

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

## The Needs Analysis Tool

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

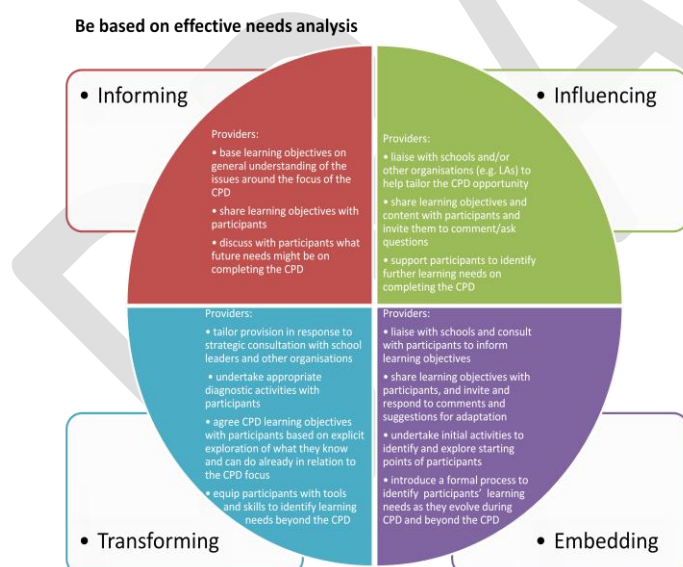
The self-evaluation tools (SET) have been developed by CUREE to help you and other CPD providers gather information that is useful to you in planning and facilitating CPD. They also offer you a basis for reflecting on that evidence to inform your current offer and ways of enhancing it.

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 is 'based on effective needs analysis'. 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)

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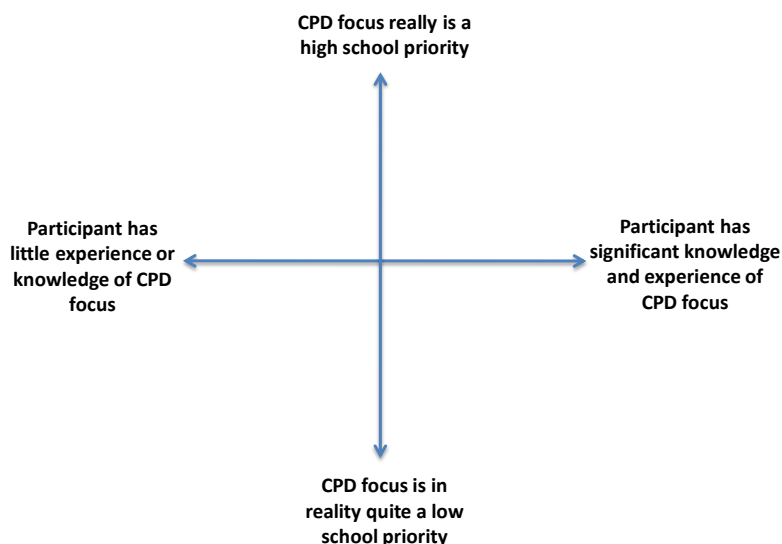
## 2. Guidance on using the self-evaluation tool

This self-evaluation tool is intended to inform needs analysis. It is designed to help participants clarify their own goals and their prior knowledge and engagement with the focus of the CPD on offer. Such information also helps providers by offering them a window into participants' day-to-day working environment in school and into their school's needs and expectations. Ofsted's recent thematic inspection report tells us that this aspect of CPD is as yet, not well developed in general so we hope this tool will be helpful to you. But if you already collect participant needs information in advance and formally, please do feel free to use that data for forming your view about where your offer sits within the *Anatomy of CPD practice*.

