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Evaluating the Impact of Continuing Professional Development (CPD)

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1. Executive Summary

1.1. Introduction

This two year project investigated the evaluation of the impact of continuing professional development in schools. The project was funded by the Department for Education and Skills, and undertaken by a research team from the University of Warwick and University of Nottingham.

The project had two main aims:

1. To investigate the range of evaluative practices for CPD in use in schools
2. To provide materials which would aid schools in evaluating CPD in the future

1.2. Key Findings

Evaluation of the impact of CPD took place in all schools surveyed or involved in the interview phase.

1. In the survey, the most frequently evaluated component was participant satisfaction, which was *always* evaluated in over 35% of schools according to CPD leaders. Value for money was the second most frequently evaluated element, with over 51% of respondents claiming that this element was evaluated *usually* or *always*.
2. Survey data showed that changes in pupil attitude were *usually* or *always* evaluated by only 24% of schools, making it the least frequently evaluated aspect.
3. Evaluation of the impact of CPD was generally undertaken by school at three levels (i.e. participant reaction, participant learning and use of knowledge and skills) 100% of the interview phase schools were found to be evaluating the impact of CPD at all of these levels but only 41% of the interview phase schools were the evaluating impact on organisational support and change. The interview data also showed that only 25% of the

schools involved in the study were evaluating the impact of CPD at the level of pupil learning outcomes.

4. The types of evaluation employed by schools were found to be restricted by their interpretation of CPD. The narrower the interpretation, the more basic the forms of evaluation employed.
5. CPD leaders reported feeling unprepared for the role. They also highlighted that learning from experience was better preparation for the role than formal preparation opportunities.

1.3. Methodology

The research was divided into four phases. The first phase was a *comprehensive review of the literature* in the field. This encompassed international literature and informed subsequent stages of the project.

The second phase of the project involved three *surveys* with teachers, CPD Leaders and CPD Providers. Teachers and CPD Leaders in 1000 randomly selected schools were asked about their involvement in, use of and concerns about CPD, in terms of its impact and evaluation. Responses were received from 223 CPD leaders, 416 teachers and 65 providers (23 HEI providers, 18 LEAs and 24 independent consultants)

In the third phase, *in depth interviews* were conducted across a wide range of schools, including large and small schools, urban and rural, all phases of schools and including special schools. During the interview phase, 44 schools were visited and 180 interviews were conducted. Interviews were conducted with head teachers, CPD leaders, heads of department, main scale teachers, newly qualified teachers and teaching assistants.

Of these 44 schools, 36 were selected for inclusion in the interview phase on the basis of reported and observed evaluative practice and a range of CPD opportunities, and 143 interviews were used from these schools. The analysis of these interviews provided generic findings and issues.

The fourth phase of the project was the development and testing of a *Route Map*: a document intended to support schools in practical ways to evaluate the impact of CPD. The Route Map was generated from the data emerging from the other three phases of the project.

The Route Map was piloted with 12 schools. All were given the Route Map along with a proforma for evaluation of the materials. They were also contacted by the research team to discuss their results. The feedback on the Route Map has been overwhelmingly positive.

The Route Map is published as a part of the overall report of the project. However, it will not be published separately in this form. The Teacher Training Agency, which now holds the remit for teachers' continuing professional development as well as initial teacher training, will consider how to incorporate the information in the Route Map into their wider ranging resource materials for schools.

1.4. Context

CPD is widely acknowledged to be of great importance in the life of schools, contributing to professional and personal development for staff and to improvement in teaching and learning.

CPD is defined as:

“.....all natural learning experiences and those conscious and planned activities which are intended to be of direct or indirect benefit to the individual, group or school, which constitute, through these, to the quality of education in the classroom” (Day 1999b).

The project used Thomas Guskey's levels of evaluation as a framework for investigation. Guskey (2000) suggests that evaluation of impact takes place at five different levels:

1. Participant reaction
2. Participant learning

3. Organisational support and change
4. Participant use of new knowledge and skills
5. Pupil learning outcomes

Before presenting the main findings from the project it is important to offer some contextualisation. First, although the project was not directly about CPD or its provision, (focusing, rather, on the effective evaluation of CPD), in order for evaluation to be fit for purpose it needs to relate to the contexts in which CPD takes place and the range of CPD available to schools, as these have a direct impact on the evaluation of that same CPD. Therefore, we begin with findings about CPD itself.

Secondly, we present findings about the role of the CPD leader within schools. Those who fulfil this role are often called upon to undertake the evaluation of CPD; thus an examination of their role is vital to any understanding of that process.

All of the findings are drawn from the three research strands of the project i.e. the literature review, the survey and the interview phase.

1.5. Continuing Professional Development

1.5.a. Perceptions of provision

The survey and interview study data highlighted that many schools still equate CPD with in-service training (INSET), although alternative models of CPD are now much more prevalent (e.g. mentoring, observation, professional discussion). It was also evident that many teachers' experiences of CPD are heavily dependent on their school and the LEA in which they work. The research found that opportunities to engage in CPD vary considerably between schools and LEAs.

The research found a trend towards 'in-house' provision of CPD for a number of reasons. These were perceived cost effectiveness, acknowledged

expertise within the school and direct applicability (i.e. a focus on teaching and learning).

Schools in the study identified a number of barriers to the provision of effective CPD. Time and cost were the main barriers identified. Time was mentioned in terms of both the actual time spent in the CPD event, but also in terms of taking time to implement changes. The costs included cover, transport, and course fees. CPD leaders in particular highlighted knowledge of a range of providers but teachers highlighted that they were often unaware of the range of CPD possibilities on offer.

Schools in the study highlighted concerns about CPD opportunities that removed staff from their teaching duties. Headteachers commented on the need to explore the idea of non-disruptive CPD, which did not take teachers from the classroom and so disrupt pupil learning. However the data showed that headteachers had not moved beyond the initial stages of thinking about this issue.

1.5.b. Perceptions of range and effectiveness

CPD leaders in the survey felt that the most effective forms of CPD were INSET days (50% rating them as “highly effective”), followed by mentoring /critical friendships rated as most effective by 50% of respondents (8% of respondents had not experienced this form of CPD); informal networking (49%) and workshops (23% for single workshops and 47% for series of workshops). CPD co-ordinators tended to be more positive about INSET days than teachers (with 32% of teachers rating them as highly effective).

Particularly in the interview phase, teachers emphasised the value of observation and professional discussion as effective forms of CPD. These were considered by teachers to have the greatest impact on professional growth and change.

It is clear from both the survey and the interview data that the most effective types of CPD were considered to be those that directly met individual needs, as well as responding to school based needs.

Teachers expressed high levels of dissatisfaction with CPD events that did not meet their needs or failed to live up to their expectations.

1.5.c. Needs identification

The developmental needs of staff were most often identified in schools by the performance management process.

CPD was understood by staff to meet a variety of needs: personal needs, policy needs and organisational needs. There were sometimes tensions between these three types of need within a school as the resources available for CPD tend to be limited.

1.5.d. Headteachers

In interviews, over a third of headteachers expressed concern for their own CPD, particularly those headteachers who had been at a school for several years. There was a feeling that CPD for headteachers is often neglected and is not sufficiently differentiated .

1.6. Role of the CPD Leader

The study found that the evaluation of CPD was usually the responsibility of CPD leaders who often felt that they had limited experience of evaluation approaches. Most CPD leaders in the study felt that they were generally not equipped with the skills and tools to adequately perform the evaluation role.

In most schools in the study the responsibility for CPD was given to a senior member of staff. If the role was not taken by the headteacher, it was most often a deputy or a member of the Senior Management Team (SMT).

Headteachers and CPD leaders themselves expressed a need for preparation for the role of CPD leader. It was suggested that this training needed to come from experienced CPD leaders.

The interview phase found some enthusiasm for national standards for the CPD leader in schools with clear guidelines for fulfilling the role. It was felt that such guidelines would allow CPD leaders to set their own targets and goals, and would allow for recognition of the importance of embedding evaluative practices.

1.7. Evaluation of Continuing Professional Development

The study found that the vast majority of evaluation practice in schools remains at the level of participant reaction and learning, with only 41% of schools in the interview phase evaluating organisational support and change, and only 25% evaluating pupil learning outcomes. The impact of CPD on student learning was rarely evaluated by schools in the study and if done so, was rarely executed very effectively or well.

In the survey, the most frequently evaluated component was participant satisfaction, which was *always* evaluated in over 35% of schools according to CPD leaders. Value for money was the second most frequently evaluated element, with over 51% of respondents claiming that this element was evaluated *usually* or *always*.

Survey data showed that changes in pupil attitude were *usually* or *always* evaluated by only 24% of schools, making it the least frequently evaluated aspect.

Schools felt that they were generally not skilled in the processes of evaluation and lacked experience and tools to consider the impact of CPD at all of the 5 Guskey Levels.

There was a high degree of confusion amongst those in schools between dissemination and evaluation. This confusion meant that very often dissemination was equated with evaluation. Schools in the study frequently responded to questions about evaluation of impact with examples of

dissemination: cascade training, sharing new knowledge and skills. These activities often focused upon sharing the content of the CPD rather than gauging the impact of the CPD.

In the interview phase the study found that the most widely used evaluation tool was a survey or questionnaire. The use of this method across schools however was found to be highly variable. In many cases the completion of the survey or questionnaire was viewed as an end in itself.

Schools identified a need for focused professional development and training that could assist them in evaluating CPD more effectively.

1.8. Recommendations

- CPD in schools needs to be evaluated more effectively and needs to be extended to include the impact on student outcomes.
- Evaluation of CPD should be appropriate to the events and experience(s) evaluated as not all events need formal evaluation.
- Training and development in the use of tools for effective and appropriate evaluation of CPD should be made available to schools. (n.b. a range of approaches and tools which have been piloted with schools can be found in the Route Map which is published as part of the overall report of the project).
- Evaluation of the impact of CPD should be linked more explicitly to school development and developmental planning.
- The leadership and management roles of the CPD leader need to be clearly defined.
- Where possible the CPD leader role should be undertaken by a senior member of staff.
- Dedicated training for the role of CPD leader should be made available to all who fulfil this role.

- Schools should be supported in providing opportunities for all staff to access a range of CPD.
- This range of experiences should be related to the needs of the individual, the school and national policy.
- Greater differentiation of provision is needed in CPD to ensure the needs of all staff are adequately met.

2. Introduction

2.1. Aims

The broad aim of this project was to provide evidence about the impact and effectiveness of the various approaches to evaluating CPD. Coupled with this, the project provides research evidence and guidelines on the evaluation of impact of CPD that will be of value to practitioners and policy makers.

In his overview of the evaluation of CPD in the USA, Guskey (1997) points to three major weaknesses in evaluative practice:

- 1) evaluation may often amount to no more than documentation of activities completed over a period of time;
- 2) evaluation often does not go deeply enough, being limited to 'happiness questionnaires' after the event;
- 3) evaluation is often too brief. Just as professional development should be an ongoing process, so should its evaluation.

This research project addressed these limitations by examining current approaches to evaluating the impact of CPD and suggesting ways for schools to move forward, including the production of a Route Map containing materials for school based use. It identified and exemplified effective approaches that are valid, reliable and transferable across different contexts. The project highlighted alternative ways of evaluating CPD and engaged schools and teachers in the testing and evaluating of the materials developed.

The research project comprised an extensive review of the literature that informed the subsequent design and focus of the study. This literature review drew upon the early work of the EPPI Research Review Group on the 'Impact of CPD' (Cordingley, Bell et al. 2003) and evidence from the international research base.

The research included survey and interview investigations to establish:

- The current arrangements for evaluating professional development in schools.
- Current innovative and effective practice in CPD.
- The effectiveness of evaluative approaches to CPD.
- New approaches to evaluating CPD.

It also considered the means of evaluating the impact of CPD at five levels:

- Participant reaction
- Participant learning
- Organisational support and change
- Participant use of new knowledge and skills
- Pupil learning outcomes

Stated outcomes for the project were:

- A review of the existing literature to inform the design and focus of the study.
- Collection and analysis of data from a survey distributed to a representative sample of schools and providers to establish current arrangements for evaluating professional development.
- In depth work with a number of schools and teachers across a range of contexts to look at current innovative and effective practice in using CPD evaluation instruments.
- Collection of the views of a range of key stakeholders
- Synthesis of the multiple strands of empirical evidence into an account of the most effective ways of evaluating CPD in relation to teacher outcomes, the quality of learning experiences, the contribution of CPD to building effective professional learning communities within schools.
- Outline of models of good practice that can be used by schools and providers to evaluate CPD effectively.
- Provision of research evidence and models that will be of value to teachers and policy makers.

These have been met in the following manner:

Table 1. Project Outcomes

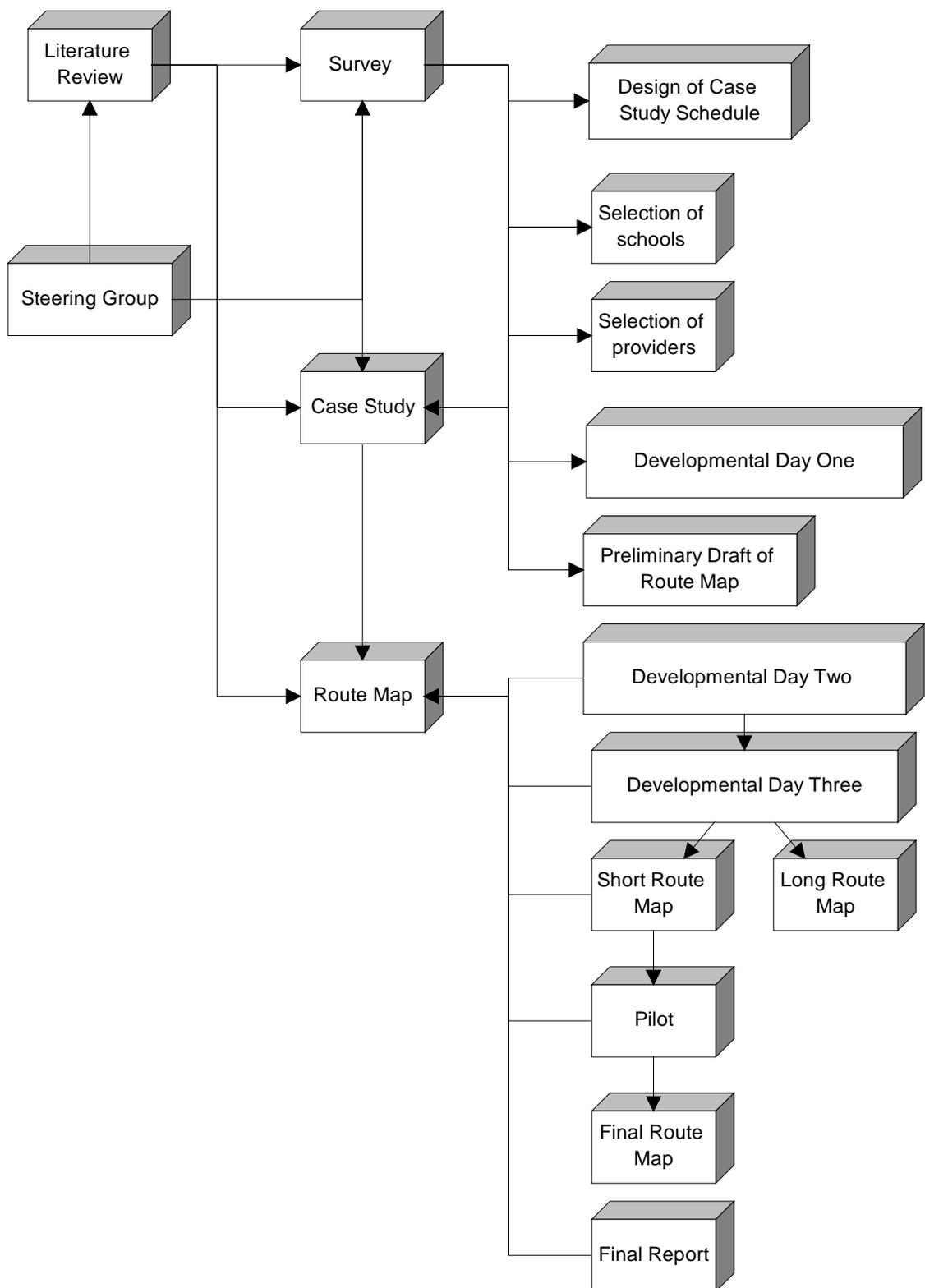
Outcome	Means
Collection and analysis of data from a survey distributed to a representative sample of schools and providers to establish current arrangements for evaluating professional development.	Survey
In depth work with a number of schools and teachers across a range of contexts to look at current innovative and effective practice in using CPD evaluation instruments.	Interview Phase (36 Schools) Developmental Days (3 held – practitioners and providers)
Collection of the views of a range of key stakeholders.	Survey Developmental Days (Practitioners and providers)
Synthesis of the multiple strands of empirical evidence into an account of the most effective ways of evaluating CPD in relation to teacher outcomes, the quality of learning experiences, the contribution of CPD to building effective professional learning communities within schools.	Literature Review Development of Route Map
Outline of models of good practice that can be used by schools and providers to evaluate CPD effectively.	Developmental Days Route Map
Provision of research evidence and models that will be of value to teachers and policy makers.	Research Report Literature Review Technical Reports Route Map

3. Methodology

A mixed method approach of both qualitative and quantitative data collection was used for this project, reflecting the complex nature of the issues under investigation.

The mixture of data collection methods used in this project have provided a rich empirical basis upon which we have made judgements about the impact, efficiency, effectiveness and evaluation of the provision of CPD. Key stakeholders have been engaged throughout the project, through the medium of the steering group, personal communication and developmental days. The research methods are set out in Figure 1.

Figure 1. Expanded Project Diagram



3.1. Literature review

The literature review set the context for the other phases of the project. Building on team members' experience in this area, an extensive literature search on ways of evaluating CPD was conducted. This literature review drew directly on literature relating to CPD evaluation.

The review drew on a wide range of sources, including the ERIC database, abstracts in various fields, library searches and contacts with key informants such as the EPPI Review Group. Endnote was used to record references and compile a comprehensive annotated bibliography.

The literature review identified effective and innovative evaluative methods for CPD. These methods, as well as other findings from the literature review, informed the construction of the survey and interview phase schedules, and the creation of the Route Map.

3.2. Survey

The survey phase of the project provided a large-scale representation of views among practitioners and stakeholders. Copies of the survey instruments may be found in Appendix 6.

Teachers and CPD co-ordinators¹ were asked to report the range of CPD activities they had experienced and their effectiveness in order to provide information on the range of CPD used. They were then asked to focus on the evaluation of CPD including its prevalence, methods used and their judgements of relative effectiveness. These findings are compared with the Guskey model explained in above. This proposes a hierarchy of five outcome levels to which we have added two more.

- Participant reaction
- Participant learning

¹ The response rate for CPD leaders was 38%; for teachers, 20%.

- Support from the school
- Participants' use of new knowledge and skills
- Pupil learning outcomes
- Changes in pupil behaviour (added)
- Value for money (added)

In the third survey, CPD providers were initially asked to specify the types of CPD they provided and then asked about the methods they used to evaluate these and their views on the usefulness of different evaluation approaches.

3.2.a. Schools

Separate questionnaires were sent by post to the CPD co-ordinators and teachers in 1000 randomly selected schools in the autumn term 2003: 223 CPD co-ordinator (76.1 female, 23.9% male) and 416 teacher (84.4% female, 15.6% male) questionnaires were returned.

Table 2. Age category of respondents

	20-30	31-40	41-50	51-60
CPD leaders	3.1	15.4	41.0	40.5
Teachers	27.3	24.2	29.3	18.9

Both leaders and teachers responses showed a higher proportion of female respondents, although this tendency was more pronounced among teachers than amongst CPD leaders, possibly reflecting the higher representation of males in senior posts in schools. CPD leaders tended to be over 40 (81.5%), suggesting the post usually goes to experienced members of staff. The age profile among teachers was a more balanced one. This is consistent with the national profile.

The schools from which responses were received were compared with those not returning questionnaires on a number of measures to check their equivalence. These included attainment (KS1, KS2 or GCSE as appropriate),

school size (pupil roll), and demographic factors (ethnicity, % eligible for free school meals, % with statement of special educational needs (SEN) and % non-statement SEN). No statistically significant differences were found from any factors suggesting the schools returning their questionnaires were comparable to non-returners (see Appendix 3).

Further analyses confirmed there were no statistically significant differences between respondents and non-respondents in terms of urban/rural, specialist school status, Education Action Zones, Excellence in Cities status, Training school status, Leading Edge or LIG status.

3.2.b. CPD providers

The survey was sent out to LEAs, higher education institutions (HEIs) and independent consultants identified through the Education Yearbook as providing CPD. Some of these latter respondents reported that they did not now offer CPD. Responses that could be used in these analyses were received from 23 HEI providers, 18 LEAs and 24 independent consultants.

The sample of HEIs was selected as consisting of all HEIs providing some form of professional development to teachers. This information was collected from HEI education departments. All LEA's were contacted by letter and asked about their provision, and key informers provided us with a list of private providers. In addition, private consultants were also identified from the Education Yearbook.

3.3. Interview Phase

In-depth interviews provided the basis for judgements to be made and for a comparative analysis of different evaluative mechanisms to be achieved. The interviews showed the characteristics of effective approaches to evaluating CPD as they were perceived by practitioners and providers in a range and variety of schools.

The central purpose of the study was to capture reliable and valid accounts of the impact of CPD from different stakeholder perspectives and from different

data sets (Glaser and Strauss, 1967). A mixture of quantitative and qualitative data was collected, including: OfSTED evidence; documentary evidence; teachers' and other practitioner evidence.

The interview phase data was analysed using both N-VIVO Nudist software and Microsoft Word, allowing researchers to identify key and recurrent themes, to group responses and to clarify emergent themes.

The rationale for selecting this approach stems from a view, well supported in the research literature, that cases are a powerful means of understanding complexity; sharing knowledge about processes, practices and outcomes; and understanding the relevance of local context (Robson 1993; Shkedi 1998; Wengraf 2001). This approach gave robustness to the study; providing an effective means of capturing the diverse experiences and perceptions of all those involved and yielded rich data. In addition, a wide range of documentary evidence of practice was collected at each school involved in the interview phase. Emphasis is placed below on calibrating the perceptions of teachers, pupils, headteachers and key stakeholders in the schools with the wider survey data; for this reason, the results of the interview phase are presented thematically.

All interviews were recorded and 25% were transcribed. Transcripts were analysed using content and cross-theme analysis. Through methodological and respondent triangulation, the data provided authentic and robust portraits of the CPD experience among teachers of different subjects, phases, age ranges, career phases, and in different contexts. The interviews led to the development of categories and typologies and comparative analyses so that, 'instances are compared across a range of situations, over time, among a number of people and through a variety of methods' (Woods, 1996, p.81). Data collection during the interviews took the form of both recording and written field-notes.

3.3.a. Interview Phase design process:

There was a five stage process in the selection of schools which form part of the interview phase.

An initial sample of schools were recommended either by LEA or DfES personnel on the basis of reported range of CPD provision and evaluative practice ; others were recommended by schools which had already been contacted; some were found through vehicles such as The Standards Site.

Secondly, eight schools indicated their willingness to be involved in the interview phase through the questionnaire which formed an early part of the project.

Schools were initially chosen for inclusion in the interview phase on the basis of their reported level of CPD provision and evaluation of the impact of CPD, ranked as high, medium or low in terms of reported quality and quantity. These ratings were given on the basis of documentary evidence (e.g. OFSTED reports, Standards Site information, Beacon and Leading Edge Schools) LEA or other provider report, and conversations with the schools themselves.

The research team also sought to include a wide range of schools, from different LEAs, different phases and situations, a variation in SES banding, small and large schools. The smallest school included in the interview phase had just over 50 pupils, the largest had 2000. The interview phase data came from 14 primary schools, 18 secondary schools and three special schools..

In the third stage, pilot interviews were undertaken with ten schools. Minimal adjustments were made to the interview schedules in light of the pilot and suggestions from the steering group.

Interviews were then undertaken in the fourth stage. The majority of interviews were of individuals; there were four focus groups of no more than two people. Interviews were based on a semi-structured schedule. 180 interviews were undertaken, of which 143 were included in the interview phase data.

The final complement of interview phase schools was determined after interviews, in view of the data schools could contribute to the research.

Interview schedules were developed for five different categories of staff in schools: CPD leaders, headteachers, heads of department (or year or other equivalent role), Teachers and Teaching Assistants²; each group which, while broadly the same, took account of different roles and responsibilities (see Tables 26 and 27). Interviews were designed to last between 30 and 40 minutes. A variation on these schedules was used for interviewing a range of six providers, to compliment the information collected from schools.

47 schools took part in the interview phase of the project, of which 36 are included in the interview data reported here; the process of selection is discussed briefly in the findings section (see Appendix 3). Four providers were interviewed, one from Connexions, and three from LEAs.

² Within this category are cover supervisors, unqualified teachers and classroom assistants.

4. Literature review

4.1. Introduction

Professional development is acknowledged to be centrally important in maintaining and enhancing the quality of teaching and learning in schools (Craft 2000; Harland and Kinder 1997; Harris 2002). The international research literature has consistently shown that professional development is an essential component of successful school level change and development (Day 1999b; Hargreaves 1994). It has confirmed that where teachers are able to access new ideas and to share experiences more readily, there is greater potential for school and classroom improvement. Improving schools invest in the development of their staff and create opportunities for teachers to collaborate and to share best practice. Evidence also suggests that attention to teacher learning can impact directly upon improvements in student learning and achievement. Where teachers expand and develop their own teaching repertoires and are clear in their purposes, it is more likely that they will provide an increased range of learning opportunities for students (Joyce et al, 1999). The research literature demonstrates that professional development can have a positive impact on curriculum, pedagogy, as well as teachers' sense of commitment and their relationships with students (Talbert and McLaughlin 1994).

Recent research has reiterated that quality of professional interaction, the focus on staff development and the relentless pursuit of improved teaching and learning are key characteristics of successful school improvement (Gray 2000; Harris 2002; Maden and Hillman.J. 1996; OFSTED 2000). However, it also acknowledges the importance of teachers engaging in continuing career long development that meet their own personal and professional needs. These needs will vary according to circumstance, personal and professional histories and current dispositions. Yet, matching appropriate professional development provision to particular professional needs is essential if effective learning is to take place. This 'fit' between the developmental needs of the teacher and the selected activity is critically important in ensuring that there is a positive impact at the school and classroom level. Where staff development

opportunities are poorly conceptualised, insensitive to the concerns of individual participants and, make little effort to relate learning experiences to workplace conditions, they make little impact upon teachers or their pupils (Day 1999a). Research has shown that in order to achieve improvements in teaching and better learning outcomes for students, teachers need to be engaged in professional development that promotes inquiry, creativity and innovation. Using peer coaching, mentoring, sabbaticals and other forms of sustained professional learning has been shown to have positively affected teaching and learning outcomes (Joyce, Calhoun et al. 1998; Little 1993).

Traditionally, professional development has been dominated by a transmission or course-led model of how teachers learn. However, the extent to which this form of training has resulted in changes in classroom practice has not been measured. INSET has relied upon teachers participating in courses delivered by external providers either at the school or at dedicated training centres. A national survey carried out in 2000 (Harris & Busher, 2001) of INSET provision for subject leaders found that provision varied substantially in quality and availability and that there was limited evidence about the impact of CPD on teaching and learning. In the majority of cases LEAs and other providers do not have robust mechanisms for evaluating the impact of CPD (Harris 2001; Harris, Busher et al. 2000). The limitations of traditional forms of INSET point quite clearly to the need for a richer repertoire of professional development opportunities for teachers (Joyce and Showers, 1988). The most recent acknowledgement and endorsement of the need for a broader and diverse set of professional development opportunities can be found in the 'Learning and Teaching: A Strategy for Professional Development' (DfEE/2001). This is a comprehensive framework that signals a step change in conceptualising and realising a richer repertoire of professional development for the duration of a teacher's career.

The 'CPD Strategy' offers an important departure from traditional forms of INSET by giving teachers a range of opportunities for relevant, focused and collaborative approaches to professional learning. The core aspiration for this strategy is to place 'professional development at the heart of school

improvement' (DfEE, p3) and it offers a number of new initiatives to achieve this particularly important goal. This richer mix of professional development opportunities will allow teachers to focus upon their own learning, career and promotion ambitions and to consider new responsibilities within their own school context. The assumption is that this will lead to an improved and enhanced sense of professionalism for teachers, plus an increased motivation to stay within the profession.

CPD is increasingly seen, then, as a key part of the career development of all professionals which is a shared responsibility with their employers because it serves the interests of both. The concept is often left ill-defined being in many cases conflated with the related concepts of in-service training and on the job learning. Both are more limited than CPD, as CPD can encompass a wide variety of approaches and teaching and learning styles in a variety of settings (inside or outside of the workplace). It is distinguishable from the broader concept of lifelong learning, which can include all sorts of learning. It is seen primarily as being related to people's professional identities and roles and the goals of the organisation they are working for (Galloway 2000).

Throughout this project, we have used Day's (1999) definition of CPD which focuses upon the teachers' learning within their broader change purposes, highlighting the complexities of these. It thus provides an extended conceptual framework within which to consider models for evaluating CPD.

