of professional development:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Make the <strong>objectives</strong> clear and show the links between activities and the intended outcomes.</td>
<td>1. Make sure they are clear about the intended <strong>outcomes</strong> of activities.</td>
<td>1. Are clear about the <strong>expected impact</strong> of their offer on teachers and pupils.</td>
</tr>
</tbody>
</table>

**Theory and practice**

<table>
<thead>
<tr>
<th>School leaders:</th>
<th>Teachers:</th>
<th>Providers of professional development:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Draw on expert input to ensure that activities are clear about <strong>how and why</strong> practices work in different contexts.</td>
<td>1. Seek to understand <strong>how and why</strong> practices work and how to implement them successfully in different contexts.</td>
<td>1. Are explicit about the evidence underpinning practices and <strong>how and why</strong> practices are intended to work.</td>
</tr>
</tbody>
</table>
Multiple concerns about the evaluation of the impact of CPD e.g. Via forthcoming Wellcome study

Confusion about the layers of activity and the contributions of different stakeholders;

Lack of understanding about the role of evidence...risk obscuring core purposes and possibilities

Effective evaluation (and learning) depends on clarity:
  • about purpose
  • identifying naturally occurring evidence that can contribute to progress as well as evaluation

http://www.skein.org.uk/
Evaluation as a participant, provider or CPD leader

<table>
<thead>
<tr>
<th>Evaluation as a participant</th>
<th>Evaluating as a Provider</th>
<th>Evaluation as a CPD leader</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evaluation pre CPD activity</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Evaluation during CPD activity</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Evaluation after CPD activity</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Evaluation as part of school improvement</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Evaluation purposes

• What do you see as the core purposes of evaluation of the impact of CPD for:
  • Participants?
  • Providers (including in-school providers)?
  • CPD leaders?
• What is the same and what is different?
• Let’s have a quick buzz and pool ideas.
Evaluation purposes?

- For participants:
  - To identify needs and progress for self and pupils and embed and refine application of learning?

- For CPD providers:
  - To identify starting points, collect evidence of pupils’ responses to participants’ learning in order to refine the offer and demonstrate value?

- For CPD leaders:
  - To link CPD and SIP, identify next steps in improving the offer/ systems and enhancing VFM?
<table>
<thead>
<tr>
<th>Evaluation as a CPD leader – systems for</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Evaluation pre CPD activity</td>
<td>Checking that an offer &amp; selection of participants aligns with CPD capacity building, The SIP &amp; meets CPD standards</td>
</tr>
<tr>
<td>Evaluation during CPD activity</td>
<td>Checking evidence re pupils’ responses to staff learning is being used within CPDL, is positive &amp; aligned</td>
</tr>
<tr>
<td>Evaluation after CPD activity</td>
<td>Post event follow up tracking, episode based analysis of impact against planned goals for school &amp; for pupils</td>
</tr>
<tr>
<td>Evaluation as part of school improvement</td>
<td>Comparing CPD approaches &amp; content with standards, the SIP and VFM metrics</td>
</tr>
</tbody>
</table>
## Evaluation as a participant, provider or CPD leader - tools and examples

<table>
<thead>
<tr>
<th>Evaluation pre CPD activity</th>
<th>Evaluating as a participant</th>
<th>Evaluating as a Provider, tools for</th>
<th>Evaluation as a CPD leader – systems for</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Clarity re objectives and Survey to prompt reflection re how CPD relates to your pupils &amp; targets</td>
<td>Pre event diagnostic work &amp; clarity re learning outcomes to checking how an offer &amp; selection of participants aligns with CPD capacity</td>
<td></td>
</tr>
</tbody>
</table>

### Evaluation during CPD activity

| Micro enquiries, evidence based coaching, structured Lesson Study | Formative assessment to check impacts for pupils/practice - used to refine inputs/support | Checking evidence re pupils’ responses to staff learning is being used within CPD, positive & aligned |

### CPD activity

| action plan tracking, results of follow up activity, evidence for PR impact surveys, evidence from any follow up coaching |

### Evaluation as part of school improvement

| Personal impact analysis, action plan tracking, evidence for PR quality of action plans, follow up impact surveys, evidence from any follow up coaching | Comparing CPD approaches & content with standards, the SIP and VFM metrics |

---

[http://www.curee.co.uk/evaluating_your_cpd](http://www.curee.co.uk/evaluating_your_cpd)
A Tool - the performance review cycle

Learner learning goals

What I know and can do now → Knowledge skills needed → Teaching and learning strategies

The School Development Plan
A CPDL Tool – for aligning CPDL with aspirations for pupils

- Development plan
  - Learner learning goals
  - Development Strategies
  - Knowledge skills needed
  - What I know and can do now
A whole school case study
Maricourt school and Holy Rosary Teaching School Alliance

• Set out to build an evidence based approach to CPD, focused initially around challenge for all pupils
• CUREE worked with the TSA to identify starting points, created a research and evidence route map and trained Champions to support its use and evaluation
• Enquiry reports quality assured
• Progress evaluated annually to plan next steps
• Gradually all CPD (v briefing) integrated with use of the route map
Challenge

On this line you will find a range of useful resources to support you in promoting challenge for all your students.

