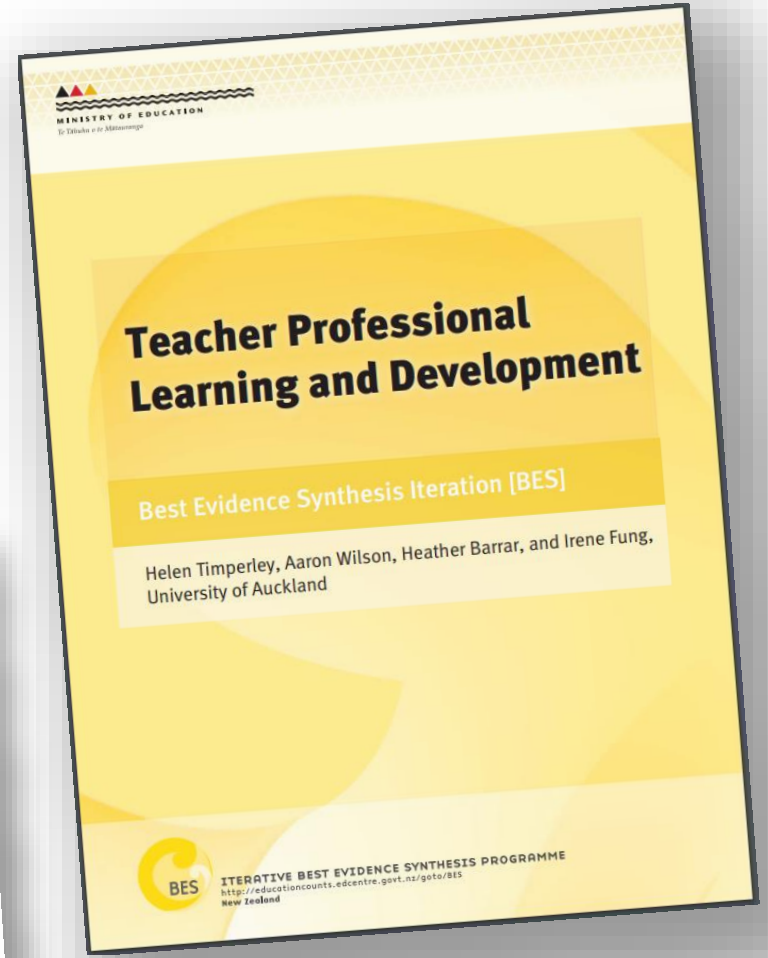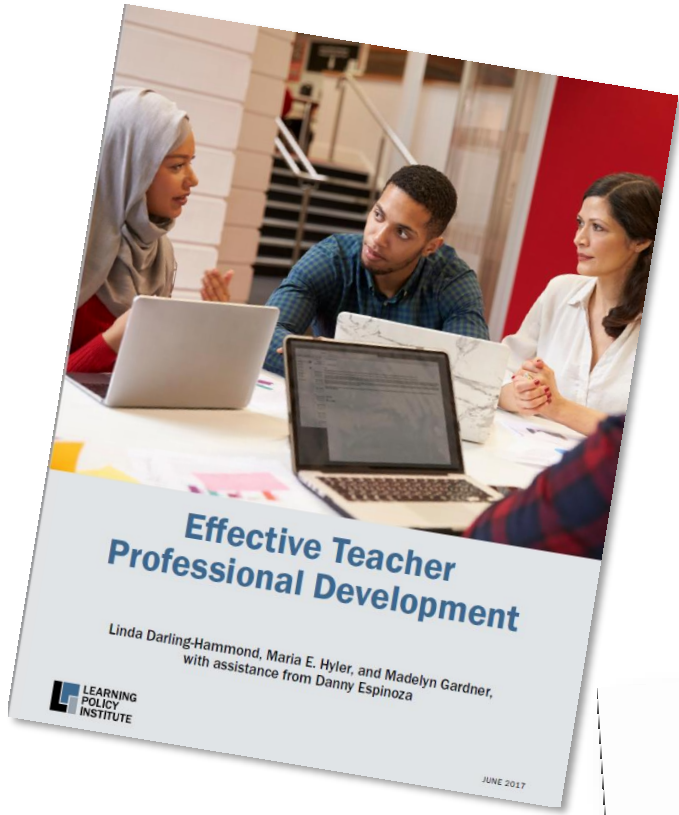@ProfCoe