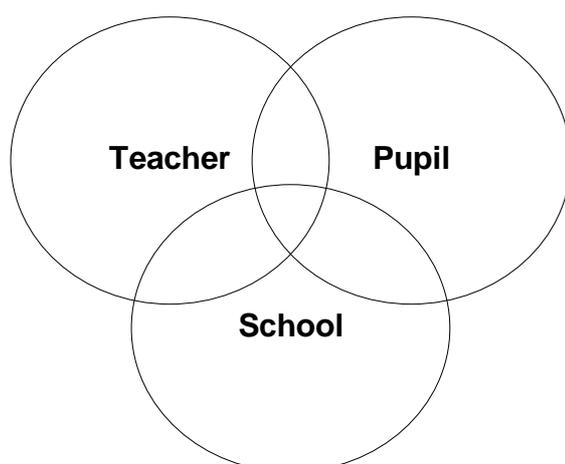
"Professional development consists of all natural learning experiences and those conscious and planned activities which are intended to be of direct or indirect benefit to the individual, group or school, which constitute, through these, to the quality of education in the classroom. It is the process by which, alone and with others, teachers review, renew and extend their commitment as change agents to the moral purposes of teaching; and by which they acquire and develop critically the knowledge, skills and emotional intelligence essential to good professional thinking, planning and practice with children, young people and colleagues throughout each phase of their teaching lives" (Day 1999b).

It is clear from this definition that any evaluation of CPD must take account of the indirect and direct impact upon different stakeholders, of its effects not only upon knowledge and skills but also commitment and moral purposes and to its effect upon the thinking and planning, as well as actions of teachers taking account of their life and career phases and the contexts in which they work. However the research evidence about evaluation practices in relation to CPD shows that:

- It rarely focuses upon longer term or indirect benefits;
- It rarely differentiates between different kinds of benefits in relation to different purposes in the definition i.e. moral purposes, relevance to phase of development, change, thinking, emotional intelligence;
- It is often based upon individual self report which relates to the quality and relevance of the experience and not its outcomes;
- It usually occurs simultaneously, after the learning experience, rather than formatively so that it can be used to enhance that experience;
- It rarely attempts to chart benefits to the school or department (possibly because these are often not explicitly contained within purposes).

It is clear that evaluation practice is most useful when it explores the inter-relationship between the impact on teacher, school and pupil (see Figure 2).

Figure 2. Evaluating CPD at Three Levels



Evaluation processes should be sophisticated enough to track multiple changes and different levels of impact in relation to the orientation of CPD.

Whatever the learning model and context, the purposes, processes, and outcomes of CPD are problematic because of the dynamic interaction with teachers' own implicit and explicit, conscious and unconscious learning and development needs which themselves are always 'filtered' by personal, school and environmental factors. In other words, what is learnt from a learning activity or experience may be different from that which is intended to be learnt. For this reason, we prefer to characterise different CPD activities or 'orientations'.

For example, CPD may be primarily orientated towards school needs (school focused), pupil needs (pupil focused), policy implementation needs (policy focused), teacher needs (teacher focused) but have explicit (and sometimes unpredictable) secondary orientations. A focus on one does not preclude learning which relates to others. In practice, most evaluative strategies used to gauge the impact of CPD are frequently low level and do not take into account the different purposes, outcomes and levels of impact associated with various forms of CPD.

Lieberman (1996) provides a classified list of practices that encourage development which, 'moves teachers beyond simply hearing about new ideas

or frameworks for understanding teaching practice' (p.187). Usefully she identifies three settings in which such practices occur:

1. Direct teaching (e.g. conferences, courses, workshops, consultations).
2. Learning in school (e.g. peer coaching, critical friendships, mentoring action research, task related planning teams).
3. Learning out of school (e.g. networked learning communities, visits to other schools, subject/ phase networks, school-university partnerships).

Most CPD models and practices emphasise formal CPD programmes and activities. However, Knight (2002) argues that current learning theories pointing to the situated nature of learning suggest that this emphasis on formally delivered CPD may need to be adjusted to allow more scope for and set more value on informal on the job learning, the importance of which is not currently recognised. These kinds of non-formal learning which emphasise the need to build on teachers' practical knowledge will require internally and externally applied forms of evaluation.

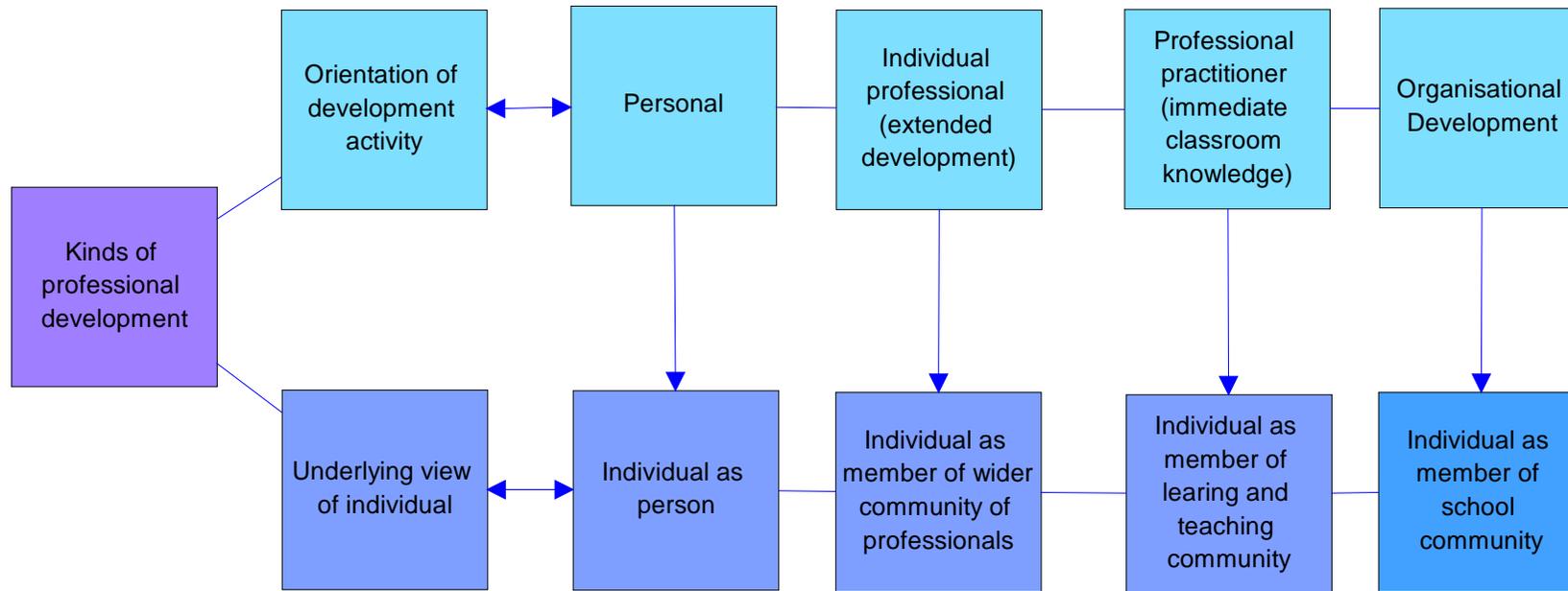
Evaluation models therefore must take account of the settings in which CPD occurs. Models for the effective evaluation of CPD (i.e. that which will further benefit the planning, models, strategies, outputs and outcomes) also need to be designed so that they will be able to relate to different:

- Purposes (e.g. maintenance, improvement, change).
- Locations (e.g. on/ off site).
- Impact of learning models used (e.g. didactic, collaborative).
- Outcomes (e.g. direct/ indirect benefits for school, department, teacher, classroom, pupil).

One way of framing evaluation in terms of the orientations of CPD and possible benefits to the organisation and/ or individual teacher is provided by

Day (1999) (see Figure 3) although it does not deal with the difficult (and possibly intractable) relationship between teacher learning and pupil learning and achievement:

Figure 3. Orientations and Benefits of Career-Long Professional Development Planning



4.2. Effective Continuing Professional Development

A key factor in ensuring effective CPD is matching appropriate professional development provision to particular professional needs. This 'fit' between the developmental needs of the teacher and the selected activity is critically important in ensuring that there is a positive impact at the school and classroom level (Hopkins and Harris 2001). Where staff development opportunities are poorly conceptualised, insensitive to the concerns of individual participants and make little effort to relate learning experiences to workplace conditions, they make little impact upon teachers or their pupils (Day, 1999). Although there have been claims that CPD needs to be linked to both individual and organisational goals if both individual and organisational change are to be achieved (Jones and Fear 1994) from the perspective of our definition of CPD, it is clear that there will be regular occasions during the life cycle of organisations and at particular times of national reform when these needs will predominate, and times in individual teachers' career development when their needs must prevail. Needs assessment at both these levels is necessary (Day 1991).

Guskey (1994) in reviewing research on professional development, highlights the following key considerations in planning effective CPD:

1. Change is both an individual and organisational process. CPD needs to focus on the classroom level, but also needs to ensure that school culture and structures support the CPD effort
2. Plan large-scale change, but do so incrementally to minimise chances of failure
3. Work in teams to help alleviate the fear of change, but make sure that the teams are not too large, as the risk exists that too much time is wasted on meetings rather than action
4. Include procedures for feedback on results, especially information that the new method seems to be working, as change in affective attitudes often follows changes in outcomes that follow from changes in behaviour
5. Provide continuing follow-up, support and pressure, especially during the early phases of implementation when most problems will be encountered.

It takes significant on the job practice and support if new practice is to become habitual

6. Integrate programs with existing initiatives, to avoid innovation overload.

As Guskey (Guskey 1994) points out, however, effectiveness of professional development is context specific and over time there is need for an optimal mix of CPD experiences which take into account teachers' life stage and career development and school identified needs (Day, 1991).

4.3. Evaluating CPD: Limitations and Levels

"Evaluation is as basic to professional development as it is to education.

Unfortunately, as is so often the case in education, systematic evaluations of professional development programs are rarely undertaken. ... Millions of dollars have been provided in the name of faculty professional development, but the quality of these programs goes virtually unchallenged" (Clare, 1976, p1)

As the above quote illustrates, most current evaluation of CPD falls short in a number of ways and areas. Guskey (2000 pp. 8-10) suggests that these limitations can be summarised as follows:

1. Most 'evaluation' consists merely of summarising the activities undertaken as part of the professional development program. What courses were attended, how many credits accrued etc. This clearly gives no indication of the effectiveness of the activities undertaken, making this form of data-collection inadequate as a means of looking at the effects of CPD.
2. Where some evaluation does exist, this usually takes the form of participant satisfaction questionnaires. Obviously, this allows one to gauge whether participants consider the event to have been enjoyable and successful, but does not engage with issues such as gains in knowledge, changes in practice expected from professional development and certainly does not evaluate whether there have been changes in student outcomes.
3. Evaluations are also typically brief, one-off events, often undertaken post hoc. As most meaningful change will tend to be long-term, and many

professional development activities will take place over a longer period of time, evaluation efforts need to reflect this and likewise take place over time. Evaluation will also need to be built in to run alongside professional development activities.

A recent study of CPD activity in England similarly found that in most cases evaluation took the form of a feedback sheet that was completed by teachers, and which included questions on delivery, content, whether they felt the course had met its objectives, and in some cases whether it was cost-effective and was likely to impact on teaching and learning (Brown, Edmonds et al. 2001) . Other forms of follow-up were unusual, with actual effects on teaching and learning hardly ever being studied, and long-term monitoring of impact usually not present. Teachers reported that they thought CPD improved teaching and learning, but were unable to provide hard evidence of impact.

In addition, it is important to recognise the different levels at which potential impact of CPD can be gauged. Guskey's (2000) model offers a particularly helpful way of thinking about gauging impact at different levels, and may be related directly to different orientations and intended outcomes.

4.3.a. Level 1: Participants' Reactions.

Currently this is the most common and easily collectable form of evaluative evidence, and it is generally carried out in the immediate aftermath of the CPD event. However, in many ways it is also the least informative as participants' reactions to the CPD tend to be impressionistic and highly subjective. Questions addressed at level 1 will include whether the participants enjoyed the event, thought it was useful, addressed their needs, was well-presented and well organised for example. Three main types of questions can be answered using this approach: content questions, process questions, and context questions (Guskey 2000). As can be seen from these questions, while they address possible prerequisites of professional development that can facilitate CPD leading to change, they do not themselves measure this.

4.3.b. Level 2: Participants' learning from CPD

Level 2 in Guskey's framework comprises participants' learning from CPD. There are several types of learning: cognitive, affective or behavioural, that can result from CPD. These different types of knowledge are acquired and modified in different ways, thus probably requiring different methods of evaluation. As well as specific knowledge and skills and affective outcomes, CPD may result in renewed commitment of teachers as change agents, and in renewed or extended moral purpose. These outcomes are crucial to teacher effectiveness, and need to be taken into account at this level of evaluation.

4.3.c. Level 3: Organisational Support and Change

It is clear from the research on school improvement and the growing body of literature on change that CPD programmes are unlikely to have a lasting effect without organisational support. A supportive school ethos and an expectation that all teachers engage in CPD have been found to be important factors in securing change as a result of CPD (Edmonds & Lee, 2002). CPD activities have been found to transfer more easily into changed behaviours and teaching practices if there is good fit with individuals' professional and personal values and if professional development approaches already exist in the organisation (Knight, 2002). As well as being important in leading to success of CPD programs organisational change can often be a prime goal of CPD programmes. Therefore, organisational level outcomes and support are important parts of CPD evaluation since they would have an impact upon motivation on the one hand and sustainability of change on the other. Issues such as alignment of the programme to organisational policies, organisational support for the programme (especially from leadership), organisational resources provided to the programme (including crucially time) organisational barriers to the successful completion of the programme, and general organisational effectiveness and culture (see school effectiveness literature) are all important aspects in this regard (Guskey, 2000).

4.3.d. Level 4: Participants' Use of New Knowledge and Skills

When a CPD programme is directly intended to change practice, it is essential to evaluate whether participants are actually using new knowledge and skills

acquired. Evaluation of this level will have to take place after a reasonable time, the length of which will depend on the complexity of the knowledge or skills to be acquired and the amount of time participants require to develop and practice these skills (Grace 2001; Guskey 2000).

4.3.e. Level 5: Student Outcomes

The fifth level identified by Guskey (2000) is the one least likely to be measured in evaluations at present, but also the one that is most important because it assesses the impact on student learning. Student learning can be defined and measured in a number of ways. A first distinction is between cognitive outcomes, such as mathematical attainment, and non-cognitive outcomes such as attitudes to school and engagement in learning. All require different methods to determine programme effects (Guskey 2000).

The most common form of measuring cognitive outcomes is through testing. Standardised and non-standardised testing forms a key part of the educational system, and is usually considered to provide the most reliable measure of cognitive outcomes (Muijs and Reynolds 2002). As well as cognitive outcomes, non-cognitive outcomes can often be the goal of interventions. CPD can aim to change teaching in ways that improve pupils' enjoyment of the subject, attitudes to school or self-esteem. Many different non-cognitive outcomes exist, and, consequently, many different ways of measuring such outcomes which are fit for purposes are needed.

Guskey (2002) suggests that when designing CPD evaluations one should work backwards, starting with level 5, both in planning the CPD activity and the evaluation thereof. This ensures that the final goal of improving pupil outcomes is central to the process.

While Guskey (2002) suggests five levels of evaluation, starting with participants reactions, following both Stake (1967) and Stufflebeum (1983) we would add an antecedent level, focusing on the prior conditions of the evaluation. These would include motivations behind and reasons for the professional development programme/activity, why the particular programme was chosen, or why it was

developed in a particular way, policy backgrounds and other factors affecting choice and development of the program, as all of these directly affect the choices made about CPD.

Lacking in all the models mentioned above, and in almost all evaluations, is the issue of cost-effectiveness of CPD. As Benfield et al. (2001) rightly point out in the context of medical practice, CPD should not be undertaken if the costs to the system outweigh the benefits. Also, if other ways of raising the performance teachers and students are more cost-effective, doubts would have to be raised over the validity of conducting CPD. It would also be useful to know the cost-effectiveness of different modes of CPD. Currently we know little about the cost effectiveness of CPD.

4.4. Evaluating CPD: Possibilities and Practicalities

It is clear that there are a wide variety of levels at which CPD can be evaluated, and that, because of the influences upon, complexities and unpredictabilities of learning, change and development, the most useful evaluations will need to combine methods, marrying the rigour of quantitative measures to the deeper formative information provided by qualitative methods, a process sometimes known as 'holistic' evaluation (Clare, 1976). Especially where CPD programmes are complex and multifaceted, this needs to be reflected in evaluation strategies, with methods appropriate for each component (Schwartz, Lichon et al. 1997). In addition, any evaluation design needs to take careful account of the important relationship between purposes, and outcomes in order for evaluation processes to be meaningful (see Appendix 2).

Effective evaluation of CPD will usually need to serve two main purposes: summative evaluation (does the programme/activity improve outcomes?) and formative assessment (how can the programme/activity be improved?). These two goals can best be served by collecting data in different ways, test scores can be often used summatively for example. While interview and survey data can be used to guide formative evaluation (Scannell 1996); and in order to be authentic, i.e. take account of the different levels identified by Guskey and minimise bias,

data needs to be collected from a variety of stakeholders, rather than just one group, and to use a variety of research methods (Smith 2002).

Evaluation at its best will provide not just an overview of whether CPD itself has been successful, but will also have strong positive learning benefits to teachers in the school (Knight 2002). It is important, however, to remember that CPD evaluation should not become too burdensome a procedure on schools and teachers involved in the process. Good evaluation is built in from the outset of the professional development programme or activity not added on at the end (Guskey 2002).

4.5. Conclusion

One of the most striking findings from the growing school improvement research base is that improving schools are marked by a constant interchange of professional dialogue at both a formal and informal level. Similarly, schools that are improving invest in professional development and are able to sustain the energy of staff in various forms of professional learning. It has been argued that creating a collaborative professional learning environment for teachers is the 'single most important factor' for successful school improvement and 'the first order of business' for those seeking to enhance the effectiveness of teaching and learning (Eastwood and Louis, 1992:215). Consequently, it would seem imperative that schools adopt evaluative approaches to CPD that not only accurately gauge learning outcomes at organisational, teacher and student level but that also accurately assess professional learning needs. At present, such evaluation mechanisms do not appear to be in place with respect to most CPD, evaluation usually being limited to simple satisfaction checklists. It would appear from this review that evaluative practices need to be much more sophisticated and fine grained to capture the complexity of organisational and individual change whether evolutionary, incremented or transformational. A range of evaluative approaches are needed that match Guskey's (2000) five levels and have the potential to give meaningful formative and summative feedback to schools and teachers. These need to be adapted to the aims and goals of CPD. Without these evaluative approaches, gauging the relative effectiveness of different forms of CPD will remain elusive and by implication investing in forms of

CPD that have little or no impact on the teacher and learner will remain a real possibility.

5. 5. Questionnaire Findings³

5.1. Views of CPD Leaders and Teachers

5.1.a. Effectiveness of different forms of CPD

In this section we present the views of CPD leaders and teachers respectively about the effectiveness of different forms of CPD. The views of CPD providers are reported below.

5.1.a.a Effectiveness of different types of CPD according to CPD leaders

CPD leaders were asked to indicate the effectiveness of listed types of CPD. Responses are given in Table 3.

³ The detailed results of the Surveys may be found in (*Technical Reports*)

Table 3. Effectiveness of different types of CPD according to CPD leaders⁴.

	Highly ineffective	Somewhat ineffective	Somewhat effective	Highly Effective	Never experienced this type of CPD
Conferences/lectures	0.0	8.6	78.9	12.4	0.5
Single workshops	0.0	3.2	73.7	23.2	0.0
Series of workshops	0.0	1.1	51.7	47.2	3.5
INSET days	0.0	1.6	48.2	50.3	0.0
Demonstration lessons	1.3	10.1	51.7	36.9	15.6
Coaching	1.6	8.1	52.8	37.4	20.6
Classroom Observation	0.0	7.9	47.1	45.0	1.0
Mentoring/Critical friendships	0.0	4.8	45.2	50.0	8.5
Job shadowing	0.0	11.3	59.4	29.2	32.2
Demonstration videos	10.8	46.8	40.3	2.2	0.5
Extended training programmes	0.0	3.7	59.9	36.4	8.0
Secondments/sabbaticals	1.4	6.8	38.4	53.4	43.2
Accredited HE courses/programmes	0.0	6.4	51.4	42.1	16.6
Best Practice Research Scholarship (BPRS)	0.0	21.2	46.2	32.7	53.8
School University partnerships	1.1	19.1	57.3	22.5	38.2
Learning networks with other schools	0.0	8.8	62.8	28.5	19.6
Practitioner research projects	1.4	20.0	42.9	35.7	44.7
Collaboration with other schools	0.7	9.4	61.9	28.1	21.1
Informal networking with colleagues	0.0	3.8	47.0	49.2	2.5

A first element worth looking at in Table 3 is the column labelled 'Never experienced this type of CPD'. This shows that CPD leaders had experienced most listed types. However, a number of types seem less well used. Fewer than half of leaders had experienced Best Practice Research Scholarships (BPRS), while over 40% had not experienced practitioner research projects and

⁴ For the calculation of effectiveness, only valid responses (excluding don't know, never experienced and nonresponse) were included. 'Never experienced this type of CPD' includes the total percentage of respondents who chose this answer category. All given as percentages.

sabbaticals/secondments. Job shadowing and school/university partnerships had not been experienced by around a third of respondents.

The activities most often designated *highly effective* were secondment/sabbaticals (albeit with a smaller sample, as over 40% had not experienced this activity), INSET days, mentoring/critical friendships and informal networking. Very few activities had many respondents designate them as *highly ineffective*, the only exception being demonstration videos, with 10%. This is also the only category considered by the majority to be ineffective rather than effective. Taking the *highly* and *somewhat ineffective* categories together, series of workshops and inset days were the least disliked by CPD leaders, with fewer than 2% deeming them *ineffective*. Single workshops, extended training programmes and informal networking were also highly unlikely to be deemed ineffective by respondents, with fewer than 5% of respondents rating them as such.

5.1.a.b Effectiveness of different types of CPD according to teachers.

Teachers were also asked to rate the effectiveness of listed types of CPD. Responses are given in Table 4.

Table 4. Effectiveness of different types of CPD according to teachers(%)⁵.

	Highly ineffective	Somewhat ineffective	Somewhat effective	Highly Effective	Never experienced this type of CPD
Conferences/lectures	1.5	6.9	74.1	17.5	11.6
Single workshops	0.8	5.8	69.6	23.8	1.8
Series of workshops	0.3	1.2	52.6	45.9	11.1
INSET days	1.3	8.7	58.0	32.0	0.0
Demonstration lessons	1.2	9.9	47.3	41.6	31.1
Coaching	0.0	11.8	50.3	37.9	45.7
Classroom Observation	2.2	11.4	50.4	36.0	3.5
Mentoring/Critical friendships	2.0	6.4	49.2	42.4	18.9
Job shadowing	2.0	5.2	57.2	35.3	50.3
Demonstration videos	7.3	36.3	51.8	4.5	6.1
Extended training programmes	0.8	8.9	61.8	28.2	28.8
Secondments/sabbaticals	1.2	7.4	37.0	54.3	66.9
Accredited HE courses/programmes	1.5	5.1	50.3	43.1	41.4
BPRS	0.0	8.8	64.7	26.5	69.2
School University partnerships	3.5	10.4	67.4	18.8	51.8
Learning networks with other schools	0.9	7.7	60.9	30.5	35.9
Practitioner research projects	0.0	12.6	54.1	33.3	58.8
Collaboration with other schools	0.9	8.4	60.4	30.0	35.6
Informal networking with colleagues	0.0	2.6	47.7	49.4	7.8

Examination of the 'Never experienced this type of CPD' column indicates that teachers have had less experience of different types of CPD than leaders (as one would expect). BPRS, secondments/sabbaticals, practitioner research

⁵ For the calculation of effectiveness, only valid responses (excluding don't know, never experienced and nonresponse) were included. All given as percentages.

projects, school university partnerships, and job shadowing have all been experienced by fewer than half of respondents.

The activity most often rated as *highly effective* was informal networking, followed by series of workshops, mentoring and coaching. The activity most often rated as *highly ineffective* was again video demonstrations. Informal networking and series of workshops were rated as *ineffective* least often.

5.1.a.c Comparison of teachers and CPD leaders

The mean response and the rankings by CPD leaders and teachers are compared in Table 5.

Table 5. Mean effectiveness scores and rankings – CPD coordinators and teachers⁶.

	Coordinators mean	Coordinators Rank	Teachers Mean	Teachers Rank	t- test	p
Conferences/lectures	3.04	17	3.08	17	-.1	.924
Single workshops	3.20	11	3.16	16	1.5	.134
Series of workshops	3.46	2	3.44	2	2.5	.016
INSET days	3.49	1	3.21	9	5.3	.000
Demonstration lessons	3.24	10	3.29	6	-1.5	.120
Coaching	3.26	9	3.26	7	2.3	.019
Classroom Observation	3.37	6	3.20	12	4.8	.000
Mentoring/Critical friendships	3.45	3	3.32	5	2.7	.006
Job shadowing	3.18	13	3.26	7	-.5	.596
Demonstration videos	2.34	19	2.54	19	-3.4	.001
Extended training programmes	3.33	8	3.18	14	5.6	.000
Secondments/sabbaticals	3.44	5	3.44	2	1.0	.311
Accredited HE courses/programmes	3.36	7	3.35	4	.5	.916
BPRS	3.12	16	3.18	14	1.8	.294
School University partnerships	3.01	18	3.01	18	-.2	.643
Learning networks with other schools	3.20	11	3.21	9	.4	.712
Practitioner research projects	3.13	15	3.21	9	.08	.865
Collaboration with other schools	3.17	14	3.20	12	.4	.668
Informal networking with colleagues	3.45	3	3.47	1	.1	.937

⁶ Only valid responses included.

While ratings of CPD leaders and teachers are generally quite similar, some statistically significant differences in ratings of effectiveness do stand out. CPD leaders were notably more positive about INSET days, classroom observation and demonstration videos than teachers (all significant at the $p < .001$ level) together with coaching, mentoring/critical friendships, demonstration videos, and extended training programmes ($p < .05$ in all cases). Overall, CPD leaders were more positive in their responses than teachers.

5.1.a.d CPD Leaders' views on evaluation

CPD leaders reported that CPD activities were usually evaluated; only a minority claimed that this rarely or never happened in their school (Table 6). These evaluations sometimes varied depending on the CPD activity being evaluated. CPD evaluation influenced future CPD activities in almost three quarters of schools (*usually* or *always*), and influenced school development planning (*usually* or *always*) in over 60% of schools. Fewer than 10% of respondents claimed that CPD evaluation *rarely* or *never* influenced planning. In most schools, support was provided following CPD.

Table 6. CPD evaluation arrangements according to CPD leaders (%).

	Never	Rarely	Sometimes	Usually	Always
How often are CPD activities you take part in evaluated	0.0	5.1	18.5	47.7	28.7
Do evaluation arrangements differ for different types of CPD	7.9	17.8	44.5	25.7	4.2
Does feedback from evaluation influence future CPD activities	1.0	2.1	23.2	52.1	21.6
Does feedback from evaluation of CPD inform school development & planning	1.0	5.2	32.0	43.3	18.6
Does school support what has been learned through CPD by allocating resources	2.0	1.0	34.2	50.0	12.8

Table 7 illustrates again the positive attitudes of CPD leaders towards the evaluation of CPD. The vast majority agreed that CPD evaluation is useful, with fewer than 10% finding it a waste of their time.

Table 7. Usefulness of evaluating CPD according to CPD leaders (%).

	Disagree strongly	Disagree somewhat	Agree somewhat	Agree strongly
Evaluating CPD is a waste of my time	35.7	57.8	5.9	0.5
Evaluating CPD is only useful if feedback is given to the provider	6.1	34.4	47.8	11.7
Evaluating CPD is necessary to see whether it is having a positive effect on pupils	0.5	0.5	50.8	48.1
Evaluating CPD is necessary to see whether it is having a positive effect on teachers	0.5	0.5	50.8	48.1
Evaluating CPD is necessary to see whether it is having a positive effect on the school	0.5	0.5	50.8	48.1

5.2. Evaluation methods

In this section we discuss both leaders' and teachers' use of evaluation of different outcomes according to our modified version of Guskey's (2000) hierarchy, and their use of different evaluation tools when doing so.

5.2.a. CPD leaders' Responses

Table 8. Evaluation of different outcomes of CPD according to leaders (%).

	Never	Rarely	Sometimes	Usually	Always
Participant satisfaction	0.0	5.1	18.9	40.8	35.2
Participant learning	7.9	17.3	30.9	26.7	17.3
Support from the school	8.3	18.2	37.5	29.7	6.3
Participants' use of new knowledge and skills	6.7	15.4	40.0	31.8	6.2
Pupil learning outcomes	11.4	14.5	34.7	33.7	5.7
Changes in pupil behaviour	22.9	14.4	38.3	17.6	6.9
Value for money	13.4	15.5	19.6	33.5	18.0

From Table 8 it is clear that evaluation occurred at most of Guskey's outcome levels, with two thirds of respondents claiming each element was evaluated at least *sometimes*. The most frequently evaluated component was participant satisfaction, which was *always* evaluated in over 35% of schools according to CPD leaders, and was *usually* evaluated in a further 40.8% of schools. Value for money was the second most frequently evaluated element, with over 51% of respondents claiming that this element was evaluated *usually* or *always*.

Changes in pupil attitude were *usually* or *always* evaluated by only 24% of schools, making it the least frequently evaluated aspect. Examination of the *rarely* or *never* responses, indicated again that participant satisfaction was the most frequently evaluated outcome, and that changes in pupil behaviour was the least. Interestingly, value for money, which was second most frequently mentioned under *always* or *usually* evaluated, was also second most frequently mentioned as being *never* or *rarely* evaluated, suggesting that there may be a tendency for schools either to evaluate this element as a matter of course, or not to do so at all.

