

# Continuing Professional Development (CPD) Providers' Self-Evaluation

## The Eye Diagram

### 1. Introduction to the self-evaluation tools

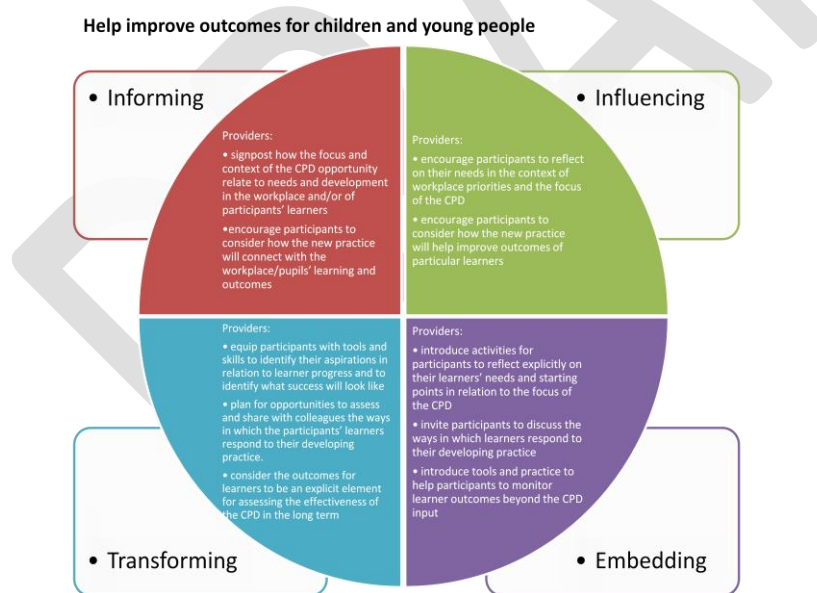
The self-evaluation tools (SET) have been developed by CUREE to help you and other CPD providers gather information that is useful to you in planning and facilitating CPD. They also offer you a basis for reflecting on that evidence to inform your current offer and ways of enhancing it.

The self-evaluation tools focus on four issues highlighted by the TDA Code of Practice<sup>1</sup>, Ofsted<sup>2</sup> and research<sup>3</sup> as being important to and frequently underdeveloped in CPD provision and/or in school use of CPD. The four issues are explored and brought to life through activities for generating evidence useful to practitioners and *providers*. Taken together, they create a four-way summary of effective practices for different aims and contexts which we have labelled an 'anatomy' for ease of reference.

The SET are designed to be engaging for the people you are supporting, and help you get into focus what your provision looks like from their perspective.

#### The evidence-based descriptors

The Code of Practice suggests that high quality CPD will 'help improve outcomes for children and young people'. The descriptors (below) offer evidence-based illustrations of how this principle of the CoP can be realised in different types of CPD provision.



Please refer to Appendix 1 for an easy-to-read version of the diagram.

<sup>1</sup> TDA *Code of practice for providers of professional development*. Manchester: TDA [Online]. Available at: <https://cpdsearch.tda.gov.uk/KnowledgeBase/CodeOfPractice/Cop.aspx> (Accessed 29 June 2010)

<sup>2</sup> Ofsted (2010) *Good professional development in schools: How does leadership contribute?* Manchester: Ofsted (Ofsted 080254)

<sup>3</sup> EPPi Reviews on CPD, available at: [www.eppi.ioe.ac.uk/cms/Default.aspx?tabid=274](http://www.eppi.ioe.ac.uk/cms/Default.aspx?tabid=274)

Best Evidence Syntheses on CPD and Leadership, available at: [www.educationcounts.govt.nz/publications/series/2515](http://www.educationcounts.govt.nz/publications/series/2515)