### Part One: Using the tool

The needs analysis quadrant is a tool which will generate evidence about participants' prior experience/knowledge and the links between the focus of the CPD and their school's improvement priorities. You will be able to use this evidence to reflect on your provision through the lens of the *Anatomy of CPD practice*. At the start of the CPD activity ask participants to position their context on the quadrant (handout available as Appendix 2) after reflecting on these questions:

- ***How was your attendance on this CPD programme decided?***
- ***Does the CPD programme address individual, school or national priorities?***
- ***How will you be supported both during and after the CPD programme?***
- ***How will you evaluate the learning from the CPD programme?***



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

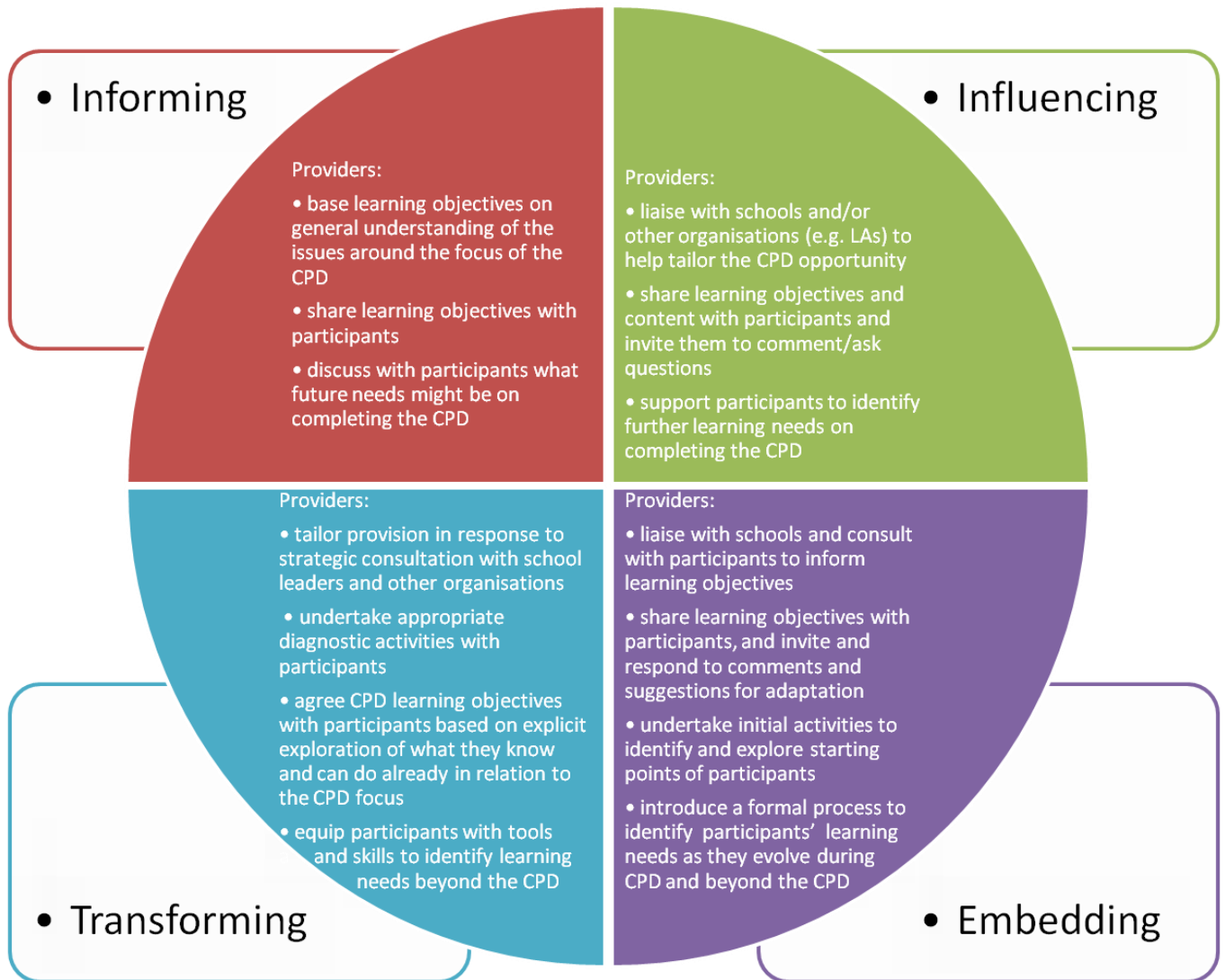
After reflecting on the responses of the participants look at the descriptors (diagram on p.1 and in Appendix 1) and identify which most closely represents your provision and briefly describe the reasons for your decision.

Having completed the self-evaluation activity, please send us the recording sheet below with your reflections. Please include as your supporting evidence four completed quadrants 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

### Be based on effective needs analysis



## Appendix 2

### CPD needs analysis: participant handout