5.2.a.a Use of evaluation methodologies according to CPD leaders

CPD leaders were asked to indicate whether they used particular methods to evaluate each of the seven outcomes in the Guskey model.

Table 9. Methods used to evaluate participant satisfaction (%).

	No	Yes
Questionnaires to participants	24.6	75.4
Interviews with participants	38.7	61.3
Reflective learning logs/ journals	87.2	12.8

Participant satisfaction was usually evaluated using questionnaires or (less frequently) interviews (Table 10). Reflective learning logs and journals were rarely used.

Table 10. Methods used to evaluate participant learning (%).

	No	Yes
Questionnaires to participants	36.4	63.6
Interviews with participants	33.1	66.9
Reflective learning logs/ journals	80.8	19.2
Classroom observations of participants	29.2	70.8
Documentary evidence collected	44.7	55.3
Test by participants	93.6	6.4

Participant learning was most frequently evaluated using classroom observation, interviews with participants or questionnaires. Tests and learning logs/journals were rarely used.

Table 11. Methods used to evaluate support from the school (%).

	No	Yes
Questionnaires to participants	57.7	42.3
Interviews with participants	27.3	72.7
Reflective learning logs/ journals	87.5	12.5
Documentary evidence collected	41.8	58.2

Support from the school was most frequently evaluated using interviews with participants. Again, reflective learning logs and journals were rarely used.

Table 12. Methods used to evaluate participants' use of new knowledge and skills (%).

	No	Yes
Questionnaires to participants	56.8	43.2
Interviews with participants	19.0	81.0
Reflective learning logs/ journals	83.1	16.9
Classroom observations of participants	9.8	90.2
Interviews with pupils	54.1	45.9
Pupil attitude measures	75.8	24.2
Documentary evidence	41.4	58.6
Assessment by line manager	21.8	78.2

Participants' use of new knowledge and skills was most frequently evaluated using classroom observation, interviews with participants and assessment by their line manager (Table 13). Pupil attitude measures and reflective learning logs and journals were rarely used.

Table 13. Methods used to evaluate pupil learning outcomes (%).

	No	Yes
Questionnaires to participants	70.2	29.8
Interviews with participants	38.5	61.5
Reflective learning logs/ journals	88.5	11.5
Classroom observations of participants	7.4	92.6
Pupil outcome measures	13.1	86.9
Interviews with pupils	45.3	54.7
Pupil attitude measures	65.4	34.6
Documentary evidence	44.0	56.0

Classroom observation was also the dominant mode of evaluating pupil learning, according to CPD leaders, followed by pupil learning outcome measures. Learning logs and questionnaires to participants were infrequently used.

Table 14. Methods used to evaluate changes in pupil behaviour (%).

	No	Yes
Questionnaires to participants	79.2	20.8
Interviews with participants	33.1	66.9
Reflective learning logs/ journals	87.6	11.4
Classroom observations of participants	10.2	89.8
Pupil behavioural outcome measures	18.5	81.5
Interviews with pupils	46.3	53.7
Pupil attitude measures	68.2	31.8
Documentary evidence	53.1	46.9

Classroom observation was also the dominant tool for evaluating pupil behaviour, according to CPD leaders, followed by pupil behavioural outcome measures (Table 15). Interviews with participants were also used quite frequently. Learning logs and questionnaires to participants were infrequently used.

Table 15. Methods used to evaluate value for money (%).

	No	Yes
Questionnaires to participants	55.7	44.3
Interviews with participants	30.5	69.5
Data on direct costs	26.9	73.1
Data on opportunity costs	51.1	48.9
Different CPD providers compared	27.8	72.2
Different types of CPD compared	29.3	70.7

Different types of CPD and CPD providers were often compared when value for money was being evaluated (Table 15). In 73.1% of cases, data on direct costs were collected, with fewer than half of respondents collecting data on opportunity costs.

5.2.a.b CPD leaders' views on the usefulness of evaluation of CPD

CPD leaders' responses to open ended questions allowed respondents to elaborate their views on the usefulness of the evaluation. In these responses,

CPD leaders also provided more information regarding who undertook evaluation and how methods linked to action.

Respondents often identified more than one evaluator or group of evaluators, however, the most frequently identified evaluators were headteachers and/or senior management, although the range of evaluators is noteworthy (Table 16) .

Table 16. CPD evaluators identified

Identified evaluator	Frequency
Head teacher	74
Senior Management	61
CPD co-ordinator	58
Individual involved	54
Whole staff	25
Subject co-ordinators/leaders	21
Line manager	17
Provider	10
All involved	9
Governor/s	7
Performance Manager	4
LEA	3
Curriculum co-ordinator	3
Staff development officer	3
Course leader	2
INSET co-ordinator	2
Network learning community activist	1
Never evaluated	1

5.2.a.c *CPD leaders' views on the usefulness of evaluations of CPD*

CPD leaders were asked to think of an example of the evaluation of a CPD event/experience that was particularly helpful in determining the usefulness of the event/experience for themselves/colleagues. Evaluation methods fell into two categories: verbal and written techniques. Written evaluations, typically questionnaires, were sourced from a variety of areas, one example being a 'Questionnaire from LEA about INSET'. More usually, the questionnaires appear to have originated from within the senior management team, and were, initially at least, dealt with at this level:

'Questionnaires were collected and points noted by me [a headteacher]. Feedback provided verbally to colleagues plus handouts. (*Female Assistant Headteacher*)'

Typically, questionnaires required staff to identify their goals and expectations before a CPD experience, followed by their assessment of how far those expectations had been met, and their assessment of how useful they felt the CPD event/experience was. Less structured written reports, and, in some cases, log books, were also utilised as a way of providing written evaluation:

‘Maintaining a log book that allowed you to evaluate how you felt each session had added to your own knowledge and understanding.’ (*Male Deputy Headteacher*)

Just as frequently as written evaluation, respondents noted that verbal reporting was used to evaluate events. These took place at whole school staff meetings, departmental staff meetings, in group discussions, and in informal conversations between attendees and other members of staff. Examples noted by respondents included:

‘More often informal class teacher/staff meeting discussion’,

‘verbal feedback more useful than tick sheets etc...’ (*Male Deputy Headteacher*)

Finally, among these most frequently utilised forms of evaluation were lesson observations, when CPD was evaluated in terms of changes to classroom teaching practice.

There was some combination of written and verbal evaluation, with several respondents indicating that questionnaires were used as a basis for subsequent discussion, at departmental or whole school level. One headteacher noted that their school had undertaken an

‘Investment in excellence – 5 days in total over a term – whole staff interview/questionnaire/ & lesson observation.’ (*Female Headteacher*)

Other responses included:

‘Questionnaire from the LEA about INSET and interview with appropriate people’, (*Female Assessment Manager/PSHE*)

“questionnaires were collated and points noted by me [Assistant Headteacher]. Feedback provided to colleagues verbally, plus handouts.’
(*Female Assistant Headteacher*)

A small minority of schools involved parents as well as teachers, and, in two cases, pupils also had an input into the evaluation process.

Cascading and pyramiding were utilised by some schools. An example of pyramiding was given where a year group evaluation fed into a further evaluation by members of the senior management team, and, finally, a whole staff discussion:

‘The outcome of a conference impacted upon my practice and following discussions with year group, team/SMT, it was adopted by whole staff.’
(*Female Acting Headteacher*)

Where senior managers were involved in evaluation from the outset it appeared that cascading was occasionally used to determine, or, at least, disseminate, the findings of an evaluated CPD event or experience. An illustrative example was given by one respondent:

‘Cascade of training to staff. Provision of materials to staff. Classroom observations and discussions to ensure an agreed whole school approach.’ (*Female Headteacher*)

5.2.a.d *CPD leaders’ views on why this evaluation was helpful*

The impact of evaluations of CPD events and experiences varied widely. At a basic level, evaluation identified serious problems with CPD training, and ensured that particular events, or providers, were not used again:

‘Because it ensured we would not attend again!’ (*Female Deputy Headteacher*)

‘The training was so useless we didn’t send anyone else.’ (*Female Headteacher*)

On a more positive level, evaluation had four main outcomes – it stimulated staff discussion, it led to changes in practice, it helped in the identification of staff needs, and it fed into planning strategy.

Staff discussion was stimulated by evaluation, and was felt by some respondents to be an integral part of the evaluation process, which added to the usefulness of the exercise:

‘Discussion with participant leading to planned workshops with whole teaching teams’ (*Female Headteacher*)

The evaluation process was also seen to be helpful because it highlighted areas of existing good practice, while identifying areas where improvements could be made. These benefits were commented on frequently by respondents:

‘Highlighted good practice which was then shared at staff meetings.’
(*Female Deputy Headteacher*)

‘Identified areas of good practice, aspects that all felt helpful and supportive but which would result in improvement in Teaching and Learning.’ (*Female Deputy Headteacher*)

‘Clearly showed flaws in delivery and content.’ (*Female Headteacher*)

‘Showed gaps in knowledge and highlighted areas of development’.
(*Female Deputy Headteacher*)

These benefits were also linked, by some respondents, to the identification of staff requirements, further training needs, and changes in training programmes. One headteacher commented:

‘I could really see where the course was effective and where we still had work to do. Discussion with the trainer was good as assessing and changing as course progressed.’ (*Female Headteacher*)

Finally, some respondents linked evaluation to the development of training and CPD strategy. There was an overlap here with responses to question 19 (which asked how the information from the evaluation was used) which may suggest a degree of uncertainty, on the part of respondents, about the demands of the questions. It was, nonetheless, clear that some respondents were aware that evaluation was essential to determine the further allocation of resources in CPD courses and events. As one headteacher commented:

‘CPD is essential to the development of the school, without evaluation the process is incomplete.’ *(Female Headteacher)*

Such understanding enabled the evaluation process to be fed into the process of long-term CPD planning:

‘Informed strategic planning and further CPD.’ *(Female special school bid coordinator 14-19)*

5.2.a.e *CPD leaders’ views on how was the information from the evaluation used.*

There was a limited range of responses to this question, and it was clear that the most frequent use of information from evaluations were for planning purposes, or in connection with School Improvement or School Development Programmes (SIPs and SDPs). In addition, there was some utilisation of evaluation data in connection with annual reports, redrafting of schemes of work, changing the format of in-house training, and as a basis for staff discussions.

Evaluation was fed into planning processes by some schools. The nature of this planning varied, from whole school, and strategic planning, to departmental and individual CPD planning. One headteacher noted that the effect of CPD evaluation had been profound, triggering him to:

‘Start again from basics in school management plan’. *(Male Headteacher)*

More typical comments were:

'The evaluation had a direct influence on the content and timing of our literacy plan.' *(Female Headteacher)*

'Impact on planning for in-school CPD through weekly workshop.'
(Female Headteacher)

'To help with teacher planning of Maths lessons across the school.'
(Female Headteacher)

The connection between CPD event evaluation and planning was particularly close for those schools who used evaluation as a factor in the development of their School Improvement Plan (SIP) or School Development Plan (SDP). This was a fairly frequently recorded use of evaluation:

'For future information to decide on future 'arts' INSET and action for school improvement planning", "this issue was then incorporated into the school improvement plan, and further training planned on an individual/whole staff basis.' *(Female Acting Assistant Headteacher)*

Apart from planning uses, evaluation was mentioned by some respondents as being used in reports to governors and staff:

'To inform staff and governors; to inform the next SDP/Action Plans'.
(Female Headteacher)

Evaluation was also used to assist in the development of in-school training:

'A decision to release the ICT co-ordinator to work with all staff in the afternoons was reached.' *(Female Headteacher)*

And as a basis for wider staff consultation and discussion:

'It was planned into future staff meetings – provided basis for whole staff INSET.' *(Female Acting Headteacher)*

5.2.a.f Conclusions on evaluation methods used according to CPD leaders.

A number of commonalities emerge from the survey data. Classroom observation appeared to be a particularly popular evaluation method. While in some cases this is undoubtedly justified, one could question whether it might be overused, especially as a measure of pupil learning⁷. Interviews with participants were also frequently used. Use of questionnaires depended on the aspect evaluated. Learning logs and journals proved unpopular, notwithstanding the often rich data they can provide.

5.2.a.g Frequency of evaluating different outcomes of CPD according to teachers.

Teachers were also asked what evaluation methods they used to evaluate each CPD outcome. Their responses will be discussed in this section.

Table 17. Evaluation of different outcomes of CPD according to teachers(%).

	Never	Rarely	Sometimes	Usually	Always
Participant satisfaction	1.5	2.6	11.1	48.2	36.6
Participant views/attitudes	6.6	19.8	36.7	31.1	5.8
Improvement in participant knowledge/skills	4.5	8.4	28.1	44.6	14.4
Changes in participant behaviour	10.5	22.2	39.9	22.4	5.0
Organisational changes	10.2	22.8	39.5	21.5	5.9
Pupil outcomes	11.3	18.0	34.3	28.7	7.8
Value for money	16.4	20.4	33.4	22.1	7.6

Most of Guskey’s levels of evaluation occurred in schools according to teachers, with over 60% responding at least *sometimes* to all items. This is an important and encouraging finding from the study. Participant satisfaction was most frequently evaluated, over 84% of teachers claiming this happened *usually* or *always*. Improvement in participant knowledge and skills was the next most frequently evaluated element. Organisational change, value for money and changes in participant behaviours were seen as being evaluated least frequently, with fewer than 30% of teachers claiming these were evaluated *usually* or

⁷ This is the most common way of evaluating student learning according to CPD leaders.

always. Value for money was most frequently mentioned as being *rarely* or *never* evaluated, by 36.8% of teachers.

5.2.a.h *Usefulness of evaluating different outcomes of CPD according to teachers.*

Teachers clearly considered that evaluating CPD is useful, with all categories being deemed as at least *somewhat useful* by over 90% of respondents. Evaluating improvement in participant knowledge and skills, participant satisfaction and pupil outcomes were seen as most useful; evaluating value for money and organisational change as least useful.

Table 18. Usefulness of evaluating different CPD outcomes according to teachers (%).

	Not useful at all	Not very useful	Somewhat useful	Very useful
Participant satisfaction	0.0	2.3	25.8	71.9
Participant views/attitudes	0.3	3.1	40.2	56.5
Improvement in participant knowledge/skills	0.0	1.0	22.0	77.0
Changes in participant behaviour	0.5	5.4	44.8	49.2
Organisations changes	0.5	6.2	48.1	45.2
Pupil outcomes	0.0	1.3	29.3	69.4
Value for money	0.8	7.7	49.6	41.9

5.2.a.i *Use of evaluation methodologies used according to teachers.*

Questionnaires to participants were overwhelmingly the most common form of evaluation according to teachers, with 94.1% of respondents reporting their use. The only other category receiving over 50% yes responses was collection of documentary evidence. Pupil attitude measures, interviews of participants and reflective learning logs and journals were least frequently used.

Table 19. Methods used to evaluate CPD according to teachers (%).

	No	Yes
Questionnaires to participants	5.9	94.1
Interviews of participants	81.6	18.1
Reflective learning logs and journals	71.8	28.2
Classroom observation	52.6	47.4
Pupil learning outcomes	60.9	39.1
Pupil interviews	77.9	22.1
Pupil attitude measures	84.8	15.2
Documentary evidence	46.5	53.5

5.2.a.j *Usefulness of different evaluation methods according to teachers.*

Most evaluation methods were seen as at least *somewhat useful* by most teachers (over 70% for each item in Table 20). Interestingly, interviews, which teachers claimed were rarely used, were seen as most useful, followed by questionnaires and classroom observation. Pupil attitude measures and documentary evidence were least frequently mentioned as being very useful.

Table 20. Usefulness of different evaluation methods according to teachers (%).

	Not useful at all	Not very useful	Somewhat useful	Very useful
Questionnaires to participants	1.0	9.8	53.6	35.5
Interviews of participants	0.6	4.6	47.7	47.2
Reflective learning logs and journals	2.8	24.4	49.0	23.8
Classroom observation	1.1	9.2	53.9	35.8
Pupil learning outcomes	3.1	23.8	55.2	18.0
Pupil interviews	3.3	15.2	54.0	27.4
Pupil attitude measures	5.1	24.6	55.4	15.0
Documentary evidence	3.3	21.6	58.8	16.4

5.2.a.k *Teachers' views on the usefulness of evaluations of CPD*

Teachers were asked to provide an example of the evaluation of a CPD event/experience that was particularly helpful in determining the usefulness of the event/experience for themselves/colleagues. Responses to this question

were of particular interest, in that respondents frequently went beyond the immediate demands of the question to provide additional material. Most respondents focused on the evaluation issue, as opposed to a CPD event or evaluation in itself (this contrasts with responses to the matching question in the co-ordinator questionnaire, where there was a notable misreading of the question by many respondents). Teacher respondents frequently provided examples of evaluations that they felt had not been particularly helpful. For some, this appeared to be a result of not having experienced positive evaluation techniques, while, for others, there seemed to be a desire to expose poor practice.

Although there were a variety of responses to the question, there was a striking focus on a small number of evaluation techniques, and an interesting tension between one of these methods and others. The most frequently encountered method of evaluation experienced by teachers was evaluation by questionnaire. This also produced by far the most negative feedback by respondents. There was a more positive response to evaluation through discussion with colleagues. Similarly, journal or log keeping was usually seen to be a helpful method of evaluation. Finally, lesson observations in the follow-up period of a CPD event were also a frequently encountered form of evaluation.

1. Questionnaire

Evaluation by questionnaire was not only the most frequently encountered form of evaluation experienced by teachers, in many cases it was the only form of evaluation of a CPD event or experience that teachers had ever experienced:

‘I don’t think I can recall ever having one [an evaluation]. Usually very standard sheets reflecting on the mechanics of the day.’ (Female Y6 teacher)

A small minority of respondents felt that questionnaires were helpful in the evaluation process. The most positive reactions to questionnaires, and these were few, came from teachers holding promoted posts. These respondents felt that questionnaires were useful in the process of determining departmental needs, and in the preparation of feedback reports to senior management teams and headteachers. A head of English commented:

‘Following the course on KS3 strategy, the questionnaire evaluation enabled me to focus more directly on the needs of my own department.’

(Male Head of English)

A wider importance was attached to the use of questionnaires by a head of faculty:

‘Fairly simple evaluation asks participants to choose 1-4 (excellent-poor) for a range of criteria, with space for additional comments on each question: easy to collate replies from largish numbers.’

while easy access to data was noted:

‘[Questionnaires] helpful for quick evaluation by glancing through and for writing up report.’ *(Male Head of Faculty)*

Other positive assessments of questionnaires saw them as being useful in connection with other methods of evaluation. A deputy headteacher noted that:

‘In-school evaluation sheet to record initial thoughts and indeed for future development. We then return to this sheet some 3 months and 6 months later to reflect on the effect that CPD has had. This is always linked to SDP.’ *(Male Deputy Headteacher)*

However, more typically, teachers made negative comments about the use of questionnaires as evaluation tools. There was a perception that questionnaires were useful to senior management, or CPD providers, but not teachers, and CPD recipients. In addition, some respondents felt that questionnaires were too formulaic, or that the completion of questionnaires was merely a formality, a perception reinforced by hearing no more about them once they were complete and handed in. Questionnaires were, if used in isolation, not well regarded by teachers and some respondents were very critical of their use at all. One head of department felt that evaluation passed to providers, or senior management, led to nothing that was of use to teachers:

'I can't think of an evaluation that has been acted upon in any way that has been communicated to me, i.e. we fill in the questionnaire, and never see any practical outcomes, only a % of how many liked the venue, found it useful etc.' (*Female Head of Department*)

Similarly, another respondent noted:

'Evaluation sheets are usually given out and filled in. The outcome of those responses is rarely shared with those that filled the sheets in.'
(*Female Year 4 Teacher*)

Other respondents felt that the main function of questionnaires was to provide evaluation benefits for the organisers and providers of the CPD events:

'I have only come across questionnaires and none have been useful to me – only to the organisers – to improve their delivery, content etc.' (*Female Assistant Headteacher*)

Frustration with questionnaires as a method for evaluation were often clearly conveyed by respondents. One teacher felt that teaching staff were left to evaluate the usefulness of CPD by themselves, with no help from outside:

'Mainly quick questionnaires at the end of the session. No impact on teaching or learning ever carried out unless self-motivated.' (*Female Y5/6 Teacher*)

Teachers were aware, therefore, that there were significant limitations to the use of unsupported questionnaires as tools of evaluation. There was a clear feeling expressed that questionnaires were handed out at the end of CPD events with little benefit accruing to classroom practitioners. One respondent remarked:

'Most courses give out a questionnaire at the end of the day or course. You usually want to get away so spend a minimum amount of time [completing the questionnaire]. A more imaginative process would help get more relevant information.' (*PE Teacher*)

2. Discussion

Discussion among colleagues was another frequently reported method of evaluation, and, unlike questionnaires, was, with one exception, reported as being a useful and effective method of CPD event evaluation. The sole negative comment about peer-group discussions was that *'twilight courses finally realised that teachers do not enjoy getting into groups to talk about issues themselves.'* All other respondents who identified discussion as an evaluation method were positive about it as a useful experience. It was felt that discussion-based evaluation allowed teachers to share their understanding of courses, talk through difficulties, and consider applications of new techniques and methods. Discussion enabled practitioners to focus on the applicability of CPD courses, and to air differences of opinion. Further, discussion and reflection on CPD events enabled staff to introduce changes in practice. Comments by respondents reflected all these aspects of discussion-based evaluation:

'Discussions following the evaluation of a "Role of the Co-ordinators" course with colleagues led to changes in the way monitoring and evaluation takes place.' (*Female Reception Teacher*)

'Not everyone agreed, but there was open discussion which is healthy. It is always good to spend time reflecting on new (or even old ideas) and reflect on your own practice.' (*Female Reception Teacher/Deputy Headteacher*)

Some respondents were very positive about the effectiveness of group discussion:

'I always find (in)formal discussion of an activity with colleagues (either present or absent at the event) the most useful. As a fairly new teacher [two years experience] I find opinions of experienced colleagues very helpful.' (*Female Class Teacher*)

Group discussion with peers was valued for a variety of reasons. Teachers felt that it enabled all participants to have a voice, in that it led to productive interchanges, and a sharing of insights. In addition, discussion as a method of

evaluation was compared favourably with other methods, such as stand-alone questionnaires, which were seen as limited as evaluation tools. Typical comments regarding the inclusiveness of group discussion were:

‘Aired everyone’s views, often helped people put things into perspective. Given impression of how strong feelings were and solutions to problems etc. You felt your opinion *had* been heard and valued.’ (*Female Part Time Teacher*)

Discussions were also an effective forum for sharing reflections on the CPD event, contributing experiences, and understanding, all of which, it was felt, fed into better practice. Such benefits were not seen to accrue to other forms of evaluation, particularly questionnaires. Typical comments were:

‘We all compared findings and were able to modify our approaches using our collective knowledge.’ (*Female Assistant Headteacher*)

One respondent explained how her experience of discussion based on feedback, some time after the CPD training, was useful to her, contrasting this experience with questionnaire based evaluation:

‘Because I had to explain coherently and meaningfully to others after a time period had elapsed between the event and the evaluation. I had to reread notes and think about what had taken place. Often the course is done, form filled, and forgotten, and the whole school doesn’t benefit.’ (*Female Ks2 Unit Head*)

3. Logs and journals

A number of respondents identified logs and journals as useful evaluation tools. These took different forms, with some journals being kept over the duration of a CPD course, others both during and after CPD events, and a few being post-event journals. They were sometimes utilised in conjunction with discussions with colleagues, or reviews with CPD providers. Of those respondents who mentioned journals, there was a tendency to highlight how useful reflective logs were, linking

CPD experience to subsequent thoughts about courses and practice. Examples included:

‘My recent 5 day drug education course required a reflective diary which was very useful in helping me.’ (*Female Science Coordinator*)

The general feeling was that journals enabled CPD participants to keep track of extended training, and provided a stimulus to reflection upon new learning. A typical comment was:

‘It helped me to reflect on practices and raising standards. It was also a good way to think through attitudes and organisations.’ (*Female Y1 Teacher*)

4. *Observation*

There was also a positive response to the use of follow-up lesson observations as a method of CPD evaluation. This method was identified by fewer respondents than those who focused on questionnaires, discussions, and journals, but it was, nonetheless, a frequently mentioned method:

‘I had an observation from a colleague following a course – also from HoD and a member of the LEA as an NQT. This was both reassuring and informative.’ (*Female Head Of Year Maths Teacher*)

Some of this observation was extensive, and involved LEA providers. One head of department noted:

‘Following training given to middle management on lesson observations and feedback to colleagues, I was observed throughout the process by a LEA adviser as part of authority quality control.’ (*Female Head Of Department*)

Lesson observations were believed to be helpful evaluation techniques for a variety of reasons. For senior managers, lesson observations following CPD events or courses, enabled a variety of evaluation and assessment objectives to be fulfilled. One headteacher commented that lesson observation evaluation:

‘It enabled senior management team to look at good practice, reward success and monitor standards.’ *(Female Headteacher)*

Similarly, other staff noted that lesson observations helped identify objectives, and bring about the application of new techniques and methods learned on CPD events and courses:

‘It helps focus on specific areas and give SMART targets to aim for.’
(Female Head of Humanities)

Classroom practitioners also noted that lesson observations helped them focus on their teaching methods and, with observer feedback, confirmed that they were applying new techniques correctly:

‘Confirmed that I was following the guidelines well. Complimentary feedback from adviser increased confidence.’ *(Female Head of Department)*

5. Other comments

Two other forms of evaluation were seen to be useful – follow-up evaluations involving CPD providers, and evaluation over an extended period of time. One respondent explained how evaluation from the CPD tutor reinforced the practitioner’s sense of being on the right track, and gave indicators for future development:

‘The [tutor’s] evaluation made clear the progress I had made and points for future development.’ *(Female Phase Leader)*

For another teacher, there was follow-up support from a CPD team in the classroom:

‘This evaluation helped me consolidate and put in place ideas that changed the management in my class and enabled better learning to take place.’ *(Female Assistant Headteacher/Literacy Coordinator)*

Evaluation that was spread over time, whether self-evaluation or with provider assistance, or evaluation that was broken into discrete phases, was also seen by some teachers as being helpful:

‘This self-evaluation, that was continuous, was extremely useful in focusing the mind as we went along and so why the course was useful was very apparent throughout.’ (*Female Y3/4 Teacher*)

The penultimate section of the teacher questionnaire provided space for ‘comments’. Only a minority of respondents took advantage of this opportunity. However, a few themes came out strongly. These were: the issue of the usefulness of questionnaires as an evaluation tool (a theme that was present throughout this section of the questionnaire), the related issues of time and workload constraints, and the particular problem of the timing of CPD courses. In addition, there were some comments about the use of journals, and some general points that were of interest.

Once again, respondents were generally hostile to the use of questionnaires as a method of CPD event or course evaluation. There was a feeling that questionnaires were inappropriately used, that they were completed under less than ideal conditions, and that, perhaps, little use was made of them. Typical comments were:

‘Questionnaires seem most frequently use in last 2 minutes of a course when everyone’s dashing off – how purposeful is this? Are they read?’ (*Female Part Time Teacher*)

‘Questionnaires filled in at the end of a day’s course seldom reflect considered opinion, as human nature dictates most teachers are too busy to hang around for any length of time.’ (*Female KS3 Coordinator*)

There was a strong feeling that one of the main limitations on both CPD and its evaluation was teachers’ workload, and the lack of time made available for teachers to attend CPD events, and to assimilate and apply the lessons learned. Some respondents made this point in bald terms:

‘Very often you have ideas for changes to practice but when you get back to school there is no time for reflection or discussion with the head on the changes needed.’ *(Female Deputy Headteacher)*

There was some additional comments on the use of journals, which, as with responses to other questions, were generally positive:

‘I feel that reflective journals and/or dialogues in conjunction with pupil interviews are the most powerful and effective measurements of the effectiveness of CPD in terms of improving teaching and learning.’
(Female Science Teacher)

‘I think teachers should be encouraged to keep an ongoing reflective journal that could reflect on practice for each CPD course they go on, and go on with that through their career.’ *(Male deputy head)*

Finally, a very small number of respondents made unique points that were of interest. One respondent reflected on the lack of effective CPD training that she had received:

‘This questionnaire has made me realise the limited range of training/CPD opportunities that have been offered to me during my career. This is worrying, since the alternatives seem more flexible and person centred and may be useful. Most training I have experienced gives instruction rather than enhances my skills.’ *(Female Main Scale Teacher)*

Two other, long-serving, teachers, made experienced comments about CPD and its evaluation:

‘CPD is so variable in its format and usefulness that it is impossible to make broad generalisations. In 26 years I have experienced a whole range from excellent to useless and frustrating. I feel that there has been a general overall improvement in what is now offered. Evaluation on the whole has been very limited - as is the time to implement many of the good ideas encountered !’ *(Male Head Of Department)*

‘All my responses to the first question should be read with the caveat “if the people running the course are good”. The format of CPD is less important than the calibre of the speakers. In 30 years of professional duty, I have experienced many hours of extreme frustration sitting through poorly prepared and delivered INSET/course just so I could say I’d been. But also have been uplifted and inspired anew by top quality people - quality not quantity is what counts. Also need *progression* in INSET – not the same course year after year.’ (*Female Class Teacher*)

5.2.a.1 *Comparison of teachers and CPD leaders*

Some interesting differences emerged between the views of teachers and CPD leaders. While CPD leaders mentioned the use of classroom observation and interviews with participants as being most frequently used followed by the use of questionnaires to participants, teachers saw questionnaires as by far the most common mode of evaluation, with documentary evidence being the only other category that more than half of teachers said was used. Surprisingly, while CPD leaders mentioned interviews as a frequently used method, teachers said it was the least frequently used method of evaluation. Teachers also thought value for money was evaluated less often than CPD leaders, possibly because they were not strongly involved in this aspect of evaluation.