# Continuing Professional Development (CPD) Providers' Self-Evaluation

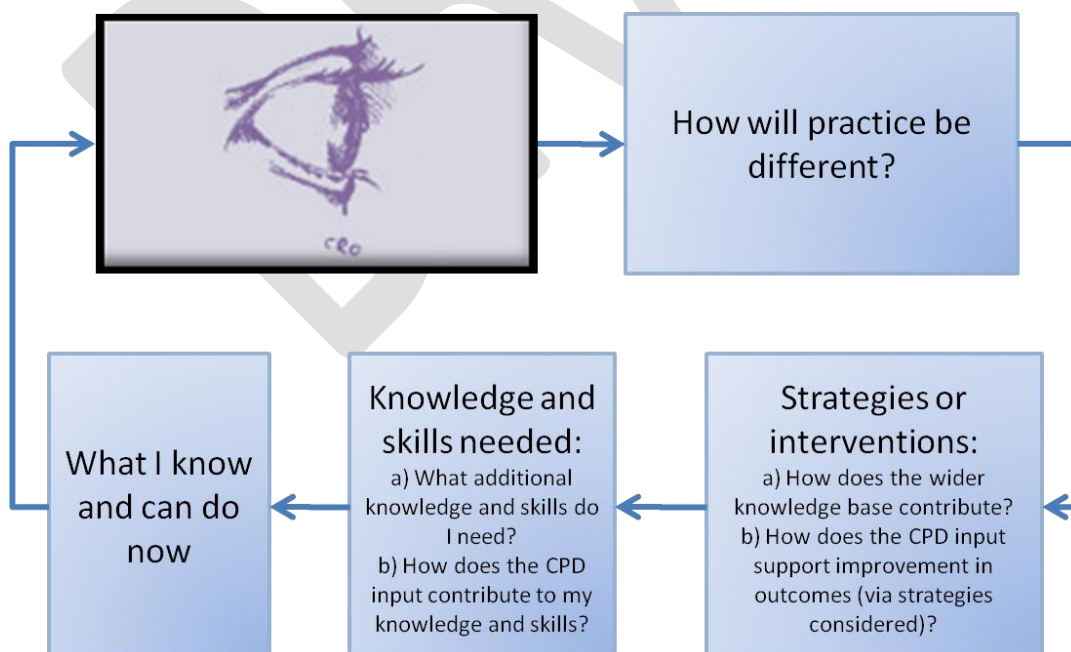
## 2. Guidance on using the self-evaluation tool

Providers can offer a range of opportunities, tools and skills for participants to consider the impact of the CPD programme and, where relevant, the impact on children and young people. Whilst it is common in CPD to set goals on the basis of the analysis of the individual's existing knowledge and skills, reviewing these in the light of aspirations for pupils or other relevant outcomes is usually a more helpful way of approaching these issues - not least because it enables closer monitoring of impact.

The self-evaluation tool offered to support consideration of impact offers a graphical representation of this approach - called the eye diagram. It helps participants to gain clarity about needs and outcomes, strategies to build on and foci for staff development as well as strategies that research suggests are likely to work. The providers can offer this tool as part of the CPD programme and gain evidence from participants as to how they intend to evaluate impact. This diagram still allows for the fact that impact can be considered in its widest sense - in terms of the needs of the school, the children and young people and the participants' own professional development.

### Part One: Using the tool

Ask the participants, either during the programme or in their own context, to discuss in pairs each aspect of the diagram (two versions of the handout are available dependent on the aims of CPD opportunity – see Appendix 2). Ask them to start by articulating what success might look like in relation to the focus of the CPD opportunity and in the context of improving specific aspects of practice and then consider what is required to support the positive changes. This activity helps participants to consider how their engagement in CPD could lead to a range of improved outcomes as well as to consider the related steps on the way and connect all this together. For the transforming and embedding quadrants the focus is very much on starting out with a specific picture of success for students and working back from that.