An Evidence Based Approach to CPD

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Wellington Festival of Education, Chartered College of Teaching Strand
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In your CPD have you …

	Yes	No
1. Tried to learn to do something that is relevant and supported by research evidence?	☐	☐
2. Focused on (and evaluated success against) students' learning outcomes?	☐	☐
3. Engaged in activity that		
a) Surfaced, challenged and developed your thinking about learning and teaching	☐	☐
b) Allowed experimentation to adapt/apply approaches to your classroom	☐	☐
c) Included observation and feedback?	☐	☐
d) Took place at least monthly over two terms?	☐	☐
4. Drawn on explicit support from		
a) External expertise	☐	☐
b) Peer networks	☐	☐
c) Coaches / mentors	☐	☐
d) School/college leaders	☐	☐

https://tdtrust.org/cpdtest

Some pitfalls of professional learning

1. Don't spend time trying to learn something that will make no difference
2. Don't assume that teachers learn differently from other people
3. Don't underestimate the importance of trust
4. Don't expect genuine change to be quick

1. Learn something that matters

2. Teachers learn just like normal people

You're a teacher.
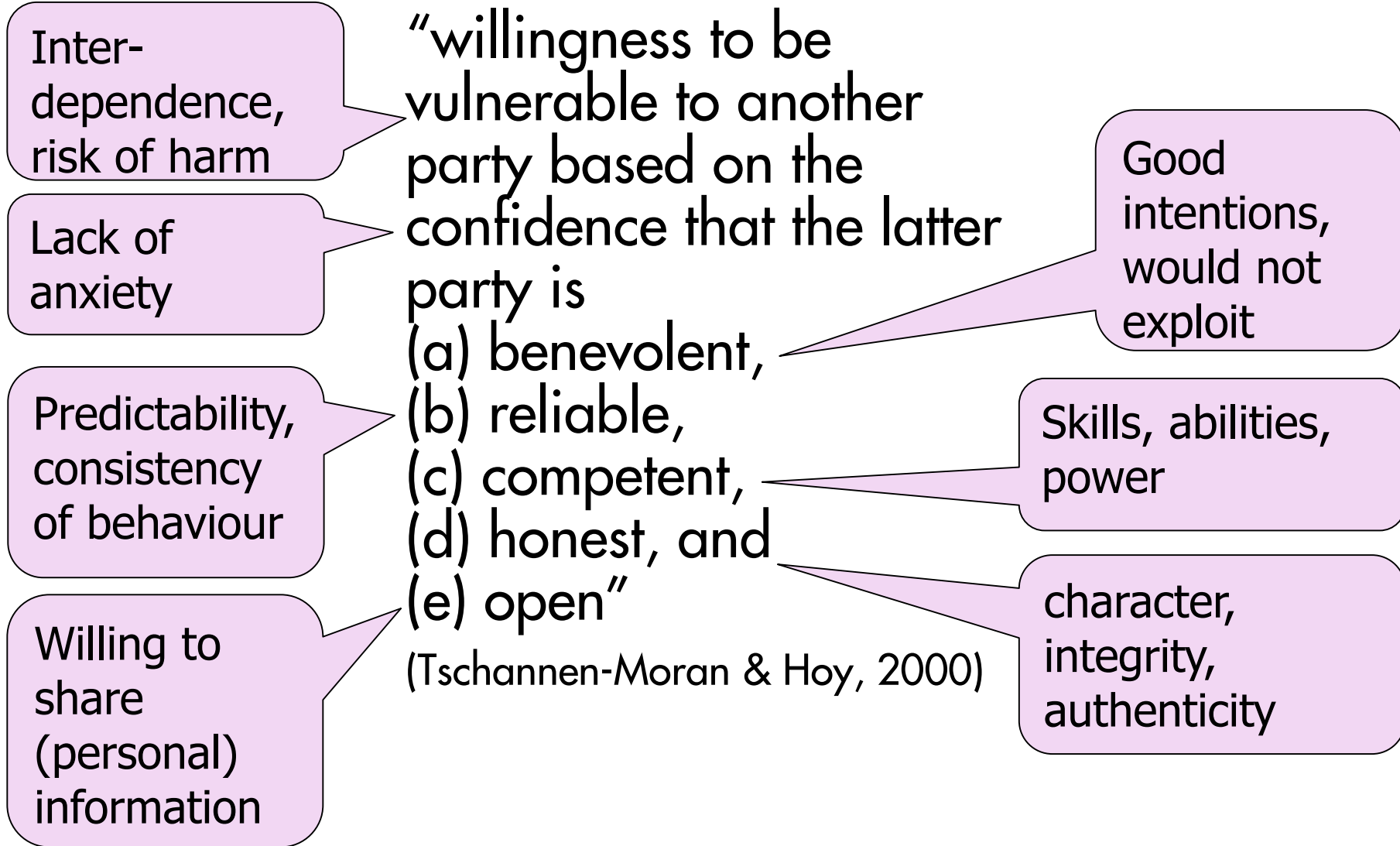You know how to help people learn hard stuff.
Do that.