CPD leaders envisioned number of practical purposes in evaluation not shared with teachers, such as to decide whether this event was worth repeating, or the appropriateness of providers. Questionnaires could be helpful here, but CPD leaders also noted the value of observation and discussion for developmental purposes with colleagues. Teachers valued classroom observations, discussions, the use of logs/journals, and evaluation over time but were generally negative about questionnaires. The former allowed a number of evaluation objectives to be met. These methods provided richer information. Also, as *interactive* processes they went beyond the gathering of judgements on a CPD event to pass on to others, with the concern that little information would be presented in return. Rather, they facilitated further development beyond the event/activity for the direct benefit of the teacher.

5.2.b. Views of CPD providers

5.2.b.a CPD providers' range of CPD and use of evaluation

CPD providers indicated they had varying involvement in different forms of CPD. Table 20 indicates the percentage of respondents in each group (HEIs, LEAs and Consultants) that offer each type of CPD *often*, *sometimes*, *rarely* or *never*. These analyses revealed statistically significant differences ($p < .05$) for every type except classroom observation and specialised school offerings. However, in a minority of cases the requirement that predicted cell sizes (under the conditions of no differences between groups) are at least 5 is violated, necessitating caution in interpreting these differences. Nevertheless, the pattern of results overall is consistent: the three types of CPD providers differ in the types of CPD they offer. (NB Given the numbers of respondents, percentages are given to the nearest whole number).

Table 21. Types of CPD do you provide or organise (%)

	HEI				LEA				Consultants			
	Often	Some times	Rarely	Never	Often	Some times	Rarely	Never	Often	Some times	Rarely	Never
Conferences/ lectures	19	67	14	0	71	24	6	0	25	45	20	10
Single workshop	10	57	19	14	83	17	0	0	30	46	12	12
INSET days	5	62	19	14	71	29	0	0	35	35	15	15
Short training programme	14	45	27	14	78	22	0	0	37	42	16	5
Coaching	12	18	29	41	23	71	6	0	11	28	33	28
Classroom observation	30	20	35	15	47	41	6	6	22	26	26	26
Mentoring/ critical friend	50	35	5	10	18	82	0	0	21	37	26	16
Dept/ KS meetings	10	35	35	20	44	33	22	0	6	19	31	44
Staff meetings	10	26	32	32	41	29	29	0	6	59	0	35
Series of workshops	11	68	21	0	50	50	0	0	25	50	10	15
Extended training prog	17	50	17	17	33	50	6	11	16	22	6	56
Secondment/ sabbatical	0	25	38	37	11	33	33	22	0	0	7	93
HE courses	91	5	4	0	12	44	25	19	6	13	25	56
BPRS	0	50	31	19	13	44	12	31	6	0	0	94
School – Uni partnership	64	23	9	4	12	35	47	6	0	6	0	94
Learning network	26	47	16	11	47	53	0	0	11	11	22	56
Action research	63	37	0	0	37	50	13	0	11	26	21	42
Beacon school offerings	6	12	35	47	29	41	12	18	0	7	7	87
Specialised school offerings	6	29	35	30	29	35	18	18	7	13	20	60

For HEI staff, the most common category, unsurprisingly, was HE courses, supplied often by over 90% of respondents. School-University partnerships and action research, both common parts of HE activity, were the next most common. Fifty per cent of respondents claimed they often fulfilled critical friendship and mentoring roles. Least common were offering CPD to Beacon and specialised schools, sabbaticals/secondments, coaching, and organising staff meetings. LEA providers were highly active in organising single workshops, short training programmes, INSET days and conferences/lectures. These were also the most frequently organised categories for private consultants, along with series of workshops, though in general consultants provided all activities less frequently than LEA providers. LEA providers were also frequently involved in classroom observation, series of workshops and organising staff and department meetings. LEA personnel were more likely than HEI staff to be involved in Beacon school and specialised school events, but less likely to take on critical friend and mentoring roles, action research and HEI courses. Private consultants were less likely to offer any of these than LEA and HEI providers.

Table 22. CPD Providers use of evaluation

		Always	Usually	Sometimes	Rarely	Never
Has the effectiveness of CPD activities you have organised usually been evaluated?	HEI	68	32	0	0	0
	LEA	72	28	0	0	0
	Consultant	61	39	0	0	0
Do evaluation arrangements differ for different types of CPD?	HEI	18	50	27	0	5
	LEA	11	28	44	17	0
	Consultant	8	44	44	4	0
Do you use evaluation data to change the format or content of CPD activities you provide?	HEI	59	27	14	0	0
	LEA	28	50	22	0	0
	Consultant	32	45	23	0	0
Do you involve participating schools/practitioners in designing evaluation of CPD?	HEI	23	41	27	9	0
	LEA	0	11	56	17	17
	Consultant	9	4	61	17	9
Are the results of feedback you collect fed back to participants?	HEI	14	48	28	5	5
	LEA	17	11	61	11	0
	Consultant	18	23	41	18	0
Are the results of feedback you collect fed back to school management?	HEI	40	15	25	15	5
	LEA	11	50	28	6	6
	Consultant	26	40	26	4	4

As can be seen in Table 22, all providers usually evaluate their offerings and adapt their offerings in the light of these evaluations. Providers usually vary evaluation for different type of CPD, and results are fed back to school management by the majority of providers, and to a lesser extent to participants. LEA providers less frequently involve participants in designing evaluation than HEI providers ($\chi^2 = 20.6, p < .01$) with private consultants generally taking up an intermediate position. There were no statistically significant differences between providers on any other measure.

5.2.b.b CPD Providers views on evaluation methods

Table 23. Evaluation of different outcomes according to CPD providers

	HEI		LEA Percentage		Consultants	
	Yes	No	Yes	No	Yes	No
Participant satisfaction	96	4	100	0	96	4
Change in participant views and attitudes	87	13	72	38	75	25
Improvement in participant knowledge/ skills	91	9	94	6	88	12
Changes in participant behaviour	65	35	61	39	58	42
Organisational change	48	52	50	50	58	42
Student outcomes	83	17	39	61	54	46
Cost effectiveness	52	48	50	50	25	75

All providers overwhelmingly reported evaluating participant satisfaction and improvement in participant knowledge/skills (Table 23). HEI providers also usually evaluate change in participant views and attitudes and student outcomes (all over 80%). Changes in participant behaviour are evaluated by around 60% of respondents. Cost effectiveness and organisational change are evaluated by only about half of HEI and LEA providers, however. Organisational change is more frequently evaluated by private consultants (58%). However, they infrequently evaluate cost effectiveness (25%). LEA providers (40%) are significantly less likely to evaluate student outcomes than HEI providers (83%), with private consultants taking up an intermediate position (54%). No statistically significant differences were found between the providers for any method.

Respondents were also asked to rate the usefulness evaluating these different areas.

Table 24. CPD providers' views on the usefulness of the effects of CPD

	HEI				LEA				Consultants			
	Very	Somewhat	Not very	Not at all	Very	Somewhat	Not very	Not at all	Very	Somewhat	Not very	Not at all
Participant satisfaction	83	17	0	0	72	22	6	0	56	34	10	0
Change in participant views and attitudes	91	9	0	0	72	28	0	0	77	18	5	0
Improvement in participant knowledge/ skills	96	4	0	0	72	28	0	0	85	10	5	0
Changes in participant behaviour	74	22	4	0	67	33	0	0	60	40	0	0
Organisational change	61	35	4	0	50	50	0	0	57	36	7	0
Student outcomes	75	20	5	0	56	44	0	0	65	25	5	5
Cost effectiveness	56	39	4	0	50	50	0	0	44	35	6	15

All the specified elements were seen as usefully evaluated by at least half of all providers (with one exception: cost effectiveness among private consultants). In only 2 out of 21 instances was an element considered *not at all* useful: consultants' views on the evaluation of student outcomes and cost effectiveness. Evaluating improvement in participant knowledge/ skills and change in participant views and attitudes were most often mentioned as very useful, cost effectiveness and organisational change least often, which is in line with actual practice. No significant differences were found between different providers. It has to be remarked, however, that tests in some cases were compromised by the fact that expected cell counts were frequently below 5.

5.2.b.c Use of Evaluation methods reported by CPD providers

Table 25 presents the methods that methods were used to evaluate CPD provided or organised by each of the three types of provider.

Table 25. Methods usually used by CPD providers to evaluate CPD (%)

	HEI		LEA		Consultants	
	yes	no	yes	no	yes	no
Questionnaires	100	0	94	6	92	8
Interviews	57	43	56	44	50	50
Logs/ journals	65	35	39	61	46	54
Classroom observation	30	70	39	61	29	71
Pupil outcome measures	17	83	44	39	17	83
Interviews with pupils	9	91	22	78	17	83
Pupil attitude/ non-cognitive measures	9	91	22	78	4	96
Documentary evidence	61	39	39	61	46	54

The method most commonly used by CPD providers was questionnaires. Reflective learning logs and journals, documentary evidence and interviews were used by a majority of HEI providers. Pupil data were rarely collected, however. LEA providers likewise employed questionnaires very frequently, and interviews to a similar extent as HEI providers. They were less likely to use reflective logs/journals and documentary evidence, and more likely to collect pupil data, especially pupil outcome measures, though the difference was small and not statistically significant. It has to be remarked that statistical tests were in some cases compromised by the fact that expected cell counts were below 5, however. Private providers in majority relied on questionnaires, interviews being the only other category used by half or more of private consultants. There were no statistically significant differences between the CPD providers on any method.

Table 26. CPD providers' views on the usefulness of methods to evaluate the impact of CPD (%)

	HEI				LEA				Consultants			
	Very	Somewhat	Not Very	Not at all	Very	Somewhat	Not Very	Very	Not at all	Very	Somewhat	Not Very
Questionnaires	63	37	0	0	36	64	0	0	52	34	14	0
Interviews	76	24	0	0	66	34	0	0	53	35	6	6
Logs/ journals	39	53	8	0	41	52	7	0	55	26	14	5
Classroom observation	44	39	17	0	46	46	8	0	27	57	6	10
Pupil outcome measures	25	34	34	7	28	61	11	0	19	31	35	15
Interviews with pupils	25	56	12	7	18	45	30	7	27	36	27	10
Pupil attitude/ non-cognitive measures	17	56	26	1	22	56	22	0	20	41	24	15
Documentary evidence	40	32	23	5	18	45	30	7	20	60	10	10

Interviews were most frequently seen as useful by HEI and LEA providers, followed by questionnaires in the case of HEI providers. Collecting pupil data, especially pupil attitude and non-cognitive data was seen as least useful by HEI providers. LEA providers had a more positive view of this, but saw collecting documentary evidence as less useful than HEI providers. Private consultants saw reflective learning logs and journals as notably more useful than HEI and LEA providers, to the extent that this was the category they most often rated as very useful. They found classroom observation less useful than did the other two respondent groups. Statistical analysis was again compromised by the large number of cells where expected cell counts were below 5.

5.3. Conclusions

In this section we have considered the responses of three groups of CPD Providers, HEIs, LEAs and consultants. All these CPD providers, in common with teachers and CPD leaders, most frequently evaluated participant satisfaction, with only evaluation of student outcomes showing a statistically significant difference between the providers, indicating it was commonly used by HEIs only. CPD providers agreed on the usefulness of evaluating different outcomes with improvement of participant knowledge and skills particularly favoured. Over 90% of CPD providers from each group considered evaluation of each outcome useful, except for cost effectiveness in the case of consultants, although even here the proportion was 79%.

CPD providers differed from CPD leaders in reporting that the most commonly used evaluation methods, by a substantial margin, were questionnaires, although they considered interviews useful. Only about one in five (range 17-27%) regarded pupil outcome measures, interviews with pupils or pupil attitude/non-cognitive measures very useful.

6. Interview Phase Findings

The findings of the interview phase will be presented under thematic headings.

6.1. Interview Phase Process

Most interviews took place with single respondents. On four occasions, two respondents were interviewed together at their request: a teacher and a teaching assistant asked to be interviewed together, two teachers in a secondary school, headteacher and deputy head on two occasions, and two providers. In no case did a group consist of more than two respondents. All interviews took place on site, either at the school or at the premises of the provider.

Table 27. Interviews

Head teachers ⁸	25
CPD Leaders	24
Deputies	15
Heads of Department ⁹	35
TAs	10
NQTs	13
Teachers	17
Providers	4
Total people interviewed:	143

Table 28. Total Interviews undertaken

Head teachers ¹⁰	36
CPD Leaders	33
Deputies	17
Heads of Department ¹¹	37
TAs	15
NQTs	14
Teachers	24
Providers	4
Total people interviewed:	180

⁸ This number must be taken together with that for the CPD leaders, as in many primary schools, one person performs the same function.

⁹ “Head of Department” is a broad category, encompassing those with responsibility either for a department, a year, a specific large project (cf. GTP, Learning to Learn projects, foundation stage manager, etc).

¹⁰ This number must be taken together with that for the CPD leaders, as in many primary schools, one person performs the same function.

¹¹ “Head of Department” may be taken here as a fairly broad category, encompassing those with responsibility either for a department, a year, a specific large project (cf. GTP, Learning to Learn projects, foundation stage manager, etc).

All interviews were recorded; approximately 25% of interviews were transcribed (indicative quotations are mainly from the transcribed interviews). On the basis of the interviews, the original rating of schools as high, medium or low in relation to the provision of CPD and to the evaluation of the impact of CPD was revisited; some schools were reclassified in terms of either provision or evaluative practice.

Table 29. Gender breakdown of interviews

	Women	Men
All Schools	131	55
Included Schools	98	41
Providers	1	3
Overall	132	58

None of the schools were rated as “low” in provision of CPD; 14% were in the medium range, and 86% were in the high range. Evaluation of impact of CPD saw a different spread, with a much lower number of responding schools in the high band (50%), 38% in the middle range, and 12% in the low range.

6.2. Background of CPD Leaders

The background of CPD leaders is highlighted here because of the importance of the role in relation to the evaluation of the impact of CPD. Other roles, headteacher, member of senior management team, teaching assistant, etc. are not evaluated in terms of their background.

Although some CPD leaders had formal training for their roles (almost entirely from the LEA), only two were satisfied with the training they received.. On the other hand, fifteen leaders (45%) were enthusiastic about the opportunities their role gave them to work closely with interested, supportive and experienced headteachers and or senior colleagues.

One comment,

“Because you’re good in the classroom you’re good at communicating and I think that’s probably a misconception, I’m good at communicating with kids over a syllabus and getting the point across and teaching that, however what might happen in a group of thirteen members of staff [is very different]” (*Female CPD Leader Secondary School*)

exemplifies the point that there was widespread concern that CPD for teaching staff was not in general treated in many of the same ways as teaching for pupils: differentiated, aimed and targeted well, well prepared, interactive; we received comments such as:

“Teachers are very active people – asking them to sit all day is not what they want” (*Male HeadTeacher, Primary School*)

6.2.a. Role of CPD leaders

The role of the CPD leader can be broken down into two major component parts: the Management of CPD and the Leadership of CPD. These were examined separately.

6.2.a.a Management of CPD

All but three CPD leaders who were not headteachers were responsible for the day to day running of CPD in the school, including the administration of cover, booking courses, etc. The larger the school, the less likely the CPD leader was to be responsible for administrative tasks. In three cases, all large secondary schools, these tasks were distributed between the CPD leader and other colleagues. (In the case of one primary school, however, previously split tasks had been brought back together again, and this was felt to be a better way of working) (*Female CPD Leader, Primary School*)

Tasks distributed to different personnel included management and leadership of various programmes or particular tasks delegated to administrative personnel (arrangement of cover and/or transport).

All leaders reported working closely either with the headteacher or with SMT, “I work with other members of the senior team. I am not a lone voice at all” (*Female CPD Leader, Primary School*)

Of those who were not also headteachers, none of the CPD leaders in the interview phase were solely responsible for the CPD budget in their school. Financial responsibilities ranged from being in charge of a significant portion of the CPD budget “within school we put aside fifteen thousand pounds for staff

development. ...twelve-and-a-half – of that is under my control,” (*Female CPD Leader, Secondary School*) to having little or no control of any funds.

6.2.a.b Leadership of CPD

In terms of the skills and abilities needed for the role, organisational skills were highlighted most often; one leader summed up the requirements of the role as, “Organisational skills, clearly, because you are pulling together a lot of strands.... anticipatory: forward planning is very important, wherever possible to predict as much as you can. Flexibility, because the unexpected happens all the time, normally in the worst possible scenario you could ever envisage.... Negotiating skills,... Integrity... that’s I suppose, not a skill but a quality but I think it’s an important one, because you do carry a lot of confidential information... Reliability, ... you have to be very up-to-date with what’s happening and reliability of accessing that information and relaying it to colleagues.” (*Female CPD Leader, Secondary School*). Analytical skills were also mentioned (*Female CPD Leader, Secondary School*), in terms of analysing needs and impact, as well as (interestingly in view of the importance of the definition of CPD, see below) untangling where and if CPD has taken place.

One leader summed up the role in saying, “I think a CPD co-ordinator – I don’t know whether you’re a spider in the middle of the web, or the cog in the middle of the wheel, or whatever, but you are the person who has to have your antennæ out, find out what’s going on and make the links between”. (*Female CPD Leader, Secondary School*)

Fifteen CPD leaders had received training for their role, most often from the LEA. However, the view of one leader was echoed in different ways by many leaders:

“Was I trained? Did I go on a course? No. Was I brought up in an environment? Yes I was, and therefore I learned from being immersed in that, and I came with good practice” (*Female CPD Leader, Secondary School*)

Outside training was valued:

“When I first got the role there was actually a course, all “what a Staff Development Officer does”, ... that was a day course, and I went on that, and it told me everything, really” (*Female CPD Leader, Primary School*)

However most leaders felt that they learned the role in the doing of it and in the support and example from their headteachers. This was due to the individual nature of the role in each school, and the lack of a nationally acknowledged role.

CPD leaders judged their effectiveness in a number of ways: means of evaluation of their effectiveness in role ranged from personal reports of those who had been involved in CPD events through to using external checks such as IIP (this was seen as valuable as giving an objective, outside view); Ofsted and LEA approval were also mentioned as external checks (*Female CPD Leader, Secondary School*) as was the Keel Survey *CPD Leaders, Secondary Schools*

Few leaders made a direct connection between their effectiveness in role and school or practitioner improvement. This does not mean that leaders felt no responsibility for these issues; rather, that there were also seen to be other factors involved, notably the standard of CPD provided, which would affect the outcome of development events.

CPD leaders reported organising a wide range of experiences for colleagues. As one would expect, external courses were often arranged, but a number of leaders reported an increasing trend toward internally provided CPD. This ranged from weekly workshops led by a wide variety of staff, through to job shadowing and

“... the informal stuff which goes on all the time between colleague and colleague... And I encourage staff to write that down as well and tell me about it, so again it brings it into higher profile if somebody has written that someone else has bothered to show them something and it was really useful”. (*Female CPD Leader, Secondary School*).

Leaders also reported arranging work within networks or informal groupings of schools, or visits to other schools (*Female CPD Leader, Primary School*), *CPD Leaders Secondary Schools*.

6.3. Role of the headteacher

Headteachers in secondary schools were not in sole charge of CPD; they carried this responsibility much more frequently in primary schools. In two of the three special schools in the interview phase the head teacher was solely responsible for CPD; in the third, responsibility was partly shared by a senior member of staff.

Headteachers tended to be enthusiastic about CPD, seeing it as a means of motivating staff, of increasing professional practice and distributing good practice. Words such as “fire”, “move it on” were used repeatedly by head teachers.

Six head teachers stated that one of their aims for CPD was related to the profession as a whole, rather than merely to the individual school; this was usually couched in terms of not begrudging having provided CPD to a teacher who then leaves their particular school. This sector wide perspective was echoed in no other group, with the exception of one provider (*Male Provider*).

Headteachers saw their role as “to motivate” (*Female Head Teacher, Secondary School*) staff in relation to CPD. Particularly in schools which were rated as “high” in terms of evaluation of impact, headteachers saw themselves as the “lead learner” (*Female Headteacher, Secondary School*)

“And so, ... there’s no point telling the staff “you’ve all got to improve and learn things, but me, I’m above that”” (*Male Headteacher, Special School*)

“I think that as a head you’ve got to still maintain that role as the leading professional in the school” (*Male Headteacher, Primary School*)

“We have a number of young teachers who we encourage more to get involved in some active research, actual class based research” (*Male Headteacher, Secondary School*)

Although providing the budget and time for CPD was mentioned a number of times by head teachers as part of their support for CPD, leading by example and providing encouragement for CPD were mentioned more often as the means of supporting CPD; this was the case for all head teachers (11) interviewed in schools rated as “high” in terms of evaluative practice.

“Basically I’m about the vision and the culture and all the people”
(*Male Headteacher, Secondary School*)

Incorporating CPD into the life of the school, in policy and development, was also seen by head teachers as a way in which they supported CPD. Head teachers were more likely than any other group to refer to CPD as a part of the culture of the school, or to an aim of making it so. The high value they placed on their own CPD was mentioned by all headteachers of schools interviewed ranked as “high” in terms of CPD provision and evaluation.

The difficulties presented by the modern school environment were highlighted by a number of head teachers, in terms of workload for teachers, and complexity of the role for the school as a whole.

“Schools are such complicated organisations as well to analyse and to change. If they weren’t that complicated they wouldn’t be like they are – people would have altered them” (*Male Headteacher, Secondary School*)

Where headteachers were not themselves responsible for CPD, all but one focused on the importance of the support they could give to the CPD leader as one of the ways they supported CPD in the school.

6.4. Providers of CPD

Four providers were interviewed as a part of the interview phase process. Two of these were LEA employees; one worked for an education and business partnership and one carried a number of remits, national, local and LEA.

All of the providers reported changes in their provision. More of their offerings were now “bespoke” or “tailor made” for individual schools or groups of schools (consortia and networks in particular were mentioned). This was in part a response to requests from schools. For one provider, the change arose from a change in models of CPD in relation to providers:

“It’s not a model of injecting expertise into the schools from outside but rather liberating the expertise that’s already there” (*Male Provider*)

Providers all used forms and proformas for evaluation; no provider reported using interviews specifically as means of evaluation of impact. One provider did highlight the value of discussions with teachers in formal and informal gatherings, and related specific instances of such conversations surrounding the value placed on CPD by teachers, but did not relate this to evaluation of the impact of the event.

Evaluation of impact was, however, emphasised by all providers as being the last link in the CPD cycle. All providers evaluated impact at participant reaction and participant learning level; three evaluated it at the level of organisational support and change; none evaluated impact against student learning outcomes explicitly.

Participant reaction was gauged by all providers by means of evaluation sheets on the day. All providers spoke of means of extending this form. One provider had instituted a “learning contract” sent back to the school as well as to the participant, in which the participant had detailed expected outcomes from the event.

Two providers extended the form by sending the original back to participants after a gap of at least a term. Participants were then asked to rate what impact the event had on the quality of their teaching or their contribution to the school as ‘little’, ‘some’ or ‘significant’. Participants were also asked if they had initiated

new teaching strategies or introduced new resources as a result of the CPD undertaken.

The final provider (*Male Provider*) extended the process at both ends of the cycle, by asking participants to rate their own knowledge of the subject of the developmental activity before it began, immediately after the event and then three or more months later. The need to provide a base line for evaluation – what practitioners know/do before the event, was echoed by another provider:

“How can you judge impact if you don’t know what you’re trying to achieve in the first place?” (*Male Provider*)

One school also asked participants to estimate the number of pupils affected by the participant’s change in knowledge. This is, however, still at the level of participant use of new knowledge and skills, as participants were asked only how many pupils had been exposed to the changes resulting from the CPD, not how that had affected pupil learning outcomes.

6.5. Continuing Professional Development

What distinguished CPD leaders’ work in different schools was the levels of understanding of what CPD actually is and entails. In general, the more encompassing the view of CPD held within a particular school, the more wide ranging was the role of the CPD leader.

“I suppose it’s an organic model of professional development and building capacity – rather than a mechanistic or structural or systems model” (*Male Headteacher, Secondary School*).

“And it’s really looking at all aspects of professional development for all staff – that’s teaching and support staff – within the school. I’m very much promoting the idea of CPD in its widest form, and really looking at what CPD opportunities are” (*Female CPD Leader, Secondary School*).

“It’s much more spoken about now, people talk about it, people recognise it at the photocopying machine, CPD can be happening

there, it's not just about going on an expensive course which is an ad hoc choice that you quite fancy, it's much more targeted and focused now..." (*Female CPD Leader, Secondary School*).

"Ultimately, it's to ensure that there's a quality learning experience by the students, but in order for that to be achieved you're really looking at the professional competence of colleagues, both in terms of subject knowledge and skills... But I think the ultimate purpose of CPD, actually, is one step further back from that, and it's actually to fire people [with] an interest and an ownership in their own professional competence and to see that as something that should develop... (*Female CPD Leader, Secondary School*).

"It does worry me, with a lot of the stuff that comes out now, ... And it's training; it's always training. And there's a difference for me between training and staff development. We train staff in fire safety and how to use it and how to get out of the building: that's training. But I think the staff development, developing the learning of staff ... is the thing that actually improves standards, because it's attitudes, it's engaging, it's emotions, it's motivation and those are the things that have the impact." (*Female CPD Leader, Secondary School*).

All CPD leaders who discussed purposes¹², related the purposes of CPD to identified needs:

"The public, up-front 'different purposes' [of CPD] ... we have: this is for whole school, this is for your Faculty, or this is for you." (*Female CPD Leader, Secondary School*).

All headteachers agreed that the primary function of CPD was improvement in teaching and learning:

¹² The question about the purposes of CPD was added after the pilot interviews had been undertaken.

“Children’s learning – that’s the bottom line” (*Male Headteacher, Primary School*).

In general headteachers agreed with the wide definition of CPD, again, particularly in schools rated as “high” in terms of CPD provision and evaluation. Headteachers exhibited the widest range of CPD experiences in the interviews. Headteachers reported that the range included personal reading, overseas travel and Ofsted work, tutoring and consulting for national programmes, particularly those related to the NCSL, business links, (which included job shadowing and having a performance manager in industry), as well as the range of CPD exhibited by other groups.

Most headteachers were insistent on the incorporation of CPD into the life of the school as an integral part of that life, rather than as a bolt-on extra.

“In a way what I’m trying to do is dissolve and re-integrate professional development ...as a professional obligation for everyone in the school – and so that it’s not even seen - they might not necessarily see that what they’ve just done...” (*Male Headteacher, Secondary School*).

Increased or sustained teacher motivation was often highlighted by head teachers as one of the purposes and benefits of CPD:

“If I was reduced to one word –it is about confidence” (*Male Headteacher, Special School*).

“Things that sustain the burning flame” (*Male Headteacher, Secondary School*).

“...an injection of enthusiasm, we needed that” (*Male Headteacher, Primary School*).

Teachers agreed with this from the point of view of their own motivation:

“It is important because it helps you develop as a teacher and it stimulates, I think that’s the great thing that I find from CPD, its stimulation, motivation that you come back with that enables you to have an impact and certainly raises your momentum almost” (*Female Teacher, Secondary School*)

However, respondents in different categories warned against CPD events being seen as “a good day out” *Headteacher, Special School*. This was seen as belonging to a bygone era of CPD, which could no longer be supported on the basis of both cost and disruption to pupils.

Eight of the headteachers particularly highlighted the role of CPD in recruitment and retention of staff:

“I certainly know that support staff particularly value it – it’s a draw for people to come and work here... They want to work here because they know that they have opportunities for learning both in terms of special needs but also in terms of education generally” (*Male Head Teacher, Special School*).

Teachers sometimes had fairly wide ranging, even abstract views of what CPD is:

“I’ve taken it to mean trying to be the best teacher you can” (*Female Newly Qualified Teacher*).

The developmental needs of part time members of staff were rarely raised by respondents – only by one head of department and two head teachers. One head of department did refer a number of times to their role in ensuring that part time members of staff were included not only in CPD events but also in opportunities for reflective practice:

“...so that’s quite an important role for me to make sure that we have that time to come together and reflect on what we’ve done in the classroom” (*Female Head of Department, Secondary School*).

A head of one of the special schools tackled the issue of development for non teaching staff:

“I changed all the contracts of non-teaching staff, to include five days’ training. Prior to that, all their working time was with children, nothing was outside of that. So they couldn’t be trained, other than to send them somewhere for a day, and in changing that, it’s obviously had a huge impact. And it’s also a way of saying, “We respect you as professional

workers”. If you don’t offer people training, you’re actually giving them a very simple message: you ain’t worth it, you’re not worth developing”. (*Male Headteacher of Special School*).

6.6. Perception of CPD experiences

Across all groups, the most important point about “good CPD” was that it should be practical: that what is learned, experienced in CPD has a direct application to the work of the practitioner, whether that is in terms of management or teaching.

“...but it was because it was so closely linked; once we’d learned something on the day, we then came back and discussed with our mentor and tried to implement those things – it was that it interlinked between work and the fact [the learning from the event] and seeing how the fact would help the work; it wasn’t that somebody was a good speaker or good handouts, it was the practicalities of the course.” (*Female Teaching Assistant*).

It is significant that one provider (and only one respondent overall) connected this desire for practicality in CPD with evaluation. Speaking particularly of observation and coaching, the provider made the point that in discussing classroom practice resulting from CPD, the observer/coach was “deconstructing the impact of that learning” (*Male Provider*).

