

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

## The Thinking Frame

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

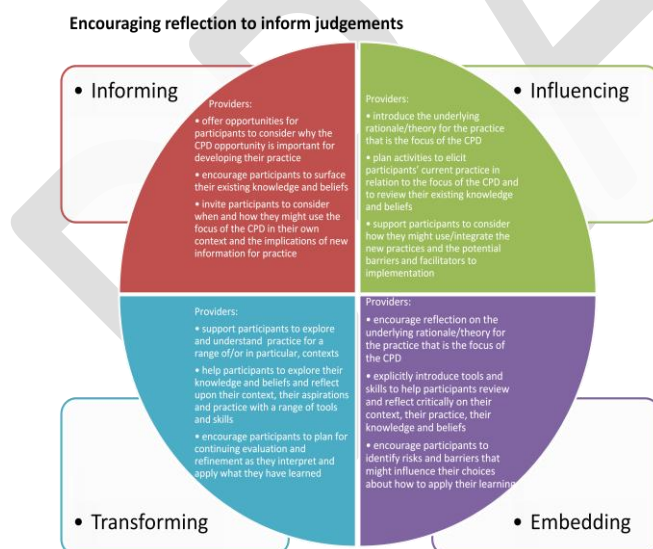
The self-evaluation tools (SET) have been developed by CUREE to help you and other CPD providers gather information that is useful to you in planning and facilitating CPD. They also offer you a basis for reflecting on that evidence to inform your current offer and ways of enhancing it.

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 encourages 'participants to be reflective practitioners and use their learning to inform their professional judgements'. 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

We know from systematic reviews of research that reflecting on practice in CPD has benefits for pupils when it is structured and rooted in evidence from experiments in changing practice in day-to-day working contexts alongside consideration of the underpinning rationale or theory for new approaches. The self-evaluation tool provided is a thinking frame, which helps participants to reflect on their changing practice and its actual or potential impact in the light of the focus of the CPD opportunity and consider how the focus of the CPD can be incorporated into their day-to-day practice.

### Part One: Using the tool

Ask participants to work in pairs to use this frame to support reflection and consider how they could apply what they have learnt. This self-evaluation tool can be used flexibly - either during or after the CPD opportunity - to obtain evidence as to the participants' intentions for embedding improvement.

<p><b>1. In what ways do you see this CPD opportunity supporting your work in school?</b></p> <ul style="list-style-type: none"><li>• <i>How will it take your thinking forward?</i></li><li>• <i>How will it help to embed new skills into your practice?</i></li><li>• <i>What do you see happening taking place and being done?</i></li><li>• <i>Why is it likely to have a positive impact?</i></li><li>• <i>CHECK – what is it you are aiming for?</i></li></ul>	<p><b>2. Where is your work at present in terms of this happening?</b></p> <ul style="list-style-type: none"><li>• <i>What are the key aspects of your work that connect with the focus of the CPD?</i></li><li>• <i>Why do things work the way they do?</i></li><li>• <i>What are the present strengths which will help you to achieve your new aims?</i></li><li>• <i>Are there things you could give up or do less to make space for new approaches?</i></li></ul>
<p><b>4. What will success look like?</b></p> <ul style="list-style-type: none"><li>• <i>What will success look like for other people - for pupils, colleagues or the organisation as a whole?</i></li><li>• <i>How will you collect evidence and evaluate the extent of your successes?</i></li></ul>	<p><b>3. What do you think will change as you try out new approaches and how might the changes work out in practice?</b></p> <ul style="list-style-type: none"><li>• <i>Can you describe your goals in relation to your practice, knowledge and beliefs?</i></li><li>• <i>Which principles or ideas might you want to hang on to as you adapt and refine your approach?</i></li><li>• <i>What obstacles might inhibit progress and how might you address these?</i></li></ul>