All good learning & teaching …

- Takes you from where you are at
- Is clear what success looks like
- Creates challenging expectations
- Assesses and feeds back on the gap
- Requires exposition, modelling, scaffolding and guidance from an expert
- Requires a coaching & mentoring role
- Benefits from peer support
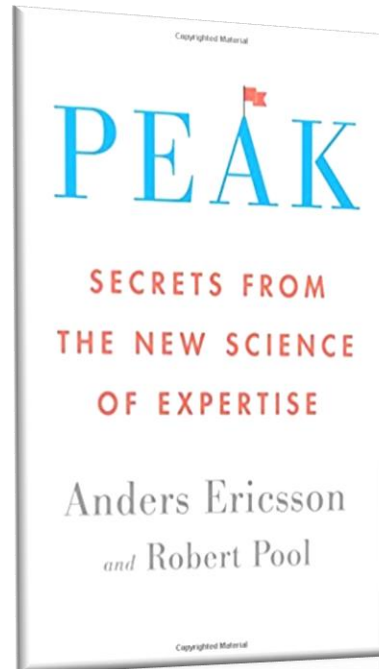- Requires trust: 'OK to fail'

3. Learning requires trust

Inter-dependence, risk of harm

Lack of anxiety

Predictability, consistency of behaviour

Willing to share (personal) information

"willingness to be vulnerable to another party based on the confidence that the latter party is
(a) benevolent,
(b) reliable,
(c) competent,
(d) honest, and
(e) open"
(Tschannen-Moran & Hoy, 2000)

Good intentions, would not exploit

Skills, abilities, power

character, integrity, authenticity
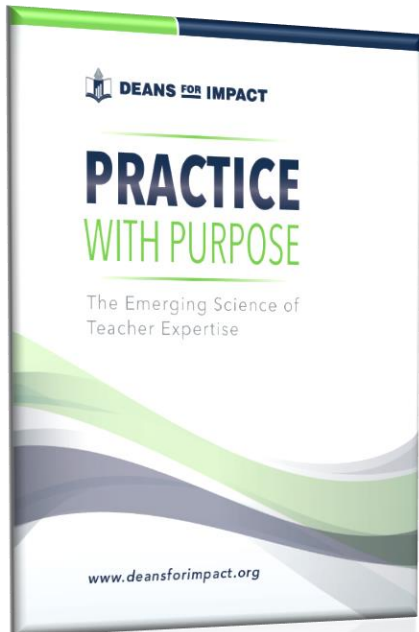
4. You have to work at it

- Deliberate practice
  - Challenge
  - Specific goals
  - Focus on sub-tasks
  - Feedback
  - Mental representations

Guskey (2000): Five levels of evaluation

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

Professional Development: Stages of evaluation

1. A clear logic model
2. Judgements of programme alignment with
   - Evidence-based practice
   - Organisational journey
3. Assessment of teacher learning / thinking / attitudes / culture
4. Evidence of change in teachers' practice
5. Evidence that these changes are sustained
6. Plausible evidence of changes in student outcomes
7. Strong evidence of changes in student outcomes attributable to the PD

Is the programme appropriate?

Has it led to change?

Has it improved student outcomes?

Thank you!

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