## Continuing Professional Development (CPD) Providers' Self-Evaluation

### Part Two: Recording and reflecting on the evidence

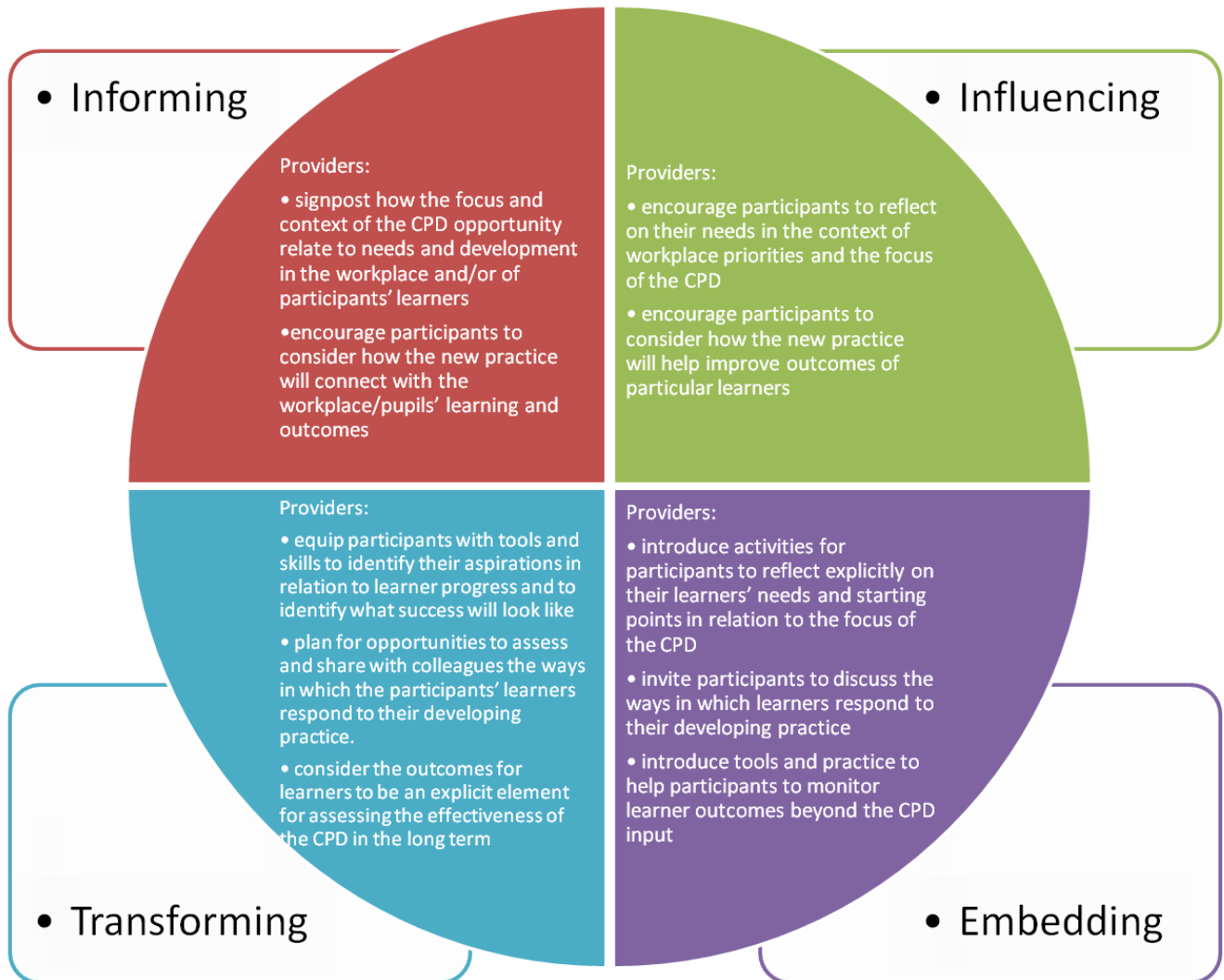
After reflecting on the responses of the participants look at the descriptors (diagram on p.1 and in Appendix 1) and identify which most closely represents your provision and briefly describe the reasons for your decision.

Having completed the self-evaluation activity, please send us the recording sheet below with your reflections. Please include as your supporting evidence four eye diagrams which represent participants' responses particularly well.