Zone 1 - Gain an overview of the evidence

- Introduction to the challenge line
- Key strategies for constructing challenge for all pupils

Zone 2 - Explore the research evidence in more detail and collect evidence from your pupils

- Creating a safe to fail ethos
- Encouraging persistence through effective use of praise
- Encouraging pupils to persevere with learning challenges
- Helping pupils to think for and challenge themselves
- Supporting pupils in challenging each other

- Uncovering pupils' misconceptions
- Transforming teaching to promote independent learning
- Enquiry-based science teaching

Zone 3 - Find out how other teachers have developed their practice

- Teaching and learning mathematics using an enquiry approach
- Developing independent problem-solving
- Challenging underachieving gifted and talented pupils through peer coaching
- Strategies for challenging gifted and talented

- Holy Rosary case studies
- Silence and presence
- Extract from a research report

Key:
- ○ Bites - short and engaging PowerPoints
- □ Tasters - micro enquiry tools to try with your students
- ○ Teacher research summaries
- ▲ TRIPS - practitioner friendly summaries
- ▼ Research article
- ★ Overviews and links to longer research reports with case studies
- ★☆ Introduction to the line
Building systemic evaluation into CPD - A case study

Holy Rosary - Extended Challenge Line

Zone 1 - Gain an overview of the evidence

Key strategies for Challenge line extension

Introduction to Challenge line extension

Promoting students' persistence

Promise from Challenge line 1

Promoting learner persistence

How do pupils' working memory skills link to mathematical ability?

How can teaching thinking skills benefit underachieving pupils?

Tasters from Challenge line 1

Enquiry-based science teaching

Supporting pupils in challenging each other

Transforming teaching to promote independent learning

How does classroom discussion affect students' learning?

How can our questions encourage greater reflection and discussion?

How can we question students to take responsibility for their own learning?

How do pupils' working memory skills link to mathematical ability?

Making students' thinking skills explicit

Strategies for challenging gifted & talented

Zone 2 - Explore the research evidence in more detail and collect evidence from your students

Zone 3 - Find out how other teachers have developed their practice

Challenging underachieving gifted & talented pupils through peer coaching

Case studies from Holy Rosary's previous practice

Developing effective learning strategies in writing French at KS4

Case studies from Holy Rosary's continued practice

Developing a need for algebra

Case studies from Challenge line 1

Investigating metacognitive awareness in children

Effective questioning - stepping stones to metacognition

What are the benefits for teaching and learning of using thinking skills?

Case studies from Holy Rosary's continued practice

Philosophy for Children

Improving learning through cognitive intervention

Zone 1

Zone 2

Zone 3

Key

🌟 Introduction to line

☐ Tasters - micro enquiry tools to try with your students

⚠️ Practitioner friendly summaries

☐ Diagnostic tool

🌟 Overviews and links to longer research reports with case studies
A case study – Holy Rosary Alliance

Holy Rosary Route Map - 2016

Challenge

Introduction to line
Effective pedagogies for Gifted & Talented students
What beliefs help us to foster independence in learning among our pupils?
Collaborative Mathematics
What kind of praise motivates students to persevere with learning challenges?

Building resilience

Introduction to line

How do you use praise and encouragement in your classroom to promote challenge?
How can we encourage students to learn from their mistakes?

Key

- Introduction to line
- Bites - short and engaging PowerPoints
- Research article/tool
- Tasters - micro enquiry tools to try with your students
- Practitioner friendly summaries
- Case study
- Holy Rosary
- Teacher resource summaries
- Overviews (links to long research rejt with case studies)
- Videos

Growth mindset: tackling challenges

How can praise be used to enhance pupil self-esteem and achievement?
Nothing ventured
Different types of praise and the effects on motivation for challenge
Students as Researchers
Improving students’ essay-writing skills through peer marking

Why are teachers’ beliefs important in promoting pupil learning?
Learning to take risks, learning to succeed
Competitive marking to aid independent learning

Which influences have the greatest impact on achievement?
Enabling Peer Teaching

How can we encourage pupil dialogue in collaborative group work?
HR Case studies - Mixed ability (Year 1)
HR Case studies - Gifted & Talented (Year 1)
HR Case studies - Gifted & Talented (Year 2)
HR Case studies - Mixed ability (Year 2)

Improving the quality of pupils’ group work

Whole-class interactive teaching: mathematical thinking

Case studies of Holy Rosary practice
The impact

- Visibility of impact on the learning of pupils involved- reflected in enquiry reports
- Big differences to engagement in and with research
- Infectiousness “The great power is in seeing our own staff do it rather than somebody else. Teachers look at it and think ‘well why can’t I do that?’”
- Individual reports also featured in TES
- Teachers within the Alliance now engaging with the Route Map from their NQT year onwards
To discuss

• Thinking about this example in the context of your experiences of professional development, what would you say are the **key features** that helped the CPD leaders, the teachers and the providers all achieve their evaluation purposes?

• **What might still be an obstacle?**
A metaphor
Contact details

philippa.cordingley@curee.co.uk
www.curee.co.uk

Twitter @PhilippaCcuree
Twitter @curee_official

Centre for the Use of Research and Evidence in Education
8th Floor
Eaton House
1 Eaton Road
Coventry
CV1 2FJ

024 7652 4036