As a group, teachers were ambivalent about learning informed by “theory”; they drew a distinction between theory and practicality which seemed to rest on whether or not what was learned was applicable to teaching with little or no adaptation on the part of the practitioner. This contrasts interestingly with the repeated calls among this group and others for more time for reflection and reflective practice, and with reported satisfaction rates for theory based initiatives such as “brain gym”, multiple intelligences, “wwwebi” (what worked well, even better if).

Headteachers were aware of this preference on the part of their staff:

“Basically, they want something practical that they can actually use in the classroom, they don’t want theory and they don’t want to sit round being asked to brainstorm ideas” (*Female Headteacher, Secondary School*).

One head remarked:

“I have to say that I’m different from other people – I’ve always disliked the distinction between theory and practice” (*Male Headteacher, Secondary School*).

Headteachers and CPD leaders also highlighted the fact that “What our staff dislike is when they are asked to reinvent the wheel – when they are put in little groups to try to solve the issue – they feel that’s the speaker’s job” (*Female Headteacher, Secondary School*).

Good CPD was said by all groups to be that which had an effect in the classroom; there were calls from all groups to see:

“Some sort of connection between the quality of the course, engagement with the member of staff, and something back in school...Has it actually affected our practice and been of benefit to a youngster somewhere?” (*Male Headteacher, Special School*).

Considering the prevalence of such calls, the lack of clear evaluation of changes in pupil learning outcomes is particularly interesting.

Overwhelmingly, CPD leaders felt that working with colleagues – either within the school, in networks of schools or in other ways – was the most beneficial type of CPD. This included not only provision of CPD itself, but the opportunity to spend time with colleagues, particularly reflective time; performance management was also reported as a valuable instance of CPD:

“I think line management is the most effective, one to one, yes. ... Where you sit down, face to face with an experienced member of staff who can draw from expertise”. (*Female Head of Department, Secondary School*).

To this end, a number of respondents (CPD leaders, headteachers and heads of department) reported a move away from using meetings for business, and toward using them for reflection and sharing of practice:

“Any information I can disseminate on paper,... I’ll do that, and have the departmental time to talk about what we’re going to do, what’s gone well...”
(*Female Head of Department, Secondary School*).

Headteachers reiterated the value of collegial work, and often added the concept of valuing the good practice (as opposed to merely sharing it, the term most likely to be used by CPD leaders). One head teacher instigated the building of a “directory of expertise” within the school (*Female Headteacher, Special School*).

For the most part, this emphasis on collegial practice was due to the fact that working with colleagues was seen as more “relevant” to the day to day work of teachers; it echoed and was part of the persistent call for “hands on, practical” CPD:

“It’s not the guru who’s been out of school for years ...Credibility – people [colleagues] have credibility” (*Female CPD Leader Secondary School*).

Observation (and its concomitant feedback and discussion) was highlighted as an important part of collegial learning:

“The most successful CPD I would say we have had is really where we constructed a timetable of mutual classroom observation, really in order to develop our subject knowledge and expertise, and that sharing of practice has been the best-spent money of all, I think. Because you give people, in the safety of their own school, an opportunity to share what they actually do, from their planning to the delivery to the outcomes, with children that they themselves teach, and they can talk about it and review it one to another. And that, I think, that has been our best CPD because, quite often, it’s what’s on your doorstep that actually is the easiest thing to ignore” (*Male Headteacher, Special School*).

“I think one of the best forms of CPD has been every kind of peer observation thing that I’ve done” (*Female Newly Qualified Teacher*).

Not all views of observation were positive, however. As one CPD leader said:

“...people don't like the observations – they get really uptight” (*Female CPD Leader, Primary School*).

This relates to the use of observations as part of the performance management cycle. Overall, however, observation was thought to be among the most useful forms of CPD.

Staff in special schools also highlighted the value of internally provided CPD, due to the specialised nature of what they were seeking to provide for their students; “niche market” was a phrase used by one special school head teacher (*Male Headteacher, Special School*). Head teachers and other staff in special schools pointed out the difficulty of finding training events from outside providers that addressed their needs, and promoted the use of the expertise already present in their schools.

One leader rated non-contact time as the most important form of CPD; in that school, year group teachers had non-contact time together to facilitate planning (*Female CPD Leader, Primary School*).

Headteachers often reported the benefits of training received in relation to being a training school. The training itself, especially mentor training, was highlighted as encouraging reflective practice; working with ITT students was seen to be an opportunity for staff to update their own skills, and to recognise and share their own good practice, as well as being an opportunity for reflective practice.

Headteachers, as a group, cited a wider range of activities as valuable CPD than any other group. This included international travel and work, consultancy with other schools, networks, the NCSL, IIP, Ofsted and examination bodies, LEA work, interaction with business.

Although headteachers did not make a clear differentiation between CPD that was most valued by their colleagues and that which was most beneficial to the school, it is interesting that head teachers reported that having training for themselves or their staff as examiners in different subjects as being of great

value to the work of the school: but this was not generally mentioned by CPD leaders, heads of department or teachers themselves¹³.

Network involvement, or more informal work with colleagues from other schools, was also mentioned as very beneficial, by all categories of respondents. Partially this relates to what has been said above about relevance and trust in practitioner knowledge. It also provides an alternative to the closed in attitude which can be present in established schools:

“Also it gets you out of – ‘well our school does it like this, we do it like this’. We can now see what other people do” (*Female Teacher, Secondary School*).

When asked to describe a relatively recent CPD event which they would rate as being very good, many participants spoke of events which increased their motivation and commitment to teaching; this was particularly the case for head teachers and CPD leaders¹⁴. Teachers and teaching assistants tended to cite development events which had a direct impact on their work with pupils.

“I feel really strongly that the reading intervention one was very good....the impact it has on the child’s confidence as well as the reading is very, very obvious. .. I’ve seen what that child now is able to do and I couldn’t have seen that before,....” (*Female Teaching Assistant*).

Most CPD leaders felt that their colleagues valued CPD, either because it symbolised the school’s investment in them, or when they could see positive outcomes from it. Some leaders as well as some headteachers did point to “some pockets” of staff who were uninterested in CPD for various reasons: they could see no relevance to it because they had no desire for promotion (which argues a particular vision of CPD), staff who felt they did not have time to engage in CPD, or staff who were not proactive about their own development.

¹³ It is possible that this difference reflects a greater emphasis on standards on the part of head teachers than other members of staff.

¹⁴ This may present a contrast to the previously cited preference for “practical” work, however.

6.7. Barriers to Participation in CPD

Taking time out for CPD raised barriers itself, as one leader commented:

“I think teachers take their job in the class very seriously and they don’t want to take time out to do things. ... It comes from they’re away from the kids and they see that as a negative, they say it puts extra pressure on everybody else cause you’re away and therefore someone has to cover,...”
(Female CPD Leader Secondary School).

This response highlights the difference between the attitudes of schools which see CPD as relating mainly to external provision (which does represent a need for cover, and a drain on resources) and those which have a more wide ranging view of CPD (including observation, professional discussion, non-contact time)..

Time away from the classroom was rarely mentioned as a barrier to CPD by CPD leaders. The main barrier seen by them was cost, which included not only covering the cost of external provision (and was given as one reason for relying on internal provision) but of travel and cover. Practitioner attitude was at times seen as a barrier, either because colleagues did not wish to take advantage of CPD opportunities, or because there was a reluctance on the part of particular teachers to acknowledge a need for development.

Head teachers, on the other hand, frequently mentioned the issue of teachers being out of classrooms. This was reported under two headings: as a reason staff did not take up CPD opportunities and more directly in terms of the effect on pupils:

“It’s a barrier with those who are most committed –they don’t like to leave their class for very long ...” *(Female Headteacher, Primary School).*

“I have a view that teachers being taken out of the classroom to attend courses is actually very disruptive to pupils’ learning so one of the barriers would be can we afford to do this and make it a valuable learning experience for the pupils left behind” *(Female Headteacher, Primary School).*

Lack of time, however, was highlighted by a number of leaders as an impediment either to their own work or to the development of colleagues, who lacked time for reflection and working with peers. Teachers mentioned lack of time, as well, as a barrier to the uptake of CPD.

Head teachers and CPD leaders mentioned staff attitudes as a barrier to the uptake of CPD, “One of the barriers is people’s lack of appreciation of it” (*Male Head Teacher, Secondary School*). Head teachers reported that staff were often reluctant to view CPD in terms of their own personal or career development, seeing it as more school based:

“It’s still quite difficult to think of themselves... but I still want staff to be thinking “Well what do I need in order to further my career?” and it’s quite difficult still to get them to think that way” (*Female Head Teacher, Primary School*).

Staff attitudes could also form a barrier to uptake of CPD, seeing one facet of work in CPD being the need to “break down that sort of resistance to saying: “I need some help here” (*Female CPD Leader, Secondary School*).

6.8. Needs Analysis

Performance management was seen as the main way the CPD needs were defined in schools by CPD leaders and head teachers. Many CPD leaders also mentioned the need to have other avenues of identification, such as personal discussion, non-performance related class observations, and “having a feel” for what was going on. Again, this was marked by a difference in perception about what constitutes CPD: in general, the more formal the conception of CPD, the more formal and stylised the means of needs identification.

Headteachers laid a good deal of emphasis on observation as a means of identifying needs; for the most part, these observations were part of the performance management cycle. Teachers saw performance management as the main way CPD needs were defined.

Some schools in the “medium” and “high” ratings involved pupils in the needs analysis process. One CPD leader specifically mentioned discussions with pupils

as a means of needs identification (*Female CPD Leader, Secondary School*). Another school had recently introduced “Transforming Learning” which includes student surveys, and proposed to use the outcome of the programme in planning for future CPD (*Female CPD Leader, Secondary School*). One head of department, in a “high” rated school, said: “We’ve got pupil questionnaires as well that we ask pupils to fill out. So any points ...arising come from that. We evaluate the questionnaires.” (*Female Head of Department, Secondary School*). Overall, however, pupils were reported as being involved in needs analysis in only seven of the interview phase schools.

Teaching assistants were not for the most part involved in the performance management cycle of the rest of the school, even if the process they went through was very similar to it¹⁵, “I also have a team leader which I go to, she comes and observes twice a year, then sort of advises you on what she thinks we should be looking at, what our next objective should be – it is really performance management” (*Female Teaching Assistant*). Where teaching assistants were involved in the performance management cycle, it functioned in the same way for them as it did for other members of staff in terms of number of meetings, setting of targets.

Heads of Department were less clear about how needs were assessed; teachers and teaching assistants were often unclear about the process. Only one teaching assistant was clear about the needs identification process at the outset; others were able to relate management structures to needs identification after some conversation; two remained unclear about the process.

Although when prompted some would connect the performance management (PM) cycle to needs analysis, most teachers did not make the connection between PM and definition of needs for CPD: staff were more clear about the use of PM in defining targets and showing that these had been met. In other areas of conversation, staff would connect their targets to CPD, saying that CPD had to fit

¹⁵ Considering the similarity in practice, this may represent a difference in nomenclature rather than in practice.

in with their personal, class/department or school targets. It would seem that the system is working, in that needs are assessed, targets set and their achievement (or otherwise) noted in the PM cycle, and that CPD events are undertaken in light of those targets. What is not clear to many participants, however, is the connection between these events.

This may be parallel of what was highlighted above, with headteachers seeking to embed CPD in the life of the school to such an extent that it might not be noticed – the system of needs analysis and meeting those needs seems to be functioning through performance management, even if participants can not articulate every step of that process.

6.9. Provision of CPD

It is impossible to quantify the “amount” of CPD provided and thus, who provides the majority of CPD. This is due to the fluid nature of CPD itself, as noted above. Extrapolating from interviews with CPD leaders, it would seem that the vast majority of CPD is provided internally, by colleagues (at least if we take the widest definition of CPD, as including professional discussion, observation, feedback, etc.) *CPD Leaders, Primary and Secondary Schools*.

The touchstone of a “good” provider of CPD centred around relevance, across all categories of respondent,

“In the end, the classic thing with a good provider is: can we see some sort of connection between the quality of the course, engagement with the member of staff, and something back in school? Has it actually affected our practice and been of benefit to a youngster somewhere?” (*Male Head Teacher, Special School*).

Internal or cross school provision of CPD was often cited as being “more relevant” as in, “we’re talking about the children we actually work with” (*Male Head Teacher, Special School*). As noted above, this was especially the case in special schools. One head of department, responding to the question, “Who are the main providers of CPD?” responded with, “The whole of the senior management team really.” (*Female Head of Department, Secondary School*).

Line management and performance management were included within the concept of internal provision. AST support was mentioned rarely. This may not indicate a lack of value placed on such support; but rather that such support is not considered under the heading of CPD – once again highlighting the fluid nature of this term.

Some schools preferred to get speakers (often referred to as “consultants¹⁶”) into the school, rather than send staff outside; this was felt to be more cost efficient (as there are fewer travelling costs, less need for cover, etc.) and to benefit a greater number of staff (*Female CPD Leader, Secondary School*).

Outside providers included universities and colleges, LEAs, independent consultants, various commercial providers, unions, examination boards and business partnerships.

Providers, particularly external providers, were often castigated for being “overly theoretical” or not providing hands on experience. There was also dissatisfaction with dissonance between the stated outcomes of external courses and what was actually provided (*Female CPD Leader, Secondary School*); (*Male Head Teacher, Secondary School*). Other issues raised as problematic were, particularly among head teachers, lack of pace, lack of differentiation (so that very experienced head teachers were bored while new headteachers were lost), lack of interactivity, and “death by worksheet” (*Female Teaching Assistant*), that is, being so overloaded with materials from an event that participants did not have time to sift through them all to find ones which would be useful to them. “I don’t like coming back with a big folder, actually – a big folder is one of the most useless things, actually.” (*Female Head of Department, Secondary School*).

6.10. Evaluating the Impact of CPD

“Again, that’s been a matter of training, ’cause the first few years it was, “Right: I need you to evaluate your CPD,” so all people did was write down a list of what they’d been on and what they’d done. And it’s been a matter

¹⁶ This can include the LEA, working in a “consultancy” mode *Provider*

of chipping away: “Yeah, but what *impact* did it have, what difference did it make? You tell me.” But that has been – it’s been a problem for people. “We went on it and we’ve changed our schemes of work.” Yeah, but *have* they had any impact on the children? Do the children enjoy it? How do you know the children enjoy it? So the work we’re doing, our Student Voices, leading into that, to find out what the pupils feel, because, as I say, it’s a complex process”. (*Female CPD Leader, Secondary School*).

Overall, we found that the majority of evaluation of impact which schools undertook could be placed under the headings of Participant Reaction, Participant Learning and Participant use of new knowledge and skills. Some schools did try to evaluate the impact of developmental activity on pupil learning; all of these schools were ranked as “high” in terms of evaluative practices.

Almost all of the evaluation was through self report of change, by the practitioner involved in the CPD activity; the most frequent second party means of evaluation of change was observation of teaching. Although some schools clearly engaged in tracking of change through student work, etc., (see below) this was very much the exception rather than the rule.

The research found, particularly among schools which could be rated as having low to medium levels of evaluation of impact, that there was a high level of confusion between “dissemination” and “evaluation”.

For the purposes of this report, “dissemination” is defined as the transference of information, knowledge, techniques, materials, etc. to colleagues, often as a result of training or developmental activities. “Evaluation”, however, goes further, and includes some measurement, however nebulous, of change *as a result* of the new knowledge, techniques. Using these definitions, reporting to staff or departmental meetings, demonstrations to colleagues, come under the heading of dissemination, rather than evaluation – a distinction which was often blurred in responses. This relates to the point in the literature review above, that most evaluation consists of reporting, rather than evaluation.

Both head teachers and CPD leaders highlighted dissemination as part of what might be called a contract between the school and the member of staff, “...if you

go on a course, you are privileged to go on that course but it's money spent for the whole of the staff so what you gain, you feed back and cascade to the whole staff. So the whole staff is gaining from everybody else's training. And it works extremely well" (*Female Head of Department, Secondary School*).

A hallmark of schools rated as "high" was the use of a number of means of evaluation, taking in different sources of data. This head teacher reported perhaps the highest level of data collection:

"We do pupil surveys ... so we have attitudinal surveys from pupils which can be quite interesting if some of the CPD's were targeted in a particular area we can look at attitudinal surveys from pupils - that's quite helpful to do; we do parental surveys, so you'll get some feed-back from parents on whether something that you've introduced has had an effect so we'll monitor the letters, the comments, the report comments, the way things are working... obviously we've got the hard-edge data like examination results... "*(Male Head Teacher, Secondary School)*.

Overall, many schools would have collected this kind of data in various forms. What was lacking was not the presence of information, but the opportunity to relate the information back to CPD in general or particular CPD events.

"I suppose it's very, it's not a very structured thing is it? Because at the moment when I do my CPD, I'm attending courses some linked in with school and some not – and they don't meet, they're all sort of different – it would be quite interesting to make those links, to make it more sort of formal, having career development .. and then all coming together as a whole... it can be fragmented,... there's no structure to that sort of thing" (*Female Teaching Assistant*).

Schools which were rated "high" tended to involve all staff in the evaluation of the impact of CPD: teaching assistants would fill in the same forms as other members of staff, have the same number of meetings and observations.

Characteristics of those in the "high" banding will be given under each heading.

Participant Reaction

In the interview phase, 100% of schools employed evaluative practices at this level.

Characteristics of “high” banded schools included¹⁷:

- Evaluation of all discrete CPD events
- Staff encouraged to record all CPD events: both discrete events (INSET days, courses, etc.) as well as points from professional discussion, observations.
- Collation and examination of evaluation forms; staff being aware of what happens to the forms once they are completed

Evaluative methods used at this level:

- “Happy Sheet”
- Discussion
- Focus Groups/Interviews
- Departmental/Staff meetings
- Learning logs/reflective journals

The most usual means of collecting data on the impact of CPD include both the evaluation form filled in immediately after the event, and personal conversation with participants, “collecting the soft data” as one CPD leader termed it. A number of CPD leaders highlighted the danger that such forms in particular will tell them more about the venue and the lunch provided than they will about the training itself, much less the impact.

¹⁷ Not all of these characteristics would necessarily be present in any given school; however, a majority of these characteristics, across the range of the levels of evaluation of impact, would need to be present for a school to be ranked as high.

Some schools use the original evaluation sheet as a trigger for further evaluation, as below.

Participant learning – Participant use of new knowledge and skills

In the interview phase, 100% of schools employed evaluative practices at this level. Characteristics of “high” banded schools included:

- These levels of impact were not seen as the ultimate end of CPD
- Changes in classroom practice were not seen as an end in themselves but expressly related to pupil outcomes
- The processes of evaluation at this level were related to the previous level: so that participants were involved in a longitudinal reflection on the CPD event and its effects
- A clear connection was made between individual CPD events (where possible) and changes in practitioner knowledge and skills

Evaluative methods used at these levels:

- Interviews with teachers
- Documentary evidence
- Interim observation
- Informal Discussion
- Reflective logs
- Performance Management
- Rating own learning
- Questionnaires
- Return to immediate evaluation information

Two levels are merged in this report as they were impossible to untangle from the interview phase data: schools and individual practitioners generally did not make a distinction between learning and the use of that learning (there were some exceptions, in relation to teacher motivation, but they were very much the exceptions rather than the rule).

It is interesting that most respondents, particularly among the group of teachers, seemed to see this level of impact as the important one:

“For CPD to work there has to be an impact on departments’ teaching of students otherwise it’s all a waste” (*Female Teacher, Secondary School*).

It might be argued that this presupposes that impact on teaching will have an impact on learning, as an unstated given. It could also be argued, however, that this attitude represents a missing link, an unclosed circle in terms of CPD: that practitioners should be able to articulate not only the effect on their own practice but the effect the changes in their practice have on pupils.

It is significant that Heads of Department and teachers spoke of “changes in the classroom” rather than pupil achievement. This appears to place the emphasis on teachers’ actions, rather than on the *effect* of those actions.

In the interview phase schools, these were the second most commonly assessed form of impact. It was generally assessed by self report, but also by observation, either direct observation of teaching (*Female CPD Leader, Secondary School*), or other observation (*Female CPD Leader, Secondary School*), (such as observation of the way classrooms were set out after developmental activities on classroom management) (*Female CPD Leader, Primary School*). “I think the internal [CPD] is easy to evaluate the effect of – when we’re putting on training in specific areas ... - what we’re then able to do through the observations over the next term is to see whether staff are using it.” (*Female CPD Leader, Secondary School*).

Alternatively, evaluation at this level took place through a return to the original evaluation form, which was either sent back to the participant, or which was the trigger for an interview with a line manager at a later date:

“[The benefit of CPD is] ..in the classroom- that’s the point of it. That’s what we have the pre and post meetings- they have to be clear about what they want from the training, and when they come back they have a meeting with their pm [performance management] manager and then they book a meeting three months later to show the benefits from it whether it’s

from observation in the classroom or a paper or whatever it is” (*Female Headteacher, Special School*).

“I think the best thing we’ve done so far - is six months down the line, or three months.. how has it impacted on you?” (*Female Headteacher, Secondary School*).

Two providers used this sort of evaluation, one on a fairly basic level, one in a more sophisticated manner, (see below). The first provider sent the original evaluation sheet – which included a plan for action – back to participants, with specific questions as to whether the participant had been able to implement the proposed action, and whether that implementation had impact little, some or significant impact.

The second provider used an innovative – and in the interview phase, unrepeated – form of evaluation for this level. Participants were asked about their knowledge of the subject before the activity, and immediately after. However, the provider returned to this cohort of teachers three months later to ask again about their level of knowledge on the subject: had it returned to the pre-event state or had there been overall gains? (*Male Provider*). While this is still self report (a limitation acknowledged by the provider), it does show at least the participant’s own perception of learning gains. The provider also found that teachers had devised new learning materials from the developmental even – showing use of the new knowledge.

Head teachers and CPD leaders frequently emphasised the need to find means of evaluation of impact that did not add to the work load of teachers or managers. Some of the schools which were rated as “high” had found ways of incorporating evaluation of impact into already embedded processes, such as performance management or scrutiny of work,

“When we’ve spent a reasonable amount of time with somebody working on something – take the maths—we did a scrutiny at the beginning of the year before they went, and there’ll be another ... it’s biannual anyway.., it’s not specifically because they’ve been out on a course – my maths coordinator and I will be looking within that, does

the children's work reflect that the teacher has more in-depth knowledge, are they actually learning more, do the types of activities reflect that – but there will be other ways, there'll be observations as well, to see if some of that is being put into practice". (*Male Head Teacher, Primary School*).

This comment also shows the possibilities of connecting processes already present in the life of the school – scrutiny of work – with evaluation of the impact of CPD.

At these levels, as well, CPD leaders highlighted the need for personal communication and observation, "I measure the impact of CPD by how proactive staff are – how quickly they engage in things" (*Female CPD Leader, Secondary School*).

Further, some schools incorporated longitudinal evaluation into the performance management system "I think it's right that it's in performance management. In this way, looking at the longer term impact of it, .. you might come back from a course and think; 'oh that was great' but are you still using it? Has it developed – has it moved your teaching on? Are you still using it three months, four months, a year later? Have you really put it into your teaching?" (*Female CPD Leader, Secondary School*). This is particularly the case in schools with a holistic view of CPD – where CPD needs are clearly related to developmental targets. "I went for a course yesterday and I need to fill in this form – before I go I need to know what the learning objectives are and how it relates to the development plan and how I intend to use it once I've done it – on the back I have to fill this in – and it's how well it meets the learning outcomes and after a period of time, have I actually been able to implement things that I thought I was going to be able to do, that's after three months." (*Female Teaching Assistant*)

The interconnectedness of different means of evaluation of impact was highlighted by a number of headteachers and CPD leaders, "[In doing performance management observations] We'll be looking at how that day's impacted through our observations, and then within ... the subject area, because it's kind of been absorbed within the curriculum so it's looked at in terms of how

it's moved people on. It gets quite complicated, doesn't it? It's holding all of that – it kind of crosses over from evaluating the actual inset to evaluating the impact within the area of the curriculum – and all this at the same time as PM [Performance Management] – there's lots of threads there" (*Female Head Teacher, Primary School*).

Staff spoke of means of evaluation of impact without giving them that title, as in the following: "Basically because I'm doing it now in lessons" (*Female Teacher, Secondary School*). This statement, however, shows that the evaluation is still using the participant as the gauge for evaluation, rather than the pupils.

A good deal of discussion evaluation working the interview phase schools was actually about evaluation of the CPD *event* rather than of the impact: many respondents, particularly CPD leaders, saw evaluation to be aimed at ensuring that events provided value for money in terms of delivering what they set out to deliver, and to ensure that bad experiences with providers were not repeated.

Organisational support and change

In the interview phase, 41% of schools employed evaluative practices at this level.

Characteristics of "high" banded schools included:

- Individual practitioner learning (acquisition of skills, etc.) was expected to impact on the rest of the organisation through dissemination, including discussion, observation, presentations.

Evaluative methods used at this level:

- Attainment of SIP targets
- Recruitment and retention of staff in school
- Retention of staff in profession
- External recognition (IIP, excellent school list, etc.)

One head teacher highlighted the value of change at this level (but did not directly discuss evaluation of that change), saying:

“...as long as we accept that sometimes CPD is about opening horizons rather than just finely focused points. It’s that mixture, really... And it’s not necessarily going to give you an immediate payment in terms of learning, but it might change the culture of part of the culture within the school that will then feed into the climate for learning. So other CPD might then become part of [that culture] and become more powerful as a result, so I think as long as you keep your eyes on the macro and the micro, that’s the way forward...” (*Male Headteacher, Secondary School*).

Of all the levels of evaluation of impact, this level was mentioned least by CPD leaders. This lack of reference may be because of the “macro” nature of this level of change, as mentioned above. Changes here are to the culture and climate of the school, rather than “the next three things to teach in phonics” (*Female Headteacher, Secondary School*). As such, changes are more difficult to define and capture.

In the instances where it was mentioned, organisational support was seen more in terms of what we have here termed dissemination, rather than evaluation: leaders spoke of ensuring that information was fed back to colleagues, and that participants received whatever support they needed to implement changes arising from developmental activities (*Female CPD Leader, Primary School*).

The distinction here is a fine one but important. Leaders were keen to support change; some evaluation forms specifically asked participants to name members of staff from whom they would require support to put changes into place. However, this was not seen in terms of evaluation of change which had taken place, and therefore of its impact; rather, this was support aimed at ensuring that the change could take place in the first instance.

Pupil learning outcomes

In the interview phase, 25% of schools employed evaluative practices at this level.

Characteristics of “high” banded schools included:

- Awareness that pupil learning outcomes are the ultimate aim of CPD events
- Planning for evaluation of impact at this level is an integral part of overall planning for CPD
- Clear mechanisms for relating CPD events to pupil learning outcomes

Evaluative methods used at this level:

- Interview with pupils
- Online feedback from pupils
- Sats/GCSEs/A/As scores
- Scrutiny of work
- Discussion
- Term/year evaluations/tests
- Pupil self assessment
- Performance assessment

Although this level of impact was not often assessed in any formal way by CPD leaders, it was often highlighted as the ultimate aim of CPD – “changes in the classroom” was seen as the goal of CPD by most leaders, headteachers and teachers.

The difficulty of untangling which differences in the classroom stem from CPD was highlighted by almost all CPD leaders and head teachers, as well as by providers:

“When you get back to school, so many other things actually happen with implementation. So when you are looking at impact it’s really quite difficult”
(Male Provider).

Means used for assessing pupil learning outcome included speaking directly to pupils in conferences or other ways, “[of speaking to a teacher about CPD] But has it had any impact on the children? Do the children enjoy it? How do you know the children enjoy it? So the work we’re doing, our student voices, is leading into that, to find out what the pupils feel, because, as I say, it’s a complex process...” *(Female CPD Leader, Secondary School)*, “quite a bit of conferencing of children, ... that tells us a lot, you can tell from them that the teachers have come back and motivated the children” *(Female Head Teacher, Primary School)*; using questionnaires for students (both paper and online) *(Female CPD Leader, Primary School)*, to assessment of pupil work and test/exam scores *(Female CPD Leader, Secondary School)*, or as in the following, a combination of all of these:

“I also did follow-up observations – to see if they [teachers] were employing the strategies [given at INSET and other training] and looked at children’s work it did impact ...when I did the observations I could see that they were employing the strategies I wanted them to employ and when I looked at the children’s work – and at the end of the year... I gathered in every children’s test paper and went through them with a fine tooth comb – I wanted to see if the children were employing the strategies that the teachers had learned ... the SATS results had gone up ... when I went through the answers the children were employing the strategies I’d wanted the teachers to be teaching”. *(Female CPD Leader, Primary School).*

“It’s classroom observation, it’s talking to people, it’s listening to teachers talk about the courses, it’s the work in the books, it’s the whole thing... it’s largely observation but observation as defined in the widest possible terms” *(Female Headteacher, Secondary School)*

Other leaders spoke of comparison by heads of department between year groups, after new techniques had been introduced. Teachers and teaching

assistants often mentioned pupil change, improvement in pupil work or achievements, as a desired outcome of CPD, but this was most often related in terms of what might be seen, rather than what was assessed, “So I think one impact, if you’re using the ideas, should be whether the pupils are responding more in class and the outcomes from the students, it could be their motivation, it could be test results” (*Female Teacher, Secondary School*).

Overall, the research found less evidence of evaluation of impact on pupil learning that had been expected at the outset of the project.

This is in part due to the confusion mentioned above, between dissemination and evaluation: those schools in which the two were seen as synonymous saw no need to go further and investigate impact at student level.

Another factor is the difficulty in teasing out what factors contribute to student learning: the examples mentioned here are of concrete issues, but other development events, such as those which focus on behaviour management or teacher motivation, will have more diffuse results.