<b>Descriptor selected</b>	
<b>Reasons for selecting descriptor</b>	
<b>Reflection on further development or next steps</b> <ul style="list-style-type: none"><li>• <i>What have you learnt by considering the evidence?</i></li><li>• <i>Has anything surprised you?</i></li><li>• <i>Will you do anything differently as a result? If so, what?</i></li></ul>	

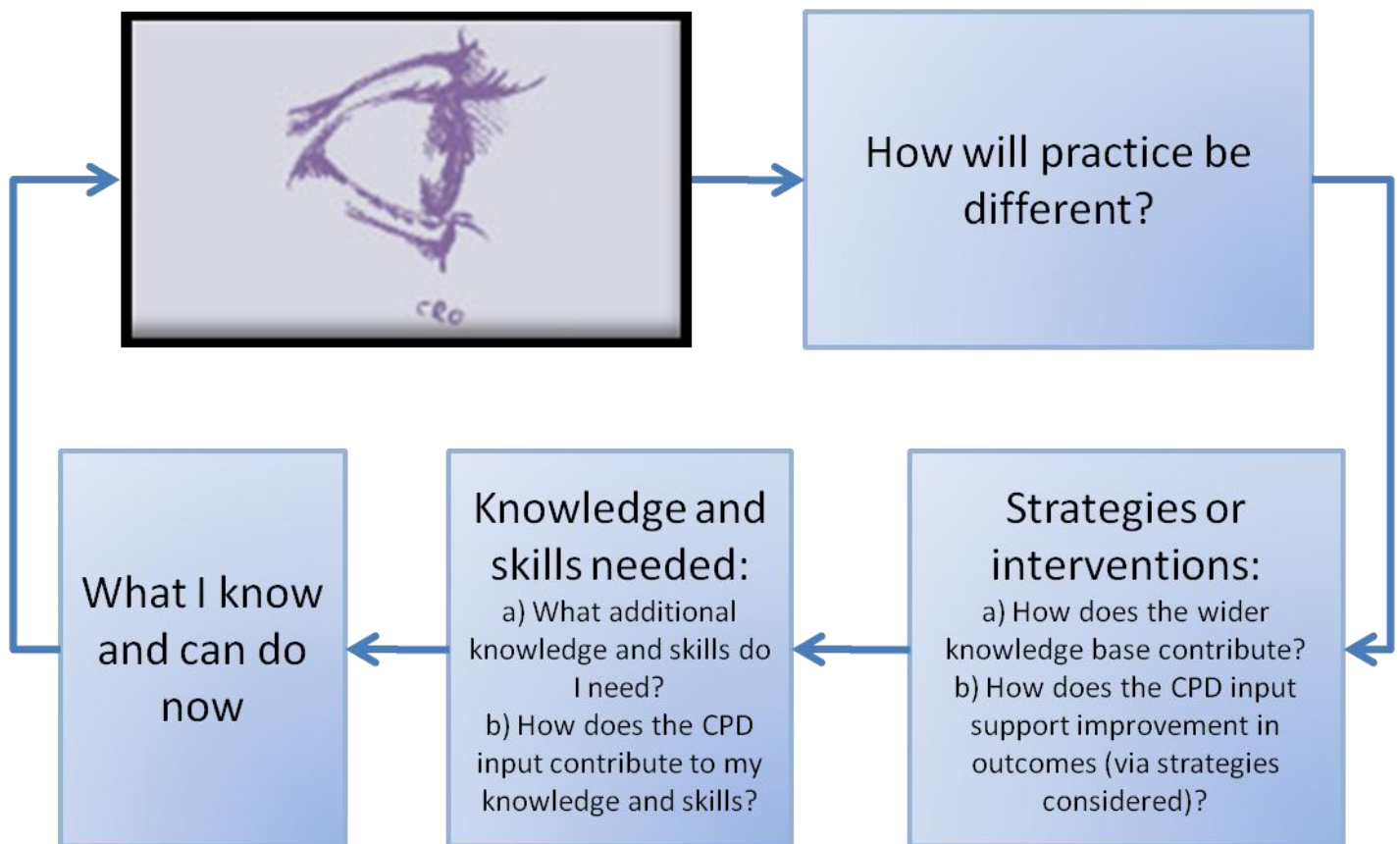