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

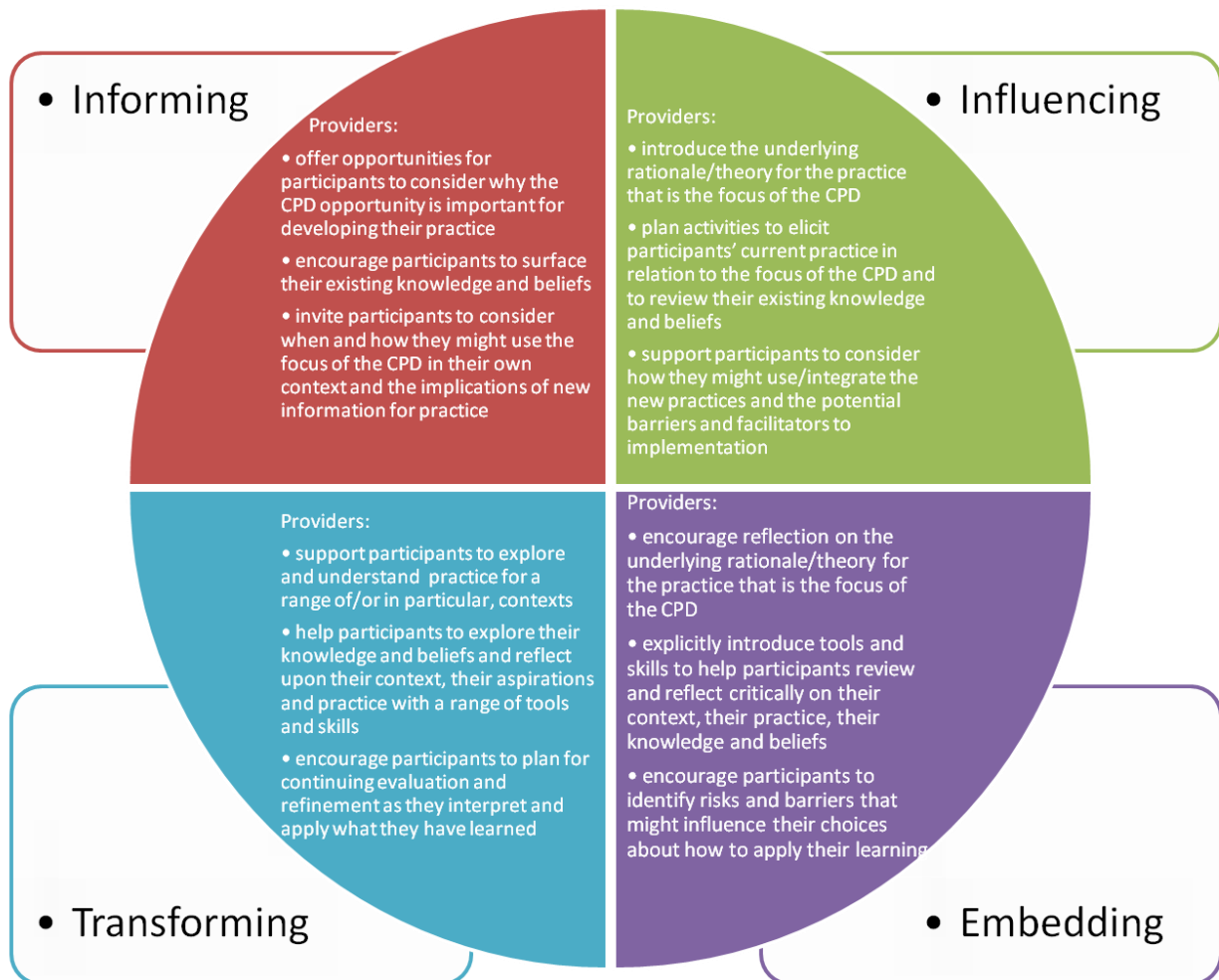
After reflecting on the responses of the participants look at the descriptors (diagram on p.1 and in Appendix 1) and identify which most closely represents your provision and briefly describe the reasons for your decision.

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

### Encouraging reflection to inform judgements



## Appendix 2

### The thinking frame: participant handout

<p><b>1. In what ways do you see this CPD opportunity supporting your work in school?</b></p> <ul style="list-style-type: none"><li>• <i>How will it take your thinking forward?</i></li><li>• <i>How will it help to embed new skills into your practice?</i></li><li>• <i>What do you see happening taking place and being done?</i></li><li>• <i>CHECK – what is it you are aiming for?</i></li></ul>	<p><b>2. Where is your work at present in terms of this happening?</b></p> <ul style="list-style-type: none"><li>• <i>What are the key relevant aspects of your work?</i></li><li>• <i>What are the present strengths which will help you to achieve your aims?</i></li></ul>
<p><b>4. What will success look like for:</b></p> <ul style="list-style-type: none"><li>• <i>You?</i></li><li>• <i>Your colleagues?</i></li><li>• <i>Pupils in your school/setting?</i></li></ul>	<p><b>3. What do you need to do to take account of the outcomes of this CPD session in your day-to-day work?</b></p> <ul style="list-style-type: none"><li>• <i>Personally?</i></li><li>• <i>Organisationally?</i></li><li>• <i>With other colleagues?</i></li><li>• <i>With pupils; and</i></li><li>• <i>If possible, identify the specific actions, states of mind etc. which will ensure the outcomes from this session are embedded and sustained.</i></li></ul>