A further difficulty was raised by one provider as well as all head teachers of special schools involved in the study, and a number of other respondents: that is, what measures of improvement should be used? As stated above, test scores are one indication of improvement, but only one, and may not be applicable in all cases. Further, they are not necessarily directly linked to attitudinal changes brought about through staff development in areas such as behavioural work.

7. Route Map Development

7.1. Route Map/Tool Kit

The original project specification called for “Best practice exemplars, evaluation templates or cases written for teachers, LEAs and HEIs.”

Due to the lack of evaluative methods found during the questionnaire and interview phase of the project, the production of these materials assumed a greater importance than this one sentence would seem to indicate. As both a research *and development* project, and as a result of requests from the project steering committee and in discussion with the project steering committee, the research team raised the profile of the production of these materials.

The original brief of the document was, as above, to give only exemplars and templates exemplifying good or best practice. As these were in such short supply, it became necessary to add materials, which would aid schools in using the tools provided. The outcome of this process, detailed below, is a “Route Map” (which includes the “tool kit” of materials called for at the outset of the project).

The development of the Route Map was guided by a number of principles, taken both from the literature in the field, and from the results of the previous phases of the project:

- The materials must be brief and practical
- The materials must be founded in the experience of schools
- The materials must point to resources which are easily available to schools
- The resources must enable schools to examine their current practice, their goals, and the means to move between them.

To meet these requirements, materials were developed which incorporated a “route map” and a “tool kit”.

Throughout the document, indicative quotations from the interview phase have been used, to illustrate points and to ground the theoretical material in the experience of schools. Results from the literature review and survey are also highlighted in the Route Map.

The “route map” section of the materials provides basic information about CPD in general, and more detailed information about the evaluation of the impact of CPD.

From there, the materials move directly into a series of charts based on the Guskey levels of evaluation which allow schools to examine their own practice, rating themselves as “Emerging”, “Establishing” or “Enhancing” against a series of criteria. These charts are followed immediately by sections entitled “Moving On”.

These “Moving On” sections fulfil the original conception of providing a “tool kit” based on the outcomes of the project. The “Moving On” sections provide clear information about how schools can improve their practice, based on their own assessment of their current position; there are suggestions in each case for schools which have ranked themselves in all three categories. This section contains not only practical suggestions (creating a staff CPD newsletter, forming an expertise bank for the school, instituting pupil conferencing), but also links to other materials which would benefit schools in particular areas. One suggestion in each section is highlighted as a “place to start”.

Two versions of the Route Map were developed. The first is a comprehensive document, containing a good deal of background information on each section. The second is a much shorter document, containing little background information and concentrating on the self assessment charts and the materials to allow schools to move forward.

As part of the ongoing involvement of stakeholders in the project, three developmental days were held. The first of these was a general one, relating to the evaluation of the impact of CPD as a whole. The second and third concentrated specifically on the development of the Route Map.

The Route Map is published here as a part of the overall report of the project. However, it will not be published separately in this form. The Teacher Training Authority, which now holds the remit for teachers' CPD as well as initial training, will take the information in the Route Map forward into its future publications.

7.1.a. Developmental days

Three "Developmental days" were held, on March 26, July 9, and 20 November 2004. All schools in the interview phase were invited to days one and two, along with a number of providers. Day three was a much more concentrated event, which included only those schools who had been actively involved in the process. Ten people attended day one, 12 attended the second day, and four, day three. Day one took place at the University of Nottingham; days two and three at the University of Warwick. All phases and types of schools were represented at days one and two; day three had no representation from special schools.

Developmental days for the project were not included specifically in the original specification; however, during the interview phase of the project it became clear that such meetings of schools and providers would be invaluable to direct the progress of creation of materials. This was, in part, in response to the lack of materials found in the field. Developmental days were also ways of continuing to engage stakeholders in the project.

7.1.a.a Day One

This first developmental day served a number of purposes. The first was to introduce various stakeholders (LEA personnel, teachers, head teachers) to each other and to the project so far, as well as to the general information available on the evaluation of the impact of CPD.

Secondly, participants were asked to contribute to the project in specific ways, by working in groups. The outcomes of those groups were:

- *Cultural imperatives for CPD*

This group identified a number of factors which contribute to successful CPD when imbedded in school culture (or cross school culture). These included:

- Adaptability
 - Creativity
 - Trust and respect
 - Agreed purpose
 - Challenge
 - Application (thinking and practice)
- *Identification and codification of positive changes in teaching and learning*

This group identified and discussed both the means of fostering positive changes in teaching and learning (such as award bearing courses, informal discussion, networks, in house training, and efficient review processes) and the results of such changes, (student learning outcomes, improvements to planning and record keeping).
 - *Factors which facilitate CPD and its evaluation*

This group concentrated on the elements of school life and culture which facilitate not only the presentation of CPD but its uptake (adequate cover, time and funding, a variety of opportunities), and on means of evaluation of CPD (interviews, questionnaires, review of SIP targets, outside agencies, data such as attendance, engagement and retention).
 - *Using assessment as an evaluative tool*

This group concentrated on the use of a meeting between teaching staff and an assessment coordinator as a means of planning and review.

7.1.a.b Day Two

The second developmental day was a more focused event, building on the work of the first and the continued data collected during the interview phase of the project. By this point the need for more than a collection of exemplars of good practice had become clear; after giving feedback on the current state of the project, the day centred around discussion of and work with the first draft of the Route Map.

Outcomes of Day Two:

The outcomes of day two related directly to the Route Map; participants suggested changes to the wording, highlighted points of inconsistency in the text, proposed collapsing some sections and expanding others. Concrete suggestions about the layout of the Route Map were made.

In line with what had been found in the field work, there was an insistence on “the practical” and less interest in the “theoretical”.

The Route Map was substantially revised after Day Two, leading to the final long version of the Route Map and Tool Kit.

7.1.a.c Day Three

This developmental day was a much smaller one, in terms of people attending than the previous two, and again more sharply focused, due to its placement so near the end of the project and so close to the piloting of materials.

The main aim of the day was to get school responses to the Route Map, as it had been redrafted after the last developmental day and comments from the Steering Group. The Route Map presented on the day was a much smaller document than that presented at Day Two.

Outcomes of Day Three:

All those present evidenced enthusiasm for the Route Map as it was presented to them. Suggestions were made for refining the document, such as the inclusion of exemplars and directed questions.

Participants were also clear about how they felt the Route Map should be used:

- It should be used with SMT first, then rolled out to the rest of the school
- Roll out the Route Map through schools, as school led learning
- It was deemed important that the Route Map should go to the schools first, rather than through the LEAs

On this final point, participants were clear that the Route Map should be used by schools, who would then contact LEAs as needed.

7.2. Piloting of materials

The materials were piloted in 12 schools; of these, 11 of which had been involved in the project to date; the final school was found and recruited through the use of the NCSL Talk2Learn network. The steering group and project team felt that the inclusion of schools which had not been already been part of the process would bring a useful perspective to the pilot.

Nine schools received only the shorter version of the Route Map, (25 pages). Three schools, the “inner circle” volunteered at the third Developmental Day to pilot both the short document and the much longer, revised original Route Map, (161 pages). Pilot materials were sent out in early November, with responses requested by the end of term (December). Schools were provided with a proforma on which to make comments.

7.3. Pilot responses

Schools involved in the pilot responded in a number of ways.

All of the schools involved in the pilot were contacted to discuss their results, either by email or by phone.

Two schools sent the completed Self Assessment sections of the shorter Route Map back to the project team.

Five schools returned the proforma.

All of the schools who responded worked through the materials themselves, not in collaboration with any other school. One school discussed the materials with their LEA, another shared the materials with the LEA; another used our materials alongside another, similar group of materials.

7.3.a. How the materials were used:

In general, schools worked through the pilot materials as they stood. The self assessment documents were used as a check against “current school practice” and clearly as an aid to schools’ practice. All schools have worked through the Self Assessment documents.

Use of the materials ranged from individual CPD leaders working through the materials on their own, to use in SMT meetings, CPD group meetings, curriculum leaders' meeting and staff meetings; the materials were also used in individual and team planning. CPD leaders adapted parts of the materials for whole school training.

One school has arranged for departments to have funds to work through the Route Map for themselves; this school is developing a proforma for use by departments and abstracting from the Route Map what will be useful to departments.

7.3.b. Feedback:

All of the comments on the short form of the materials have been positive. The responses show an enthusiasm to use the materials further, "I want to get it out and about" "share it with the SMT", etc.

CPD leaders were clear that the materials would aid them in their role – three expressed a regret that they had not had the materials when going through IIP.

The quality of the materials was lauded, with comments such as "very, very good", "high" "excellent" "I like the way it is set out". Pilot schools found the materials easy to use.

The materials were also seen as adaptable, "lots I can take out [and use]".

Pilot schools commented favourably on the clarity of the materials and the usefulness of the "Route Map" for developing evaluative practice.

Particular points were highlighted as being useful:

- Connection between self assessment documents and developmental activities
- Ease of use in the self assessment documents
- Self assessment documents allowed schools to reflect on their own practice

- “Pragmatic”, “teacher-centred” nature of materials that reflect every day life in a school, but rooted in “sound theory” (quotations from practitioners were highlighted as both useful and encouraging).
- The language used in the Route Map was accessible to practitioners
- Pointers to further support materials (e.g. Websites)

One point highlighted for concern was not directly about the materials but about their use: a school mentioned the need to ensure that the self assessment documents were not merely filled in and left, but were used “as a springboard for further development”.

7.3.c. What did not work well

There were no entries under this heading on paper responses returned. One comment made in discussion was that the introduction to the longer (inner circle) route map was too long (see below).

7.3.d. Suggestions for changes

Only two suggestions were received for changes to the Route Map. The first was for “suggestions about how to use the route map to inform strategic development”.

The second was for a proforma which could be sent to department heads (or others) in the school, prior to any attempt to fill in the self assessment documents. This suggestion stemmed from the experience of a large secondary school, in which the Senior Management Team discovered that there was a wealth of good practice in the school which had not been shared between departments. (This links to the finding above that good practice exists but is not considered in a holistic manner).

A suggestion not for addition but for presentation was also received: that the materials be available on CD Rom and possibly published in a ring binder with different sections and dividers between them.

7.3.e. Inner Circle Responses

There were three “inner circle” schools – these received the long as well as the short document. Feedback from these schools did not differentiate greatly between the two documents; however, one school did say that the model policies and lesson observation forms included in the longer document had been of use to them. (This paralleled the comments about the usefulness of pointers to such materials in the short version of the materials).

One of the inner circle schools felt that the introduction to the long document was “rather too wordy”, that staff did not need “all that information”.

7.4. Pilot Outcome

The outcome of the pilot was positive: the only negative feedback was a concern over the length of the introduction to the larger route map.

Those involved in the pilot were enthusiastic about the materials. They found them easy to use; the materials answered a perceived need in terms of self analysis and moving forward. The practical nature of the materials was highlighted, as was the ease with which they could be adapted to the needs of a particular school.

All of the schools involved in the pilot expressed a desire to continue to use and adapt the materials.

8. Summary

A number of key themes arose from the data above, regarding the evaluation of the impact of CPD. In this final section these will be summarised and some recommendations made on the basis of these findings and implications.

We will do this under three headings: Implications for Practitioners, Implications for Policy Makers, and Implications for Researchers.

8.1.a. Implications for Practitioners

8.1.a.a Need for training for CPD leaders' role

The research project has shown that CPD leaders require targeted training for the role. Many leaders felt unprepared for the role, both in terms of knowledge of the field (what opportunities were available for staff, how best to match members of staff with known opportunities, needs analysis, etc.) and in particular in terms of evaluation of the impact of CPD undertaken.

Appropriate training should therefore be provided for CPD leaders in schools. Where possible and appropriate, this training should include input from experienced practitioners. It should include issues relating to needs analysis, to the breadth of CPD activities (e.g. that CPD is wider than INSET days and off site courses), to the place of planning in relation to CPD, and particularly to the evaluation of the impact of CPD.

8.1.a.b Need for adequate time and resources for the evaluation of CPD

The research has shown that while many feel that the evaluation of the impact of CPD is important, this evaluation often does not happen due to constraints of time (on CPD leaders as well as other members of staff), and lack of resources (in terms of joint time, structures for peer observation, etc.). While time is often made for *dissemination* of learning through CPD, the process often stops there, with no further investigation as to the effect of that learning.

The implication of this for schools is that time and resources for the evaluation of CPD must be factored into the school development plan, the budget and into all planning for CPD events. As we have highlighted above, not every instance of CPD needs to be rigorously evaluated; schools must make an informed choice of which elements of CPD to evaluate, and what processes to use to do so. Time and resources must then be allocated to that evaluative process, so that it is not a “bolt on extra” to the events or activities, but integral to them.

8.1.a.c Clear role specification for CPD leader

The research found that what CPD leaders do and the responsibilities they have varied widely across the field work. While some of this variation might be expected as a reflection of different sizes, phases and types of schools, there is clearly more variation than can be explained in this way. Some leaders had no financial responsibilities in relation to CPD, others had a great deal. Some leaders were involved in planning for individuals' CPD, others were not. This lack of clarity about the role of CPD leader, on a national basis, left individual schools and individual CPD leaders in the position of recreating the wheel, time and again.

Findings suggest there is a need for a nationally accepted generic role specification for the post of CPD leader. This specification must relate to the training required for the role, as well as to the place of the CPD leader within the school. Such specifications must have the flexibility to be applied to very small schools as well as very large ones, but they must also set out clearly what is expected of the CPD leader in terms of needs identification, planning, and evaluation of and for CPD and what resources are available to support the role, and how the role holders' work relates to the strategic, whole school planning.

8.1.b. Implications for Policy Makers

8.1.b.a National standards for CPD leader role

8.1.b.b National guidelines for appropriate evaluation of CPD

The research found that there was no correlation between phase, size or sector of schools which were rated as “high” in terms of the evaluation of impact of CPD. Some small schools were able to evaluate the impact of their CPD experiences at least as effectively as much larger schools: this leads to the conclusion that effective evaluation of CPD is not a factor of the size, phase or sector of the school but rather of the culture in which that CPD takes place and the processes by which it is evaluated.

This implies that it would be possible to create national guidelines for the appropriate evaluation of CPD experiences, which would apply in all schools. Such guidelines should encompass the parameters of choosing which CPD experiences should be evaluated, as it is clear that it is neither useful nor possible to rigorously evaluate all such experiences (particularly in view of the ever widening understanding of the nature of CPD). The guidelines should also include examples and exemplars of methods of evaluation of impact at all of the Guskey levels, concentrating on the higher levels which are not presently well represented in school practice.

8.1.b.c Accreditation framework for CPD

The research found that schools have varied understandings of both the nature and the value of CPD. Staff at all levels pointed to not only formal courses but peer observation, delivering training to others, and professional discussion as valuable means of CPD. The survey results showed that involvement with institutions of higher education was not as widespread as other means of CPD, which may have the effect of closing off possibilities of accreditation for CPD to many staff.

The implication of this finding is that a national framework for the accreditation of CPD would be of benefit to the field, if it were flexible enough to allow members of staff to demonstrate learning in both traditional and non-traditional ways (that

is, through accredited courses, accreditation of prior learning, portfolio, etc.)¹⁸. This framework should place an emphasis on collaborative CPD. Further, this framework should take into account the career stage of the participant, allowing for differentiated CPD for staff at different points in their careers.

8.1.b.d Adequate resourcing of more complex CPD initiatives, i.e. collaborative CPD

The research found that schools cited a number of issues as barriers to CPD: the three most commonly cited were funding, time and perceived disruption to pupils' learning when their teachers are involved in CPD during school time. While a number of schools had found innovative ways of funding CPD experiences (including tapping into networks, federations, and expertise already present within the school), funding remained a concern for most schools.

The implication of this is that CPD must be prioritised in terms of resources, and that value for money means of CPD must be highlighted. These would include collaborative means of CPD, as well as emphasising the value to be gained from peer observation, involvement in schemes such as ITT and GRTP, etc.

8.1.c. Implications for Researchers

8.1.c.a More research evidence should be collected about evaluative practices aimed at Guskey's levels 3 and 5

The research found that most evaluative practice in schools was at Guskey's lower levels, of participant satisfaction and learning. In part, this is explained by the immediate nature of such evaluation: surveys and questionnaires either on the day or directly after the event serve to evaluate these levels. Many schools stop at these preliminary levels of evaluation; there are, however, innovative

¹⁸ We are aware of the GTC pilot project "Teacher Learning Academies" which are seeking to answer this accreditation need.

practices in some schools which investigate impact at the higher levels of organisational support and change, and in particular of pupil learning outcomes.

Since different size and phase schools were able to do this evaluation effectively; the implication is that further research should be undertaken to find more evidence of these practices, linking them to the supporting school structure, which appears not to rely on size of school or number of staff.

8.1.c.b More in depth accounts of the effects of CPD evaluative practice should be provided

The research showed that the most effective CPD permeated the life of the school, from planning to evaluation. School development plans, career plans, teaching and learning policies and strategies should all take account of both CPD and its evaluation.

Further research should be undertaken to give more in depth accounts of the effects of evaluative practices in this cycle: How does evaluation of impact affect the planning cycle of schools? How can it be used as part of the analysis of pupil assessment, and vice versa? How can evaluation of CPD be meshed into the rest of the life of the school to best effect?

8.1.c.c Research should provide further evidence of links between CPD activity and subsequent school/pupil outcomes.

The research found that schools rated as “high” in terms of evaluation of impact of CPD were able to evaluate CPD at Guskey’s highest level, that is, pupil learning outcomes. Schools did not attempt to evaluate all CPD events at this level, but rather choose among events which ones might be evaluated in this way, and found cost effective means of doing so.

Further research should be undertaken with schools and providers who are working at this level of evaluation. Data collected should include evidence of evaluation processes used, means of discernment of which events should be evaluated, staff involved in the evaluation, and resources involved in the evaluative process. Links should be sought between not only pupil outcome but

school outcome, so that evaluation focuses both directly on pupil learning outcomes and more generally on school performance, culture and organisation.

Appendix 1. A framework for Evaluation

PURPOSES FOCUS	→	Participant reaction	Participant learning	Organisational support and change	Participant use of new knowledge and skills	Student learning Outcomes
	↓	Event focussed	<p>Satisfaction questionnaires at end of or during event</p> <p>Participant interviews at end of or during event</p> <p>Learning logs during event</p>	<p>Participant questionnaires at start and end of event or later</p> <p>Participant interviews at start and end of event or later</p> <p>Learning logs during event</p> <p>Return to original participant questionnaire</p>	<p>Participant questionnaires following event (at remove)</p> <p>Questionnaires to other stakeholders (management, pupils)</p> <p>Participant interviews following event (</p> <p>Interviews with other stakeholders (peers, management, pupils)</p> <p>Collection of documentary evidence (minutes, planning documents etc.)</p> <p>Direct observation following event</p> <p>Ongoing</p>	<p>Participant questionnaires at start and end of event or later</p> <p>Participant interviews at start and end of event or later</p> <p>Learning logs during event</p> <p>Interviews with pupils following event</p> <p>Tests at end of event (and start)</p> <p>Direct observation following event</p> <p>Ongoing learner</p>
	Project focussed	Ongoing	Ongoing learner			

	questionnaires during project	questionnaires	questionnaires	questionnaires	mandated, standardised or specific)
	Ongoing participant interviews during project	Ongoing learner interviews	Questionnaires to other stakeholders (management, pupils)	Ongoing learner interviews	Alternative forms of assessment (portfolios, performance etc.)
	Reflective Learning logs and journals during project	Reflective Learning logs during project	Ongoing learner interviews	Reflective Learning logs	Interviews with learners
			Interviews with other stakeholders (peers, management, pupils)	Interviews with pupils	Pupil questionnaires – paper or online
			Collection of documentary evidence (minutes, planning documents etc.)	Direct observation	Non-cognitive outcome measures (self-esteem scales, attitude scales etc.)
School focussed	Questionnaires, either ongoing or at start/end of activity depending on nature of CPD (e.g. sabbaticals or networks)	Questionnaires, either ongoing or at start/end of activity depending on nature of CPD (e.g. sabbaticals or networks)	Ongoing questionnaires	Questionnaires, either ongoing or at start/end of activity depending on nature of CPD (e.g. sabbaticals or networks)	Tests (state-mandated, standardised or specific)
	Interviews either ongoing or at start/end of activity depending on nature of CPD	Interviews either ongoing or at start/end of activity depending on nature of CPD	Questionnaires to other stakeholders (management, pupils)	Interviews either ongoing or at start/end of activity depending on nature of CPD	Alternative forms of assessment (portfolios, performance etc.)
	Reflective Learning logs and journals	Reflective Learning logs and journals	Ongoing learner interviews	Reflective Learning logs and journals	Interviews with learners
			Interviews with other	Tests where suitable	Non-cognitive

Participant focussed	Satisfaction questionnaires Participant interviews Learning logs	Teacher questionnaires Teacher interviews Learning logs	stakeholders (peers, management, pupils) Collection of documentary evidence (minutes, planning documents etc.)	Interviews with pupils Direct observation Teacher questionnaires Teacher interviews Learning logs Tests	outcome measures (self-esteem scales, attitude scales etc.) Pupil questionnaires – paper or online
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Appendix 2. Respondent and Non Respondent Schools from the Survey

Table 30. Comparison of respondent with non-respondent schools. Means, T-tests and significance levels¹⁹.

	Non respondents Mean	Respondents Mean	t	sig
% 5 A-C 99	40.31	40.51	-0.45	0.96
% 5 A-C 00	40.19	40.81	-0.132	0.89
% 5 A-C 01	40.54	41.56	-0.216	0.83
% 5 A-C 02	41.90	41.57	0.72	0.94
Total pupils	335.76	371.00	-1.43	0.20
% eligible for FSM	17.90	16.50	1.072	0.28
% with SEN statement	6.90	4.20	1.648	0.14
% non-statement SEN	15.40	15.90	-0.589	0.56
Ethnicity – White British	241.6	275.4	-1.52	0.17
KS1 Reading 01	82.42	83.47	-0.559	0.58
KS1 Writing 01	83.79	84.36	-0.305	0.76
KS1 Maths 01	88.67	89.41	-0.435	0.66
KS1 Reading 02	81.47	81.41	0.034	0.97
KS1 Writing 02	82.78	84.25	-0.764	0.44
KS1 Maths 02	87.20	88.16	-0.520	0.60
KS1 Reading 03	81.09	80.71	0.205	0.84
KS1 Writing 03	78.40	77.83	0.293	0.77
KS1 Maths 03	87.74	86.79	0.549	0.58
KS2 English 01	74.77	74.85	-0.043	0.97
KS2 Maths 01	70.53	70.29	0.117	0.91
KS2 Science 01	87.08	88.11	-0.626	0.53
KS2 English 02	73.31	71.64	0.875	0.38
KS2 Maths 02	72.82	73.26	-0.228	0.82
KS2 Science02	86.02	85.72	0.194	0.85
KS2 English 03	73.17	73.13	0.018	0.98
KS2 Maths 03	71.22	72.93	-0.904	0.37
KS2 Science 03	85.58	85.80	-0.154	0.88

No statistically significant differences were found for any of the studied variables. Areas were also compared, using cross tabulation tables. Few differences were found, other than a slight over-representation of London schools, and a slight under representation of schools from the South East region in the final sample.

¹⁹ Differences are conventionally deemed to be statistically significant if the significance level is less than .05

No statistically significant differences between respondent and non-respondent schools (analysed using cross tabulation tables and Chi Square tests) were found with regards to gender, urban/rural, specialist school status, EAZ or EIC status, training school status, IIP, Leading Edge or LIG status.

However, while we have established that respondent schools did not differ from non-respondent schools, we cannot say whether or not the attitudes to CPD of respondents differed from those of non-respondents. It is possible that respondents had different (likely more positive) views of CPD and CPD evaluation than non-respondents, which may have produced a positive skew to responses.

Appendix 3. Comparison of respondent with non-respondent schools. Means, T-tests and significance levels²⁰.

	Non respondents Mean	Respondents Mean	t	p
% 5 A-C 99	40.31	40.51	-0.45	0.96
% 5 A-C 00	40.19	40.81	-0.132	0.89
% 5 A-C 01	40.54	41.56	-0.216	0.83
% 5 A-C 02	41.90	41.57	0.72	0.94
Total pupils	335.76	371.00	-1.43	0.20
% eligible for FSM	17.90	16.50	1.072	0.28
% with SEN statement	6.90	4.20	1.648	0.14
% non-statement SEN	15.40	15.90	-0.589	0.56
Ethnicity – White British	241.6	275.4	-1.52	0.17
KS1 Reading 01	82.42	83.47	-0.559	0.58
KS1 Writing 01	83.79	84.36	-0.305	0.76
KS1 Maths 01	88.67	89.41	-0.435	0.66
KS1 Reading 02	81.47	81.41	0.034	0.97
KS1 Writing 02	82.78	84.25	-0.764	0.44
KS1 Maths 02	87.20	88.16	-0.520	0.60
KS1 Reading 03	81.09	80.71	0.205	0.84
KS1 Writing 03	78.40	77.83	0.293	0.77
KS1 Maths 03	87.74	86.79	0.549	0.58
KS2 English 01	74.77	74.85	-0.043	0.97

²⁰ Differences are conventionally deemed to be statistically significant if the significance level (p) is less than .05

KS2 Maths 01	70.53	70.29	0.117	0.91
KS2 Science 01	87.08	88.11	-0.626	0.53
KS2 English 02	73.31	71.64	0.875	0.38
KS2 Maths 02	72.82	73.26	-0.228	0.82
KS2 Science02	86.02	85.72	0.194	0.85
KS2 English 03	73.17	73.13	0.018	0.98
KS2 Maths 03	71.22	72.93	-0.904	0.37
KS2 Science 03	85.58	85.80	-0.154	0.88

Appendix 4. Interview Phase Schools

LEA	SES % School Meals	Phase	On Roll
Brighton and Hove	25	P	340
Brighton and Hove	13	S	1194
Cambridgeshire	2	1	602
Camden		SP	140
Cumbria	15	P	233
Derbyshire	36	S	487
Devon	5	P	371
Devon	13	S	1191
E. Riding of Yorkshire	5	S	835
Essex	9	S	1150
Greenwich	24	S	2000
Hampshire	11	S	992
Kent	28	S	799
Leicester		SP	107
Lincolnshire	1	P	269
Milton Keynes	8	P	520
Milton Keynes	7	S	1204
Norfolk	7	P	53
North Tyneside	12	S	1250
Nottinghamshire	41	P	135
Oxfordshire		SP	91
Oxfordshire	8	S	1156
Oxfordshire	11	S	1393
Plymouth		P	367
Sandwell	29	P	244
Sefton	35	P	479
Sheffield	10	P	504
Sheffield	26	S	1354
Shropshire	6	P	109
Southend-on-Sea	4	S	946
Staffordshire	11	S	1884
Stoke on Trent	21	P	274
Suffolk	33	P	386
West Sussex	6	S	939
Wiltshire	4	S	1331
York	14	S	757

Appendix 5. Range of Provision and Practice

Level of CPD Provision	Low	Med	High
Number of schools	0	5	30
Percentage of Schools	0%	14%	86%

Level of evaluation of impact of CPD	Low	Med	High
Number of schools	4	14	17
Percentage of Schools	12%	38%	50%

Appendix 6. Interview Schedules

EVALUATING THE IMPACT OF CPD: INTERVIEW QUESTIONS

CPD Interview Questions (School)

It is anticipated that each interview will take approximately 45 minutes and will be recorded. The purpose of these interviews will be to provide important contextual, procedural and factual information that will contribute to the field work compilation. The interviews also offer an important means of contrasting and comparing evidence about evaluative practices from a variety of perspectives within the school.

CPD Interview Questions (School)

CPD Co-ordinator

Prompts in Italics – many of these – most of them – will not be needed

Most answers will, it is anticipated, cover the appropriate ground without the prompts

Provision and Role

1. Can you describe your current role and what this entails? How long have you been in this position? How were you chosen for the role? What particular skills and abilities do you need to be effective in this role? How do you gauge your own effectiveness?
2. What kinds of CPD do you organise/facilitate for others? Can you describe one or two recent CPD events that you have organised/facilitated for others? How were these events evaluated? What were the main outcomes from these events in terms of making an impact upon:
 - Individual teachers' skills, abilities or knowledge?
 - Department/whole school development?
 - Changes in classroom practice?

3. How do you feel about CPD in this school? How do other teachers feel? (i.e. is it important? Is it valued? Is it high profile?) How seriously do you take your own professional development? How seriously do teachers take their own professional development?
4. What are the main barriers you encounter in undertaking your role? What do you think are the main reasons for resistance to CPD? Can this and other barriers be overcome? If so, how?
5. What would assist you to be more effective in your role? Who gives you the most support within the school/outside it? What relationship do you have with the SMT and how far are they supportive of your efforts?
6. How is CPD organised in this school?
 - *Personnel*
 - *Timing*
 - *Who knows of the organisation? Do teachers know where to go?*
7. What role do you play in this?
 - *Allocation of time?*
8. What sources of support and potential barriers do you encounter in undertaking your role?
9. What are teachers' views of CPD in this school? How enthusiastic about their own professional development?
 - *Is this across the board? Are there different groupings who feel differently about CPD (NQTs, different subject areas...?)*

Needs Analysis and Effective CPD Provision

10. How are teachers' professional development needs gauged and met? Do they have an entitlement?

Re: entitlement

- *Do teachers know about their entitlement if there is one?*
- *Who keeps the records?*

11. Who are your key providers of CPD? How are they selected? Are some more effective than others? How do you assess?

12. What in your view is the most effective form of CPD for teachers? How do you judge?

13. What in your view are the features of effective and less effective CPD? Could you provide examples of both?

Evaluating CPD

14. What evidence do you or the school collect about the impact of CPD provision at school, teacher and pupil level?

- *Examples...?*

15. What are the main mechanisms of evaluating CPD in this school? (examples?)

16. In your view how effective are they in assisting you to gauge the appropriateness, effectiveness and impact of CPD? Why, why not?