## Appendix 1

### Help improve outcomes for children and young people



## Appendix 2a<sup>4</sup>

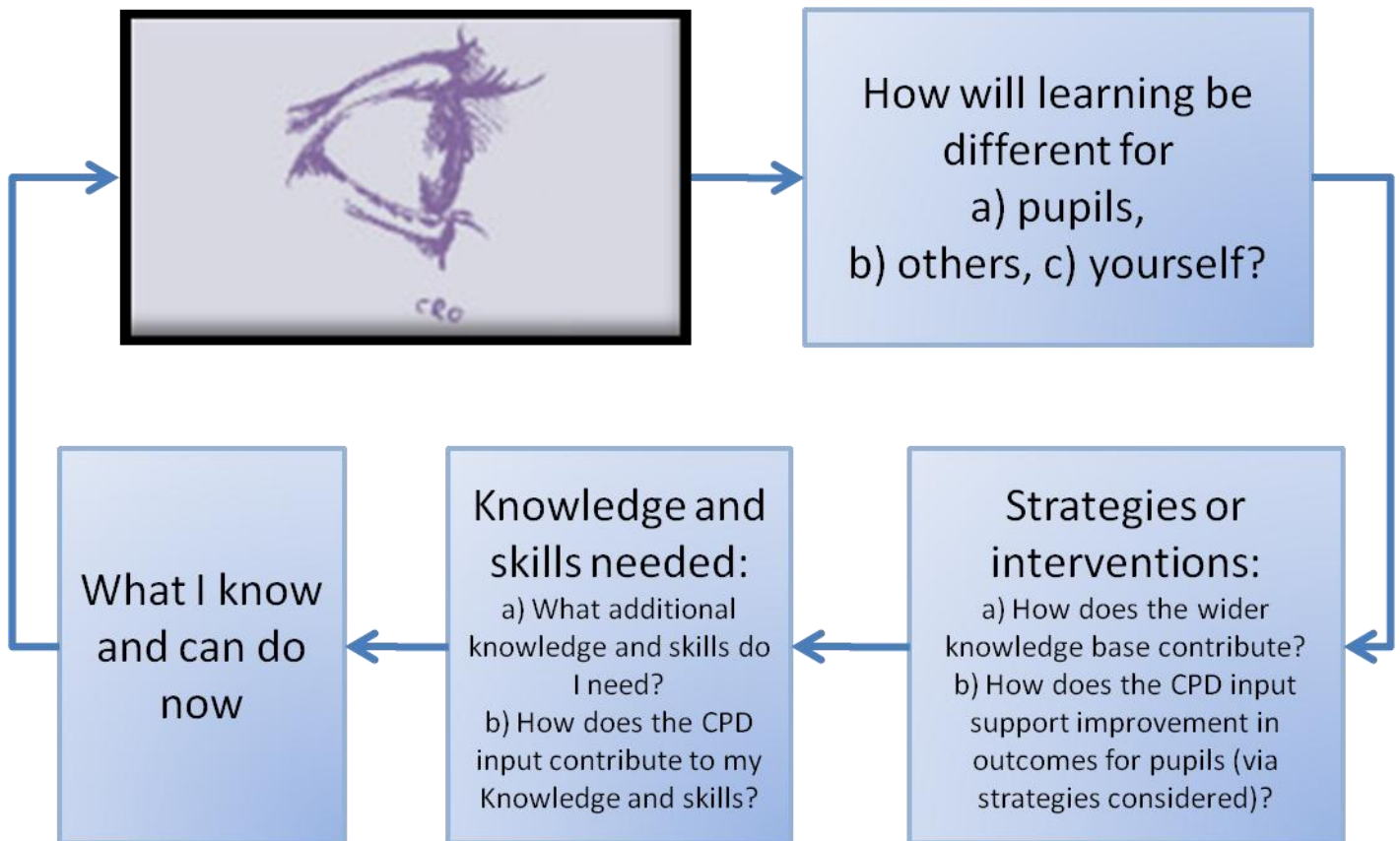
The eye diagram: participant handout



<sup>4</sup> Please use when CPD activity focuses on improving participants' outcomes and only indirectly impacts on pupils

## Appendix 2b<sup>5</sup>

The eye diagram: participant handout



<sup>5</sup> Please use when CPD is directly focused on improving pupil learning and outcomes