- *Elicit here the measurement/gauging of impact on:*
 - Pupil attainment*
 - Teacher attitudes*
 - Pedagogical issues*

iv. *Cost effectiveness?*

17. Is there any innovative work in CPD in this school? Are there any innovative forms of evaluation planned or in progress?

- *Why are they innovative? In what way?*

18. Would you be prepared to work with the research team in compiling, trialling and developing methods of evaluating CPD?

19. Any other comments you'd like to make?

Head of Department/ Team Leader Role

Provision and Role

1. How is CPD organised in this school?
 - *Personnel*
 - *Timing*
 - *Who knows of the organisation? Do teachers know where to go?*
2. What role do you play in organising CPD within your department/team?
 - *Allocation of time?*
3. How far is individual professional development linked to departmental /team priorities? (examples?)
4. What barriers, if any, do those in your department/team encounter when pursuing their own professional development needs? What are the main sources of support for teachers' professional development in this school?
5. What are teachers' views of CPD in this school and your department/team? How enthusiastic are they about their own professional development?
 - *Is this across the board? Are there different groupings who feel differently about CPD (NQTs, different subject areas...?)*
6. How good is the current CPD provision at this school? Could it be improved, if so how?
 - *Why?*

Needs Analysis and Effective CPD Provision

7. How are teachers' professional needs gauged and met at the school and department/team level

- Joint discussion with staff?
 - Relationship between, for example, Ofsted reports and CPD needs analysis?
8. Which are your key providers of CPD encountered by your department/team? How are they selected?
9. What in your view is the most effective form of CPD for teachers in your team/department? How do you judge?
10. What in your view are the features of effective and less effective CPD? Could you provide examples of both?

Evaluating CPD

11. What evidence do you or the school collect about the impact of CPD provision at school, teacher and pupil level?
- *Examples...?*
12. What are the main mechanisms of evaluating CPD in this school? (examples?)
13. In your view how effective are they in assisting you to gauge the appropriateness, effectiveness and impact of CPD? Why, why not?
14. Is there any innovative work in CPD in this school? Are there any innovative forms of evaluation planned or in progress?
- *Why are they innovative? In what way?*
15. Would you be prepared to work with the research team in compiling, trialling and developing methods of evaluating CPD?
16. Any other comments?

Teacher

Provision and Role

1. How well is CPD organised in this school?
 - *Who knows of the organisation? Do teachers know where to go?*
2. How actively involved are you in planning and securing CPD for yourself?
 - *Is it worth asking if teachers are happy with this level of involvement or would prefer more or less?*
3. What are the main sources of support and main barriers to your own professional development?
 - *Why are these barriers?*
 - *(Look for means of support other than the obvious – follow those up – electronic, peer, etc...)*
4. What are teachers' views of CPD in this school? How enthusiastic are you/they about own professional development?
 - *Is this across the board? Are there different groupings who feel differently about CPD (NQTs, different subject areas...?)*
5. Are you aware of your professional development entitlement?
6. What are your main reasons for undertaking CPD?

Needs Analysis and Effective CPD Provision

7. How are your professional development needs gauged and met?
8. Who are your key providers of CPD for you? Is their training effective or not? Why? Why not?

9. What in your view is the most effective form of CPD for you /for other teachers? How do you judge?
10. What in your view are the features of effective and less effective CPD? Could you provide examples of both?

Evaluating CPD

11. What evidence do you or the school collect about the impact of your CPD at school, individual and pupil levels?
 - *Do you keep a portfolio?*

What are the main mechanisms of evaluating CPD in this school? (examples?)

12. In your view how effective are they in assisting you to gauge the appropriateness, effectiveness and impact of CPD for you? Why, why not?
13. Is there any innovative work in CPD in this school? Are there any innovative forms of evaluation planned or in progress?
 - *Why are they innovative?*
14. Would you be prepared to work with the research team in compiling, trialling and developing methods of evaluating CPD?
15. Any other comments about your own professional development and training?

CPD Provider

Provision and Role

1. What forms of CPD do you provide? (Types, numbers, demand)
2. What role do you currently play?
3. How do you promote provision to schools?
 - *Examples of materials...?*
4. What are teachers' views of your CPD provision? What types of feedback do you collect? How is this used?
 - *Probe on this one...*

Needs Analysis and Effective CPD Provision

5. What role do you play in gauging and assessing teachers' professional development needs gauged? How do you assess to what extent they have been met?
6. Who are your main competitors? How does your provision differ?
7. What in your view is the most effective form of CPD for teachers? How do you judge?
8. What in your view are the features of effective and less effective CPD? Could you provide examples of both?

Evaluating CPD

9. What evidence do you collect about the impact of your CPD provision at school, teacher and pupil level?
10. What are the main mechanisms of evaluating CPD used by your organisation? (examples?)
11. In your view how effective are they in assisting you plan ahead and to gauge the appropriateness, effectiveness and impact of your CPD provision? Why, why not?

12. Are there any new areas of CPD you are developing? Are there any innovative forms of evaluation planned or in progress?

- *Why are they innovative?*

13. Would you be prepared to work with the research team in compiling, trialling and developing methods of evaluating CPD?

14. Any other comments you'd like to make?

Appendix 7. Questionnaires

CPD Leader Questionnaire

EVALUATING THE IMPACT OF CONTINUING PROFESSIONAL DEVELOPMENT

This questionnaire aims to look at your experience of the impact of CPD events and activities and how these are evaluated from your perspective as a CPD co-ordinator. All responses will be in complete confidence. No school or individual will be identified in any report of published findings.

Section 1: Your views on CPD and its evaluation

The following questions are about your school's experience of continuing professional development from your perspective as CPD co-ordinator.

1. How effective are the following forms of CPD in improving the professional knowledge, skills and practice of your colleagues?

	Highly effective	Somewhat effective	Somewhat ineffective	Highly ineffective	Never experienced this type of CPD	Don't know
Conferences/Lectures (local/regional/ national)						
Single Workshop (half day/ twilight/day)						
Series of workshops						
INSET days						
Demonstration lessons by CPD providers						
Coaching						
Classroom observation						
Mentoring/Critical friendships						
Job shadowing						
Demonstration videos						
Extended training programmes (e.g. provided by LEA/NCSL)						
Secondments/ Sabbaticals						
Accredited Higher Education Courses/Programmes						
Best Practice Research Scholarships						
School-University Partnerships						
Learning Networks with other schools						
Practitioner research projects						
Collaboration with other schools e.g. Specialist and Beacon schools						
Informal networking with colleagues in any of the above activities						

Section 2: CPD evaluation in practice

The following questions are about your experience of **evaluation** of CPD activities. This section may seem long, but you will find that you will not necessarily have to answer all the questions.

	Always	Usually	Sometimes	Rarely	Never
2. How often are CPD activities in which you/your colleagues have taken part evaluated for their effectiveness?					
3. Do evaluation arrangements differ for different types of CPD?					
4. Does feedback from evaluation influence future CPD activities in your school?					
5. Does feedback from the evaluation of CPD inform school development/improvement planning?					

	Always	Usually	Sometimes	Rarely	Never
6a. Following CPD activities, how often is participant satisfaction with the event evaluated? If you have answered never, please go to question 7a, otherwise go to question 6b.					

6b. When **participant satisfaction** with the CPD activity is evaluated, what methods are usually used?

	Yes	No
Questionnaires to participants		
Interviews with participants		
Reflective Learning logs and journals completed by participants		

	Always	Usually	Sometimes	Rarely	Never
7a. Following CPD activities, how often is participant learning evaluated? If you have answered never , please go to question 8a, otherwise go to question 7b.					

7b. When **participant learning** is evaluated, what methods are usually used?

	Yes	No
Questionnaires to participants		
Interviews with participants		
Reflective Learning logs and journals completed by participants		
Classroom observation of participants		
Collection of documentary evidence (e.g. Minutes, planning documents)		
Tests completed by participants		

	Always	Usually	Sometimes	Rarely	Never
8a. Does the school support what has been learned through CPD by allocating resources e.g. time, money? If you have answered never , please go to question 9a, otherwise go to question 8b.					

	Always	Usually	Sometimes	Rarely	Never
8b. Following CPD activities, how often is there evaluation of support from the school to apply what has been learned ? If you have answered never , please go to question 9a, otherwise go to question 8c.					

8c. When **support from the school for applying what has been learned from CPD** is evaluated, what methods are usually used?

	Yes	No
Questionnaires to participants		
Interviews with participants		
Reflective Learning logs and journals completed by participants		
Collection of documentary evidence (e.g. Minutes, planning documents)		

	Always	Usually	Sometimes	Rarely	Never
9a. Following CPD activities, how often is participants' use of new knowledge and skills evaluated? If you have answered never , please go to question 10a, otherwise go to question 9b					

9b. When **participants' use of new knowledge and skills** is evaluated, what methods are usually used?

	Yes	No
Questionnaires to participants		
Interviews with participants		
Reflective Learning logs and journals completed by participants		
Classroom observation of participants		
Interviews with pupils		
Pupil attitude measures e.g. rating scales		
Collection of documentary evidence (e.g. Minutes, planning documents)		
Assessment by line manager		

	Always	Usually	Sometimes	Rarely	Never
10a. Following CPD activities, how often are pupil learning outcomes evaluated? If you have answered never , please go to question 11a, otherwise go to question 10b.					

10b. When **pupil learning outcomes** are evaluated, what methods are usually used?

	Yes	No
Questionnaires to participants		
Interviews with participants		
Reflective Learning logs and journals completed by participants		
Classroom observation of participants		
Pupil outcome measures (e.g. GCSE grades/ standardised tests)		
Interviews with pupils		
Pupil attitude measures e.g. rating scales		
Collection of documentary evidence (e.g. Minutes, planning documents)		

	Always	Usually	Sometimes	Rarely	Never
11a. Following CPD activities, how often are changes in pupils' behaviour evaluated? If you have answered never , please go to question 12a, otherwise go to question 11b					

11b. When **pupil behavioural outcomes** are evaluated, what methods are usually used?

	Yes	No
Questionnaires to participants		
Interviews with participants		
Reflective Learning logs and journals completed by participants		
Classroom observation of participants		
Pupil behavioural outcomes (e.g. attendance rates, exclusions)		
Interviews with pupils		
Pupil attitude measures e.g. rating scales		
Collection of documentary evidence (e.g. Minutes, planning documents)		

	Always	Usually	Sometimes	Rarely	Never
12a. Following CPD activities, is ' value for money ' evaluated? If you have answered never , please go to question 13, otherwise go to question 12b					

12b. When '**value for money**' is evaluated, what methods are usually used?

	Yes	No
Questionnaires to participants		
Interviews with participants		
Collection of data on direct costs e.g. speakers, cover		
Collection of data on opportunity costs i.e. time that could have been spent otherwise		
Comparison of different CPD providers		
Comparison of different types of CPD		

Please indicate whether you agree or disagree with the following statements:

	Agree strongly	Agree	Disagree	Disagree strongly
13. Evaluating CPD is a waste of my time				
14. Evaluating CPD is only useful if feedback is given to the provider.				
15. Evaluating CPD is necessary to see whether it is having a positive effect on:				
a) pupils				
b) teachers				
c) the school				

16. When CPD is evaluated, who usually carries out the evaluation?

.....

.....

17. Please provide an example of the **evaluation** of a CPD event/experience that was particularly helpful in determining the usefulness of the event/experience for yourself/colleagues.

.....

.....

18. Why was this evaluation helpful?

.....

.....

19. How was the information from the evaluation used?

.....

.....

20. Are you currently developing new or innovative ways of evaluating CPD in your school?

Yes No Don't know

If yes, please comment

.....

21. Would you be interested in working with our research team on developing new ways of evaluating CPD?

Yes, as an individual

Yes, with the whole school

No

If **yes**, please contact us using the address on the back

Comments

If you wish to add any further information about your *evaluation* of CPD or to clarify or expand your answers, or to provide other information useful to the project, please comment here:

.....
.....

Section 3: Contextual information

22. Are you female or male?

Female

Male

23. How long have you been working in your current position?

.....years

24. What is your other post of responsibility, if any

.....

25. Please indicate your age group

20-30

31-40

41-50

51-60

>60

Thank you for your co-operation.

Please return this questionnaire in the pre-paid envelope provided to Mrs Jean McElroy, CEDAR, University of Warwick, Coventry CV4 7AL by Friday 16th July 2004.

For further information about this project please contact:

Dr Daniel Muijs
Institute of Education
University of Warwick
Coventry CV4 7AL

Tel: 02476 522197 or 523638
Email: R.D.Muijs@warwick.ac.uk

Teacher Questionnaire

EVALUATING THE IMPACT OF CONTINUING PROFESSIONAL DEVELOPMENT

This questionnaire aims to look at your experience of the impact of CPD events and activities and how these are evaluated from your perspective. All responses will be in complete confidence. No school or individual will be identified in any report of published findings.

Section 1: Your views on CPD and its evaluation

1. How effective are the following forms of CPD in improving your professional knowledge, skills and practice?

	Highly effective	Somewhat effective	Somewhat ineffective	Highly ineffective	Never experienced this type of CPD	Don't know
Conferences/Lectures (local/regional/national)						
Single Workshop (half day/ twilight/day)						
Series of workshops						
INSET days						
Demonstration lessons by CPD providers						
Coaching						
Classroom observation						
Mentoring/Critical friendships						
Job shadowing						
Demonstration videos						
Extended training programmes (e.g. provided by LEA/NCSL)						
Secondments/Sabbaticals						
Accredited Higher Education Courses/Programmes						
Best Practice Research Scholarships						
School-University Partnerships						
Learning Networks with other schools						
Practitioner research projects						
Collaboration with other schools e.g. Specialist and Beacon schools						
Informal networking with colleagues in any of the above activities						

Section 2: CPD evaluation in practice

The following questions are about your experience of **evaluation** of CPD activities.

2. When you have participated in CPD events or experiences, how often has the effect of CPD on the following aspects been evaluated?

	Always	Usually	Sometimes	Rarely
Participant satisfaction				
Changes in participant views/attitudes				
Improvement in participant knowledge/skills				
Changes in participant behaviour				
Organisational changes				
Pupil outcomes				
Value for money				

3. How useful do you think it is to **evaluate** the impact of CPD against the following criteria?

	Very useful	Somewhat useful	Not very useful	Not useful at all
Participant satisfaction				
Changes in participant views/attitudes				
Improvement in participant knowledge/skills				
Changes in participant behaviour				
Organisational changes				
Pupil outcomes				
Value for money				

4. When participating in CPD events or experiences, have you ever seen the following used for **evaluation**?

	Yes	No
Questionnaires to participants		
Interviews with participants		
Reflective Learning logs and journals completed by participants		
Classroom observation of participants		
Pupil learning outcome measures (e.g. GCSE grades/standardised tests)		
Interviews with pupils		
Pupil attitude measures e.g. rating scales		
Collection of documentary evidence (e.g. Minutes, planning documents)		

5. How useful are the following evaluation instruments in **evaluating the impact** of CPD?

	Very useful	Somewhat useful	Not very useful	Not useful at all
Questionnaires to participants				
Interviews with participants				
Reflective Learning logs and journals completed by participants				
Classroom observation of participants				
Pupil learning outcome measures (e.g. GCSE grades/standardised tests)				
Interviews with pupils				
Pupil attitude measures e.g. rating scales				
Collection of documentary evidence (e.g. Minutes, planning documents)				

6. Please provide an example of the **evaluation** of a CPD event/experience that was particularly helpful in determining the usefulness of the event/experience for yourself/colleagues.

.....
.....
7. Why was this evaluation helpful?

.....
.....

Comments

If you wish to add any further information to clarify or expand your answers, or to provide other information useful to the project, please comment here:

.....
.....

Section 3: Contextual information

8. Are you female or male?

Female

Male

9. What is your role in school e.g. year tutor

.....

10. How long have you been working in your current position?years

11. Please indicate your age group

20-30

31-40

41-50

51-60

>60

Thank you for your co-operation.

Please return this questionnaire in the pre-paid envelope provided to Mrs Jean McElroy, CEDAR, University of Warwick, Coventry CV4 7AL by Friday 17th October 2003.

For further information about this project please contact:

Daniel Muijs
Institute of Education
University of Warwick
Coventry CV4 7AL

Tel: 02476 522197 or 523638
Email: R.D.Muijs@warwick.ac.uk

CPD Provider Questionnaire

THE IMPACT OF CONTINUING PROFESSIONAL DEVELOPMENT

This questionnaire aims to look at impact and evaluation of CPD events and experiences. All information you provide is fully confidential, and will not be used for any purposes other than research for this project.

Section 1: your views on CPD and its evaluation

The following questions are about your views on continuous professional development.

1. Which of the following types of CPD do you provide or organise?

	Often	Sometimes	Rarely	Never
Conferences/Lectures				
Single Workshop (half day/ twilight)				
INSET days				
Short (one day) training programmes				
Coaching				
Classroom observation				
Mentoring/Critical friendships				
Department/Key stage meetings				
Staff meetings				
Series of workshops				
Extended training programmes (e.g. provided by LEA/NCSL)				
Secondments/Sabbaticals				
HE Courses/Programmes				
Best Practice Research Scholarships				
School-University Partnerships				
Learning Networks				
Action Research Projects				
Beacon school offerings				
Specialised school offerings				

Section 2: CPD evaluation in practice

The following questions are about the evaluation of CPD activities you have organised.

	Always	Usually	Sometimes	Rarely	Never
2. Has the effectiveness of CPD activities you have organised usually been evaluated?					
3. Do evaluation arrangements differ for different types of CPD?					
4. Do you use evaluation data to change the format or content of CPD activities you provide?					
5. Do you involve participating schools/practitioners in designing evaluation of the CPD activities you provide?					
6. Are the results of feedback you collect fed back to the participants?					
7. Are the results of feedback you collect fed back to school management?					

8. Do you usually evaluate the effectiveness of CPD in the following areas:

	Yes	No
Participant satisfaction		
Change in participant views/attitudes		
Improvement in participant knowledge/skills		
Changes in participant behaviour		
Organisational change		
Student Outcomes		
Cost effectiveness		

9. How useful do you think it is to evaluate whether CPD has impacted on the following aspects?

	Very useful	Somewhat useful	Not very useful	Not useful at all
Participant satisfaction				
Change in participant views/attitudes				
Improvement in participant knowledge/skills				
Changes in participant behaviour				
Organisational change				
Student Outcomes				
Cost effectiveness				

10. Which methods do you usually use when evaluating CPD events you have provided?

	Yes	No
Questionnaires		
Interviews		
Reflective Learning logs and journals		
Classroom observation		
Pupil outcome measures (e.g. GCSE grades)/ Standardised tests)		
Interviews with pupils		
Pupil attitude or other non-cognitive measures		
Collection of documentary evidence (e.g. Minutes, planning documents)		

11. Which of the following evaluation instruments do you think would be most useful in evaluating the impact of CPD?

	Very useful	Somewhat useful	Not very useful	Not useful at all
Questionnaires				
Interviews				
Reflective learning logs and journals				
Classroom observation				
Pupil outcome measures (e.g. GCSE grades/ Standardised tests)				
Interviews with pupils				
Pupil attitude or other non-cognitive measures				
Collection of documentary evidence (e.g. Minutes, planning documents) (e.g. Minutes, planning documents)				

Section 3: contextual information

12. Please describe the role of your organisation as a provider of CPD

.....

.....

.....

13. What is your role within the organisation?

.....
.....
.....
.....

14. How long have you been working in your current position?

.....years

Thank you for your co-operation.

Please return this questionnaire in the pre-paid envelope provided to Mrs Jean McElroy, CEDAR, University of Warwick, Coventry CV4 7AL by Friday 16th July 2004.

For further information about this project please contact:

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Evaluating the Impact of CPD

**Evaluating the Impact of Continuing Professional Development
in Schools**

Preface

These materials are intended for use by CPD leaders/coordinators, participants and providers, departments, teams, schools and LEAs. They are an edited version of materials produced as part of a two year, DfES funded research project undertaken by the Universities of Warwick and Nottingham.

The project included questionnaires sent to a random selection of 1000 schools and providers, interviews with a stratified sample of 30 schools, three developmental days which brought together staff from schools, LEAs and the DfES, and a pilot phase in which materials were trialled and refined. Throughout the project, we have kept in close contact with a wide number of schools and providers, seeking their input and ideas: this has meant the results of the project are firmly grounded in both existing research and in the reality of school life.

Throughout the text, quotations from the case studies or from the relevant literature support the discussion:

Suggestions are highlighted with this symbol:



Quotations from **teachers** have this symbol:



From **Headteachers**, this symbol:



From **CPD Leaders / Coordinators**, this symbol:



The Impact of Continuing Professional Development

Effective evaluation of CPD is evaluation of impact: on staff member, pupil and school. This can rarely be measured in the immediate aftermath of a development experience. If CPD is to be used effectively in a school, it must be integrated into all of the appropriate parts of school life. It must be seen as a continuing part of that life, as an essential part of an ongoing cycle of learning which contributes to the growth of the school as a learning community.

From this point of view, evaluation is always rooted in the present, with a connection to the past. But to be effective, it must also be focused on the future: on what needs to happen next in the short, medium or longer term.

Creating A Professional Learning Community

It's a truism that everyone in a school should be a learner, whether a governor, ancillary staff member, teacher, head teacher or youngest pupil.

That kind of learning community, however, does not come about by itself; it has to be created and consciously maintained.

The ultimate goal of a school learning community is to enhance the learning opportunities of the pupils. **In our interviews, many teachers felt that their best CPD came from colleagues within their own schools, colleagues who were willing to be observed, to team teach, to discuss their own strengths and weaknesses, and to be open about what did not work as well as what worked well. .**

Starter Activity: During a team, year, or whole school meeting, ask colleagues to write down what CPD means to them on post-it notes, and stick them to large sheets of paper. Later, move them around to group like ideas with like – determine if there are any gaps, see where there are large areas of agreement. Use the results as part of the planning for CPD in the coming year.



Capacity Building

Capacity building is about creating a culture which fosters professional collaboration and learning for all involved; building capacity is an integral part of building a learning community.

Capacity building in a school must reach all areas of the school. It's not just about leaders: creating capacity for CPD and its evaluation means ensuring that all members of staff are able to analyse their own strengths and weaknesses, to see where they might contribute to the development of others and what their own development needs are, as well as recognising the need for change throughout the school. Building individual capacity means increasing individuals' confidence in their ability to 'make a difference' in the workplace and ensuring that they have the necessary knowledge and expertise to do so. Building collective capacity means increasing in staff a sense of belonging, pride and loyalty to the school, respect for all colleagues and pupils and a knowledge their disclosure and feedback are essential to improvement..

"I've described staff development as any new experience that offers us a fresh insight into what we do".

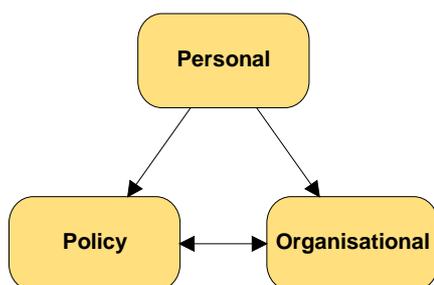


The nature of CPD

Throughout this document, we use the term, "development" in relation to CPD; however, there are other terms which can be used; Education: helps you decide what to do, how to do it and why you wish to do it, in the contexts in which you work

Training: helps you to do what is necessary more consistently, effectively and efficiently

Figure One: Purposes of CPD



The ultimate purpose of CPD for teachers is to effect changes in classroom practice which have a positive impact, directly or indirectly, on the learning of pupils. However, within that overall aim, there are other purposes for CPD which have to be balanced, as

shown in this diagram. The purposes are placed in a triangle to show that none has priority over the others: they must all work together if CPD is to be the cohesive, holistic process which will best benefit practitioners and pupils alike.

The personal needs which CPD fulfils are those which relate to the individual member of staff; what does *this* particular person need, in order to function to the best of their ability? These could include subject based needs, (updating on the latest research in the sciences, for instance), as well as skill based needs (the use of a digital camera, perhaps). These needs might also be less directly classroom based, although their ultimate aim would be the improvement of classroom practice.

The policy needs which CPD must serve are those which relate to centrally mandated or suggested changes or additions to teaching practice or other areas of school life. These would include, for example, new policies for teaching at different Key Stages.

The organisational needs are those which relate to the school as a functioning organisation; what does the school need particular practitioners to know or to be able to do? These might include the training of middle managers, job shadowing, etc.

Individual practitioners must balance their own needs against those of the school; this is often done through performance management. The CPD leader and SMT meet this task at the macro level, and must balance needs not just for individuals but for the organisation as a whole. Without disadvantaging the professional development of particular members of staff, the programme of CPD offered across the school must benefit the organisation as well as meeting policy needs which are presented to the school.

Formative/Summative Evaluation

Evaluation may be said to be of two kinds: formative and summative.

Formative evaluation is an ongoing process, which feeds into practice in forming that practice as a result. This might take the form of professional conversation, observation, etc.

Formative evaluation is a continual process of judgement, taken during the event.

Summative evaluation, on the other hand, comes at the end of a process – perhaps the end of an accredited course, or the end of a piece of specific training. It sums up what has been done and gives some form of final mark, or approval.

Summative evaluation tests practice against a set standard; formative evaluation refers not only to outside standards, such as good practice, but also to previous practice: how is what I am doing now better than what I did before, and how can I make it better still?

Teachers are, of course, aware of these distinctions in their work with pupils, but the distinctions also apply to the evaluation of the impact of CPD. Formative evaluation for CPD could take place in any ongoing development, such as an accredited course, a series of network learning meetings, etc. Feedback from one session, for instance, would be used to inform the next.

“... but I suppose deep down [good CPD is] stuff that really reminds you why you are doing what you are doing”



Evaluation can also take place with disparate events. The connection here is not between one event and another (different sessions of the same course) but between the practitioner or institution and different events. The practitioner or the school begin to assess change after each developmental activity, and then makes choices about future activity based on those changes.

Summative evaluation for CPD is a judgement made by the practitioner and/or institution after an event (or series of events). To be most effective, it should be based on an evaluation of the *impact* of the events – how they have changed teachers’ thinking and practice in the classroom or how they have enhanced their motivation self efficacy, and commitment.

Practices

CPD for staff in schools comes in a wide variety of forms, from the accredited course, through to the much more subtle “discussion by the water cooler”. Professional discussion has always been a part of the lives of schools, but it is now becoming recognised as a vital method of professional development.

As with any vibrant process, trying to categorise CPD experiences is in some ways an arbitrary exercise; there will be some experiences which cross borders and defy categorisation. However, the effort is worth making; once the methods have been categorised in various ways, it is easier to see not only how much CPD is actually taking place, and whether there are other types of CPD which might be more appropriate to perceived needs, but how CPD is the lifeblood of any school.

In **Figure 2: A Range of CPD Activities**, we have listed general types of CPD (as opposed to specific instances) under the headings of “Direct learning” “Learning out of school” and “Learning in School”.

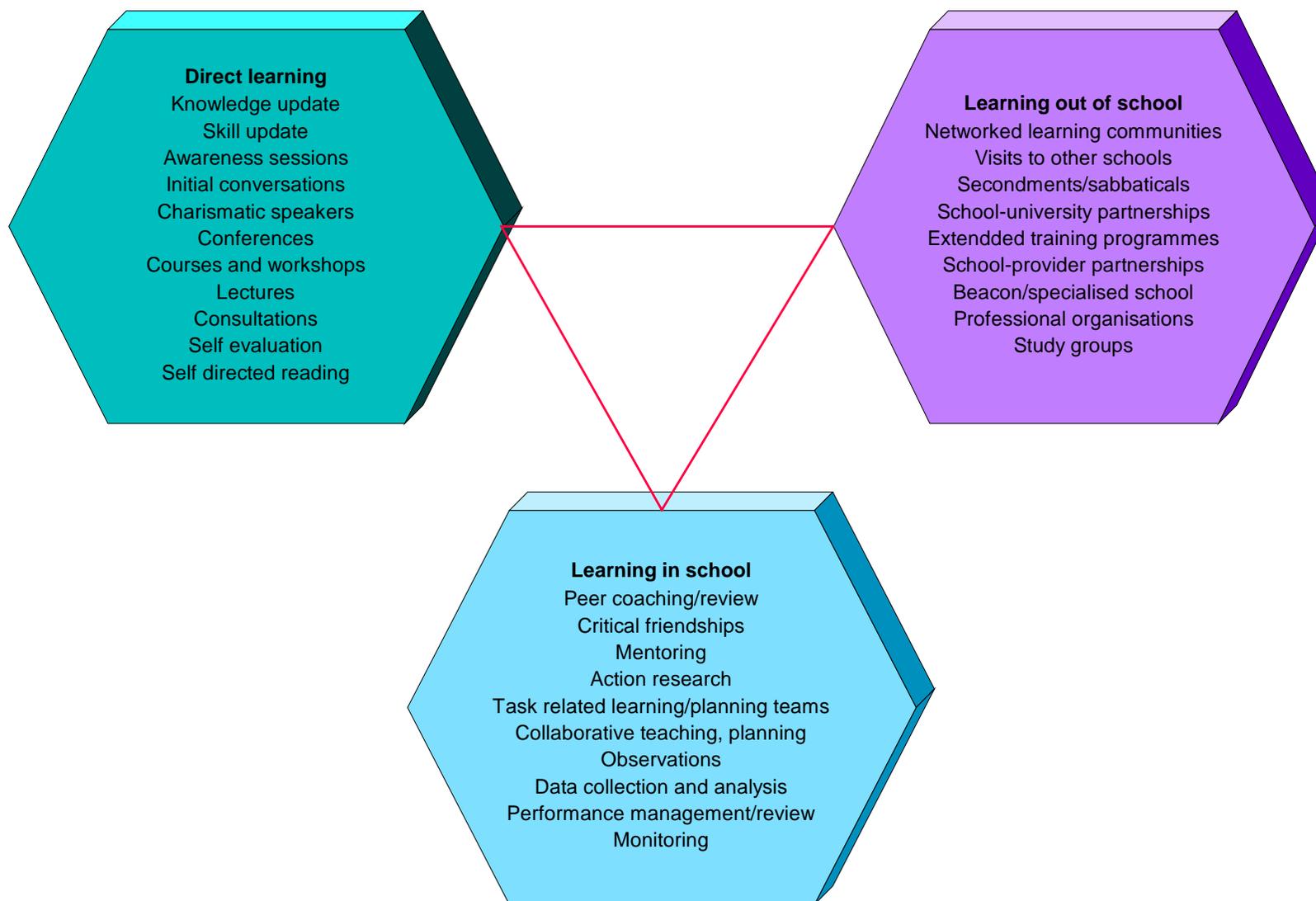
All of these kinds of CPD need to be utilised as part of the entitlement of every teacher over a career.

Not all will be available all the time, but schools as organisations and staff as individuals should be able to select the activity which best fulfils their learning purposes.

Our research tells us that CPD is most likely to be effective when it includes choice, ownership and active participation, when demonstrations of new techniques are practically based, when theory is aligned to real life situations or arises from their examination, when there is a chance for ongoing feedback, and when staff are not isolated in their training and development.

A number of schools in the interview phase make it a point to involve more than one member of staff in development opportunities, when possible. This gives staff the support of a colleague when they return to the school environment, and allows them to discuss impact of the event with someone else who participated in it.

Figure 2: A Range of CPD Activities



Evaluation of Impact

Evaluation of the **impact** of CPD needs to be an integral part of the life of a school, not something which is bolted on as an extra chore, after the fact.

The mechanisms for evaluation of impact, on teacher, teaching, pupils and their learning and achievement, (not merely evaluation of the event) must be planned alongside the CPD, and that planning should include as many of the levels of evaluation as possible. The evaluation undertaken must then feed back into the individual and school planning cycle.

Thomas Guskey suggests five levels at which the impact of CPD may be evaluated (Guskey 2000):

- **Participant Reaction**
- **Participant Learning**
- **Organisational Support and Change**
- **Participant Use of New Knowledge and Skills**
- **Pupil Learning Outcome**

Participant reaction

This is the most commonly assessed form of impact. **In our survey of CPD leaders, this level was assessed either usually or always in over 70% of the responses.** This assessment often takes the form of the ubiquitous “happy sheet” which assesses participant reaction to the activity, to the environment, how good lunch was, etc.

Although there are limitations with this level of evaluation, it is still important to the entire evaluative process. If the participants have had a negative experience, or see the event in a negative light immediately after it finishes, they are unlikely to gain much from it.

This level of evaluation has a number of uses. One is value for money: has the event met the stated objectives? Did the participants feel it was worthwhile? These questions are important, and must feed back into the school planning cycle. This level of evaluation tends to take place immediately after the event, or within a short space of time;

schools often have a requirement that a form is filed within three, five or ten working days after an event. This short time span means that what participants are able to evaluate is their *reaction* to the event, rather than the *effect* the event has had on their practice: it is therefore limited as a means of evaluation of impact.

“If we run a course, we’ll have a course evaluation sheet at the end of it which would also have a contract for action and this is the interesting bit that you need to note and act on. A contract for action by the course participant which is then sent back to them to say that these are the things that you said that you were going to go away and do that would help this course have impact on your day to day short term and in your long term work and this is being fed back to your school and its being fed back to your head”



“I think we are good at doing that [immediate evaluation]. I think what we are not so good at is then tracing that back for issues, three months on, six months on. What has happened as a result?”

Participant learning

In our survey of CPD leaders' experiences of evaluation, this level of evaluation was experienced either usually or always in just over 40% of responses. This still a fairly high number, but the difference between the responses for this level and those for the previous one show the already increasing difficulty of evaluation, as one moves up the levels.

Evaluation at this level moves from the immediate *reaction* of the participants (whether they have had a good time, whether they felt the activity was worthwhile) to what the participants have *learned* as a result of the event. What do they know now, that they did not know (or know so well) before? What skills have they gained?

It should be noted, however, that there is a difference between *reporting* and *evaluating*. A simple report, "I learned this, we did that" may be of value, but is *descriptive* not *evaluative*. "I learned this and that will have that effect on my practice", "We did this, and because we did, this happened (or will happen)", on the other hand, have greater value because while rooted in the past, they look to the present and the future impact of the development event.

Evaluation at this level is looking not only at the event, but *at the effect that event has had*.

Organisational support and change

In our survey, just over 30% of CPD leaders had experienced this level of evaluation as a common method.

The link between evaluation of the impact of CPD and the organisational culture is most clear at this level. School staff know all too well how easily enthusiasm for a new technique, ideas or resources can dissipate if they are not supported "back at the

"We did some
Inset on
classroom
management.
We evaluated it
by actually going
around the
classroom to see
if people have
been putting into
practice what
we've done –
that was one way
of evaluating it
actually
physically going
round."



ranch”, or if the usual response to new ideas is, “That’s not how we do it here”, or, “We tried that once and it didn’t work”.

This level looks does not look just at organisational support, it also encompasses organisational change. At this level of evaluation, schools should be evaluating the change to the overall organisation which arises from continuing professional development. What has changed, within the organisation? Within its culture? Structures?

Participant use of new knowledge and skills

In our survey, 37% of CPD leaders had experienced this level of evaluation.

With this level, the focus of evaluation shifts to the participant as learner and member of staff, rather than merely as a learner only. How does the practitioner put into practice what has been learned?

There are a number of ways of evaluating this level of impact – one of the most important is observation.

There are three kinds of observation which can be part of the evaluation of the impact of continuing professional development: self observation, peer observation, and non-peer observation.

“And we generally just try to increase time for staff dialogue about their own work”



“So I think one impact... should be whether the pupils are responding more in class and [looking at] the outcomes from the students, it could be their motivation, it could be test results”.

“We talk to a lot of the pupils about how their lessons are. They evaluate their learning and all of that goes to how effective our CPD is.”

“Ultimately the job is to keep the CPD focused on the core business – teaching and learning”

Self observation is part and parcel of the daily working life of teaching staff: they are constantly assessing their own work, both while they are teaching, “Why isn’t that group responding?” and as a reflective exercise after teaching, “That went well... that didn’t, what can I do next time to change it?”.

Peer observation takes places as an extended part of professional discussion: it is an arrangement between members of teaching staff to observe each other, and then discuss the results of those observations. It is based on the trust between the participants; at its best it is experienced as a supportive part of the life of the school and of each participant’s professional development (General Teaching Council 2003).

Non-peer observation is familiar to many. It is often linked to some form of assessment: performance management, target attainment, threshold, etc., that is, SMT observation. This, too, at it’s best is a supportive practice.

Pupil Learning Outcomes

39% of CPD leaders in our survey said that they had experienced this level of evaluation; however, this level of evaluation was experienced “always” in only 6% of responses, (as opposed to 35% for participant reaction and 17% for participant learning). So although it seems that many people have experienced this level of evaluation, it is not applied in any systematic way overall.

Evaluation at this level shifts the focus yet again – this time away from the practitioner and on to the pupil. To effectively evaluate the

impact of CPD at this level, the focus of reflection must not rest entirely with the practitioner. Without this final link in the chain, the CPD cycle is incomplete, because there is no way of seeing the final outcome

Assessment scores are one way of assessing pupil learning. However, pupil learning outcomes must also be concerned with attitude, behaviour, motivation and in-class work of different kinds which will not obviously be directly related to CPD. Due to the complex nature of education, and the complex outcomes sought by staff, and CPD itself, assessment scores need to form a part of a much wider range evaluative data.

Evaluating Evaluation Practices: Where are you now?

As seen above, the **impact** of Continuing Professional Development must be evaluated at a number of different levels.

The following **Self Assessment Charts** will provide a means of assessing the practice at each level in any particular school. Each chart is followed by suggestions for **Moving Forward**.

The aim of this exercise is not to end up with a tick in every box next to “Enhancing”, the highest level. Although the processes highlighted at this level do represent good practice, not all of them are appropriate for every school.

Participant Reaction

Immediate evaluation method	Immediate evaluations are used as quality control mechanisms			
	Immediate evaluations are filed and available for others to see			
		Immediate evaluations are sent back to participants after a certain period of time for re-evaluation, for quality control purposes and some evaluation	Immediate evaluations are sent back to participants after a given period of time, or participants are asked to revisit them in interviews, for the purpose of tracking changes in teaching/learning/other practice	
Staff interviews	Staff interviews are not used	Staff interviews form part of occasional action research taking place in school	Staff interviews are a normal part of the evaluation of the impact of CPD	
Staff questionnaire	Staff questionnaires are not used	Staff questionnaires sometimes used in school	Staff questionnaires are a normal part of the evaluation of the impact of CPD	
Questionnaire and interview data		Information gleaned from staff interviews/questionnaires is not fed back into planning cycle	Information gleaned from staff interviews/questionnaires is fed back into planning cycle	
		Information gleaned from staff interviews/questionnaires is used only as quality control	Information from staff interviews/questionnaires is used to evaluate impact, not just quality of presentation of CPD events	
Reflective logs	Reflective logs or learning journals are not encouraged for staff	Reflective logs or learning journals are encouraged for teaching staff	Reflective logs or learning journals are encouraged for all staff	
			Reflective logs or learning journals are used to provide evidence of ongoing development, and to link that development to instances of CPD	
		There is some evidence of the use of reflective logs by some members of staff	There is clear evidence of the use of reflective logs throughout the school	
	Emerging	Establishing	Enhancing	

Moving on: Participant Reaction

Most ticks in the “Emerging” category:

- **Consider using present evaluation forms in a more extended manner. Ask participants to record not only their immediate reaction but plans for the future. After a set period, return the form to the participant, asking them to comment on whether or not they have been able to implement their plans, and what impact the development activity has had on their practice.**
- Consider creating a précis of the information from the evaluation forms: what subjects have been tackled, who might be able to pass on information about them, etc., and posting this on the staff intranet or in the staff room
- Having created this précis, look through it for common themes: is there one sort of CPD activity which staff particularly appreciate? Particularly dislike? Does what staff have written down accord with what you previously thought about how they feel about CPD events? What range of CPD activities are being used, and by whom? What is their relative frequency?
- This précis can be used in future planning for CPD, as it will give you information about what staff themselves feel to be most useful; (but don't necessarily be tied to only what staff feel is most useful – that may merely mean, “most familiar”!).
- Consider creating a staff CPD newsletter. This might include information about who has done what CPD, a précis of what they have gained from it and would be willing to share with colleagues, notification about upcoming events, etc. This needn't be the sole responsibility of the CPD leader; set out a time table for contributions so that, perhaps, different members of staff know that they need to write a few paragraphs for the Spring or Summer term newsletter.

Most ticks in the “Establishing” category:

- Any of the suggestions above which would benefit your school

- **Consider how current procedures might be extended to include evaluation of impact. This might mean something as simple as a change of direction or wording, so that instead of asking, “Do you use what you have learned?” you might ask, “How has what you’ve learned impacted in the classroom? How do you know?”**
- Consider asking anyone involved in action research and using interviews, to talk to SMT about how interviews could be used as a measure of impact of CPD across the school. Broaden this to include discussions with teams, year groups, feedback from pupils about change, etc.

Most ticks in the “Enhancing” category:

- **Any of the suggestions above which would benefit your school**
- **Consider creating a map of the results (anonymous) of the evaluations of participant reactions, and make this available to staff**
 - Consider finding or creating a template for an online reflective log for staff
 - Find someone in the school who uses an online log or blog (web-log); ask them to demonstrate its uses to other members of staff
 - Talk to your LEA about the uses of online blogs or logs with pupils, as means of assessment – combine training for pupil assessment using logs with that for reflective logging for staff.
 - Consider talking to the CPD leaders in your network or cluster, to see what they do in terms of evaluation of participant reaction; if they have a template for a form, see if you can adapt it for your use.

Participant learning

Self-rating of use of knowledge and skills	There is no provision for self rating of skills and knowledge	Teachers complete a skills audit on a very occasional basis	All staff complete skills/knowledge audit on a regular basis, and are able to relate increases in skills and knowledge to CPD undertaken
Portfolios – Files of evidence	Portfolios of evidence are created by those who require them (GTs, Threshold applications, etc.).	Portfolios of evidence are encouraged for teachers but not supported (e.g., no training given on their creation, not integral to PM process)	Portfolios of evidence are encouraged for all teaching staff – training given, etc.
			Portfolios are used as evidence of impact of CPD – direct links are expected between instances of CPD and evidence provided in the portfolio
Observation - peer	Little or no peer observation of teaching	There is some peer observation of teaching, but it does not feed into any other process	Peer observation of teaching is taken for granted as part of CPD
			Peer observation of teaching feeds into PM, SIP, etc.
		Peer observation of teaching includes only teachers	Peer observation of teaching includes all teaching staff (teachers, TAs, LSAs, etc.)
			Peer observation makes use of videos
Observation - SMT	SMT (or equivalent) observation of teaching is not considered a supportive process by teachers	SMT (or equivalent) observation of teaching is considered supportive by some staff	SMT (or equivalent) observation of teaching is considered supportive by teachers
		SMT observation includes all teachers	SMT observation includes all teaching staff (LSAs, TAs, etc.).
	Emerging	Establishing	Enhancing

Moving on: Participant Learning

Most ticks in the “Emerging” category:

- Consider staff training events on the value of reflective logs, journals or blogs. This might be a useful time to involve new teachers in the process of delivery of training, as they may well have experience in such journals. Or the ICT team might be interested in a project concerning blogs – which could be extended into using blogs as classroom tools as well. (Perhaps logging class learning, to include teaching staff and pupils?).
- Consider training on the creation and upkeep of professional portfolios for all staff, not just NQTs.
- Consider instituting a skills audit of teaching staff – perhaps linked to the performance management cycle.
- Consider instituting a cycle of peer observation. (This may require training and time off timetable for staff).

Most ticks in the “Establishing” category:

Any of the suggestions above which would benefit your school

- **Consider extending the process of peer observation and SMT observation to include TAs, LSAs, etc.**
- Consider extending the use of reflective techniques across the school
- Consider how, with due regard to confidentiality and the supportive nature of peer review, training needs which are identified during this process can be added to the needs analysis process in the school – this might be a form to go forward from the observation process, with the agreement of both participants,



The Teachers’ Professional Learning Framework includes guidance on **peer observation**; this is available from the GTC or for download at

<http://www.gtce.org.uk/pdfs/peer.pdf>.

The DfES have produced guidance on producing your own **Professional Development Record**,

http://www.teachernet.gov.uk/_doc/840/Text-Help_to_Dev_T.pdf

to the CPD Leader.

Most ticks in the “Enhancing” category:

- Any of the suggestions above which would benefit your school
- Looking at all the processes mentioned under this heading, consider if there are overlaps, or wasted effort, forms which do the same function, etc. Ask a cross-school group of staff to consider streamlining the processes involved.
- Consider opening the process of teacher interviews to all staff, or widening it to the schools in your cluster, network, etc. Compare and contrast the impact on participant learning (as seen through interviews) on different schools – consider what elements of organisational culture might account for any discrepancies.
- Consider how supply staff might be included in the process of peer observation of teaching

Organisational support and change

IIP, etc.	School has not considered IIP or school is in the process of applying for IIP	School has been recognised as being IIP	School has been recognised as IIP more than once
		School has applied for various other external recognitions: charter marks, kite marks, ecoschool, gold marks, etc.	School has achieved various other external recognitions: charter marks, kite marks, ecoschool, gold marks, etc.
Performance management	Performance management lists CPD to be undertaken	Performance management involves listing CPD to be undertaken in response to established needs and requires participant reaction level evaluation	Performance management is used as a means of evaluation of CPD, by linking CPD activities to assessed needs, and asking for evidence of impact
Participation rates in CPD	The school does not keep information about participation rates in CPD	The school keeps information about participation rates in CPD for teachers	The school keeps information about participation rates in CPD for all staff
	Participation rates for CPD are good for teachers	Participation rates for CPD are good for classroom staff	Participation rates for CPD are good for all staff
Staff retention within profession	Teacher retention within the profession is known by hearsay and informal contact	Teacher retention within the profession is formally tracked (where possible)	Teacher retention within the profession is formally tracked and planned for
		CPD is seen as of benefit to local sector as well as to the individual school	CPD is seen as of benefit to the sector as a whole (in creating a well prepared workforce) as well as to the individual school
Informal discussion	Informal professional discussion is neither fostered by the school nor noticed by it in any official capacity	Informal professional discussion is deliberately fostered by the school	Informal discussion is deliberately fostered and used by the school
		New resources placed in staff room for discussion (or information about them)	Weekly/monthly questions for discussion are posted in the staff room – on the intranet – distributed by newsletter
Workload	Teachers have CPD time on the timetable	All classroom staff have CPD time on the timetable	All staff have CPD entitlement time on the timetable
Minutes from meetings	Minutes from meetings include dissemination of information about CPD	Minutes include information about some impact of CPD	Minutes are expected to include references to evidence of impact of CPD
		Minutes from meetings are kept where staff can have access to them	Minutes from meetings are logged and collated so that specific issues can be traced, particularly evidence of impact from CPD
	Emerging	Establishing	Enhancing

Moving on: Organisational Support and Change

Most ticks in the “Emerging” category:

- **Consider instituting some form of peer observation of teaching, such as that recommended by the GTC.**
- Consider mapping teacher attendance across the year, across different teams, and in relation to incidence of CPD. Are there any obvious trends?
- Consider how the staff room either does or does not foster informal professional discussion. Are there any stimulants to discussion in the staff room? (New teaching materials, etc.). Is the staff room reserved for discussion or is it also a working room? Would it be useful to reassess its use, to foster professional discussion?

Most ticks in the Establishing category:

- Any of the suggestions above which would benefit your school
- **Consider how peer observation might feed into other processes; ensure that in so doing so, peer observation remains a supportive, rather than judgemental process**
- Consider how peer observation of teaching can inform evaluation of impact of CPD – make this the focus of peer observations for the year?
- Consider extending SMT observation to all teaching staff (so that it includes TAs, LSAs, etc., not just teachers).
- Consider creating a map or spread sheet which will show relationships between CPD uptake and retention within the profession
- Consider how the school might make use of informal professional discussion. Are teaching staff encouraged to record the results of professional discussion anywhere? Is this easy for them to do?

Most ticks in the “Enhancing” category:

- Any of the suggestions above which would benefit your school
- **Consider how peer observation of teaching might be extended to your cluster or network of schools**
- Consider how observation, both peer and SMT, might be of benefit to supply teachers – again, working with a network or cluster might be useful here.
- Discuss retention of teaching staff within the profession in your cluster or network. Does anyone track where staff go, for a period after leaving a particular school? Is there much interchange of staff within the network?
- Consider how cluster or network CPD might be useful in terms of retention of teaching staff within the profession.

Participant use of new knowledge and skills

Pupil interview	Pupil interviews are not used		Pupil interviews used for some groups of pupils; outcomes of the interviews used as evaluative of CPD		Pupil interviews used either for all students or on rotating basis to cover all students; outcomes of interviews clearly linked to evaluation of CPD and planning of future CPD	
			Pupil interview data does not inform SIP, PM, etc.		Pupil interview data informs other school functions (SIP, PM, etc.)	
			Pupil interview data is not linked to the evaluation of the impact of CPD		Pupil interview data is clearly linked to the evaluation of the impact of CPD	
Pupil questionnaire	Pupil questionnaires are not used		Pupil questionnaires are used for some pupils		Pupil questionnaires are used for all pupils, (annually, on a rota basis, etc.).	
					Pupil questionnaires are used to track the impact of particular instances of CPD	
Pupil online feedback	Pupil online feedback is not used		Pupil online feedback is used for some students		Pupil online feedback is available for all pupils	
			Pupil online feedback is used by individual teachers		Pupil online feedback is used as data on whole school issues as well as for individual teachers	
Observation	Observation is not used as a means of evaluation in terms of participant use of new knowledge and skills		Observation of teachers is sometimes related back to CPD events in terms of use of new knowledge and skills		Observation of all classroom staff is related to CPD in terms of use of new knowledge and skills	
Scrutiny of work	Evaluation of impact of CPD is not considered when work is scrutinised		Evaluation of impact of CPD is sometimes a part of scrutiny of work		Evaluation of the impact of CPD is an integral part of any scrutiny of work undertaken	
		Emerging		Establishing		Enhancing

Moving on: Participant Use of New Knowledge and Skills

Most ticks in the “Emerging” category:

Consider the use of some form of pupil feedback as a means of evaluation. This could be discussion with whole classes, conferences with small groups of pupils, online questionnaires. Perhaps this could be combined with the use of questionnaires for teaching staff.

- Consider how any current scrutiny of work might be used as a means of evaluation of impact of CPD; the object here is to allow one process to serve two ends, rather than to add another process
- Consider if your present practice of observation can be expanded to include recognition of the use of new knowledge and skills gleaned from training and development activities.

Most ticks in the “Establishing” category:

- Any of the suggestions above which would benefit your school
- **Consider widening the scope of your present use of pupil feedback. This might be to include a greater number of pupils, more instances of feedback or a more targeted form of feedback**
- Consider how to relate the information gained from pupil feedback to other processes, such as PM or CPD planning

Most ticks in the “Enhancing” category:

- Any of the suggestions above which would benefit your school

Consider how you might involve your cluster or network in obtaining or comparing pupil feedback. Are there issues arising from such feedback which could be tackled as a group?



Leicestershire have produced a proforma for use **in pupil interviews** (this one is in relation to mathematics but could easily be adapted)

<http://www.leics.gov.uk/education/ngfl/numeracy/documents/dealdata/coordmonthropupilinterviews.doc>

[Transforming Learning](#) is an online tool, which includes the possibility of student involvement in the process (commercial)

Pupil learning outcomes

Scrutiny of work	Scrutiny of work is not used in relation to CPD		Scrutiny of work is sometimes used to track particular instances of whole school CPD		Scrutiny of work is used by individual teachers as evidence for the impact of CPD
Assessment results	Assessment results are analysed but not related to instances of CPD		Assessment results are analysed in relation to particular instances of whole school CPD, on an occasional basis		Individual members of staff analyse their pupils' assessment results (as appropriate) and relate these to the impact of training and development they have undertaken during the year
					As a whole, the school analyses assessment results in relation to whole school CPD
Student attendance rates	Student attendance rates are monitored as required		Student attendance rates are monitored as required; trends are noted and discussed		Student attendance rates are tracked throughout the year, along side other initiatives, including CPD for staff, and any correlations are noted and investigated
					Student attendance rates are correlated to staff attendance and retention rates
Homework - coursework	Homework completion rates are not compared across year groups, subjects, etc.		Homework completion rates are compared across the school		Homework completion rates are tracked against other data (student and teacher attendance, retention, etc).
					Homework completion rates are tracked against the cycle of CPD in the school
Disciplinary action rates	Disciplinary action rates are monitored as required		Disciplinary action rates are monitored as required; trends are noted and discussed		Disciplinary action rates are tracked each year and compared year on year, and tracked against CPD for staff
	Emerging		Establishing		Enhancing

Moving on: Pupil Learning Outcomes

Most ticks in the “Emerging” category:

- **Consider how data about assessment results might be related to previous instances of CPD.**
- Create a chart which will show pupil attendance rates, disciplinary action rates and homework/course work rates. Are there any relationships between them, that can't be explained easily? Can any trends be related to CPD? (E.g., an increase in pupil and teacher attendance after training on behaviour management or accelerated learning). The point of this exercise is to find suggestions of trends, rather than causal connections – evidence, rather than proof.

Most ticks in the “Establishing” category:

- Any of the suggestions above which would benefit your school
- **Consider instituting a series of pupil conferences, speaking to a set number of pupils from each class/year group. Focus the discussions on the targets in the SIP or other whole school targets – look to the pupil responses to see if these are being met.**
- Consider some means of tracking student attendance, homework completion and disciplinary action rates against CPD in the school. Try not to limit this to CPD which might be expected to have a direct effect (such as work on behaviour management); leave room for the possibility of secondary effects (such as increased teacher motivation).

Most ticks in the “Enhancing” category:

- Any of the suggestions above which would benefit your school
- **Consider how you might use the information gained in these exercises in your cluster or network. Do other schools have the same trends in the data? If not, what explanations might there be for differences?**

Evaluation of the Impact of CPD

Evaluation	Evaluation of the impact of CPD not done	Evaluation of the impact of CPD dependent on a few means (observation, scrutiny of work, etc.)	Evaluation of impact of CPD done through a wide range of means
	Evaluation seen as quality control	Evaluation seen as quality control and dissemination	Evaluation of CPD seen as quality control, dissemination and as involving evidence of impact
Level of evaluation	Immediate evaluation of events is used	Immediate and interim evaluation are used	Immediate, interim and long term evaluation are used
	Participant reaction is only means of evaluation	Participant based evaluation (reaction, use of new knowledge and skills) used	All levels of evaluation used
		Some events are evaluated by a return to the immediate participant reaction (after a lapse of a set period of time)	All events are evaluated by a return to the immediate participant reaction (after a lapse of a set period of time).
		No or little linkage of evaluation to future planning (perhaps only in terms of "not using" a provider or course again due to adverse feedback)	Evaluation of impact clearly feeds into future planning of CPD
			Evaluation of impact of CPD feeds into planning in other areas: SIP, etc.
			Outside sources used to evaluate impact of CPD: IIP, kite marks, charter marks, etc.
Planning	Evaluation of impact not built into planning of CPD	Evaluation of impact built into planning of whole school CPD	Evaluation of impact built into all planning of CPD
Reporting	Report of evaluation of CPD is confined to the participant	Report of evaluation of CPD sometimes forms part of meeting structures	Report of evaluation seen as part of team/department/school meeting structure
	Emerging	Establishing	Enhancing

Moving on: Evaluation of the Impact of CPD

Most ticks in the “Emerging” category:

- Consider a simple system for filing and collating evaluation of CPD – is it possible to put the evaluation form on line so that it is easy to access, fill in, store and retrieve?
- Consider a simple system for medium term evaluation of impact:
- Send evaluation forms back to participants after a specific length of time has passed
- Set up meetings with line manager/PM leader/critical friend, a specific time after the CPD event

Consider instituting some form of participant evaluation of new knowledge and skills:

- Make clear links between before and after skills audits (beginning and end of academic year?)
- Encourage the keeping of reflective journals, learning logs, blogs. among staff – set up examples in the staff room, post links to online blogs.
- Set up a board in the staff room which allows staff to add sticky notes or bubbles to a brain storm, “What I’ve learned this year”

Most ticks in the “Establishing” category:

Any of the suggestions above which would benefit your school

- Consider how the means used now for dissemination (reports to teams, etc.) might be extended to include evaluation of *impact* as well as content: perhaps by delaying the report until impact can be seen?
- Make a map of the means of evaluation you are presently using: what could be added?
- Consider how the means of evaluation you already use can be extended, to cover the longer term
- Consider how the results of evaluation can feed back into development planning – what would the mechanism for this be?
- Consider how the mechanisms used to evaluate the impact of whole school CPD might be extended to include other instances of CPD, for individuals and teams

Most ticks in the “Enhancing” category:

Any of the suggestions above which would benefit your school

- **Consider how you might involve pupils in the evaluation of the impact of CPD: through discussions, questionnaires, online forms, etc. Decide how to use this information (would it be available only to the teacher involved? To the year group team?). Draw into this project any staff with experience of questionnaire design and analysis.**

Supportive Organisational Culture

Organisational culture in schools is made, not born – it is the result of the way people (all people involved in the school) work together within a given set of circumstances.

The ultimate goal of CPD in schools is change in the classroom – but those classrooms are part of an overall culture. Unless that culture is a supportive one, able to not only assimilate but embrace change, CPD can not be as effective as it might otherwise be.

Continuing Professional Development for school staff is a great deal more than “updating knowledge and skills”. Although that is a part of the process, it is not all of it. This section concentrates on **Organisational Culture** – because this is the most important building block for the intellectual, social and emotional life of schools as learning communities, and because the evaluation of the impact of CPD goes on within particular school cultures.

A staff member is not merely a collection of skills, nor a means of dispensing knowledge. Teacher motivation, commitment and job satisfaction are key factors in the teaching and

“I mean it’s not just CPD, it’s the whole culture”



“Working together we’re going to change the world – the world can be changed.



Professional development that reminds me of that, is worth its weight in gold”.

learning environment of the classroom and staff

room. That motivation can be greatly aided and supported (or destroyed) by the culture of the organisation in which staff work.

The culture of the school may be summed up in the simple phrase, “how we relate and how we do things here”, with the emphasis on “here”. It is dynamic and therefore needs active

attention. The core of the school is found in its values. Determining those values is a primary responsibility of leadership.

The organisational culture of each school is different: it involves a different set of people, different relationships, different norms. Even schools which are

superficially very much alike – in intake, phase, size, etc. – can have very different cultures, depending on how the people *within* those schools react to the situation in which they find themselves.

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Appendix 10. Citations

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