

# Embedding evaluation in CPD for effective outcomes and higher impact

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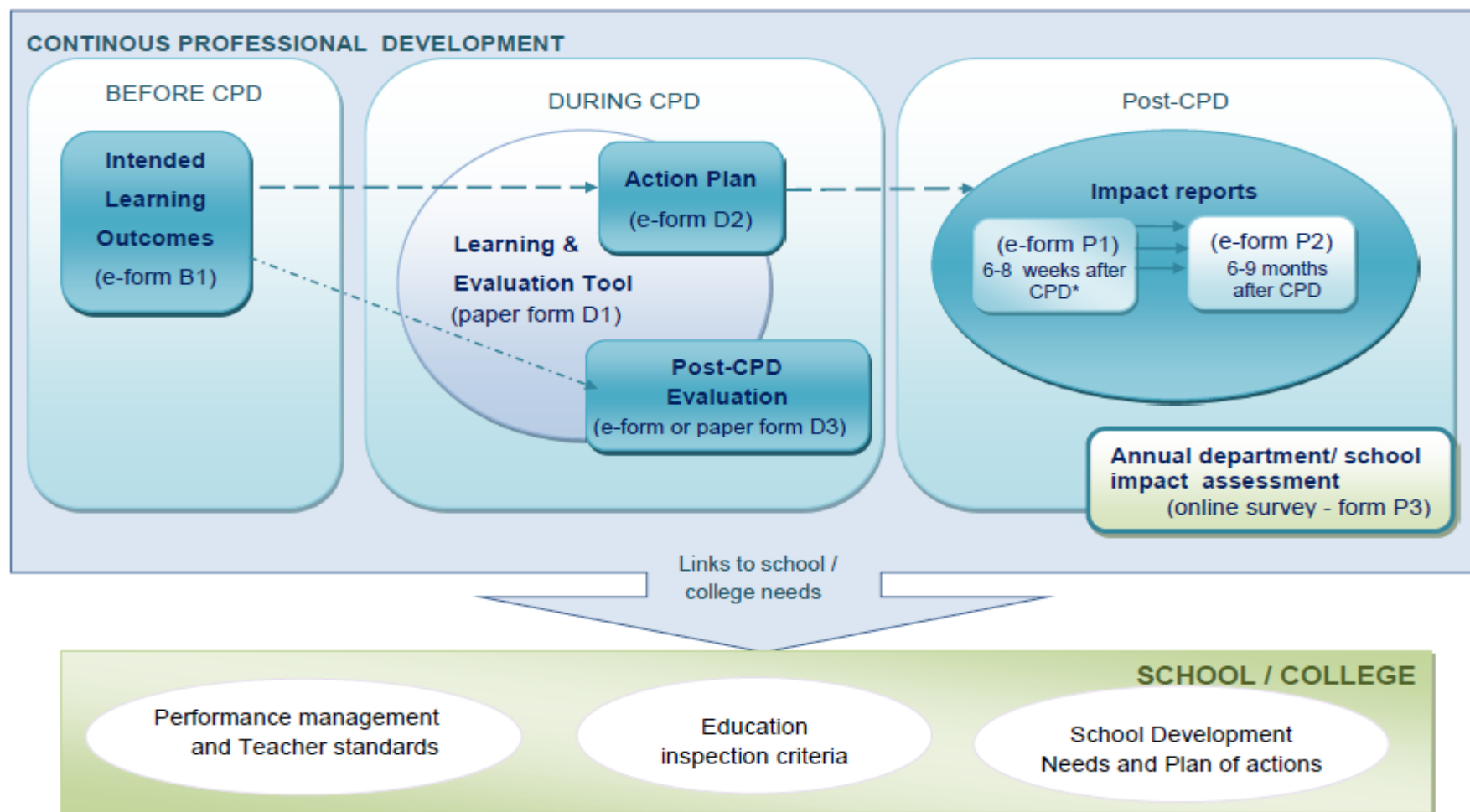


# Research principles used in STEM Learning

1. Embedding evaluation in professional learning and post CPD actions to scaffold professional learning
2. Use of Guskey model of impact levels
  - Level 1 participant's reactions ( immediately)
  - Level 2 participants learning from CPD ( immediately and after 6-8 weeks)
  - Level 3 organisational support and change ( after 6-8 weeks and 6-9 months)
  - Level 4: participants' use of new knowledge and skills ( after 6-9 months)
  - Level 5: Student outcomes ( after 6-9 months)
3. Externally commissioned evaluations

# STEM Learning internal model of evaluation

## Impact Planning and Evaluation: Process Map for CPD participants



\* or during the next residential period for multi-residential courses

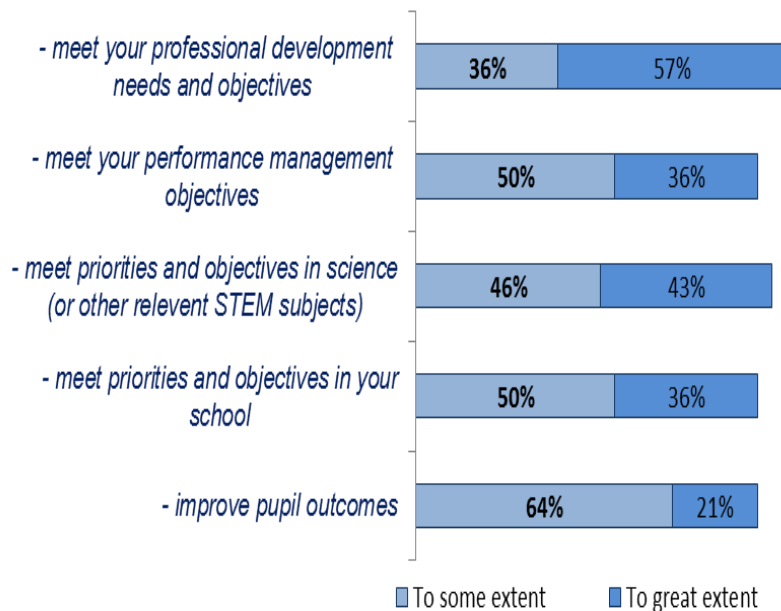
# How we report on impact

NSLC: Participants' impact report (form P1)

Autumn 2014

**How useful was this CPD in helping you to:**

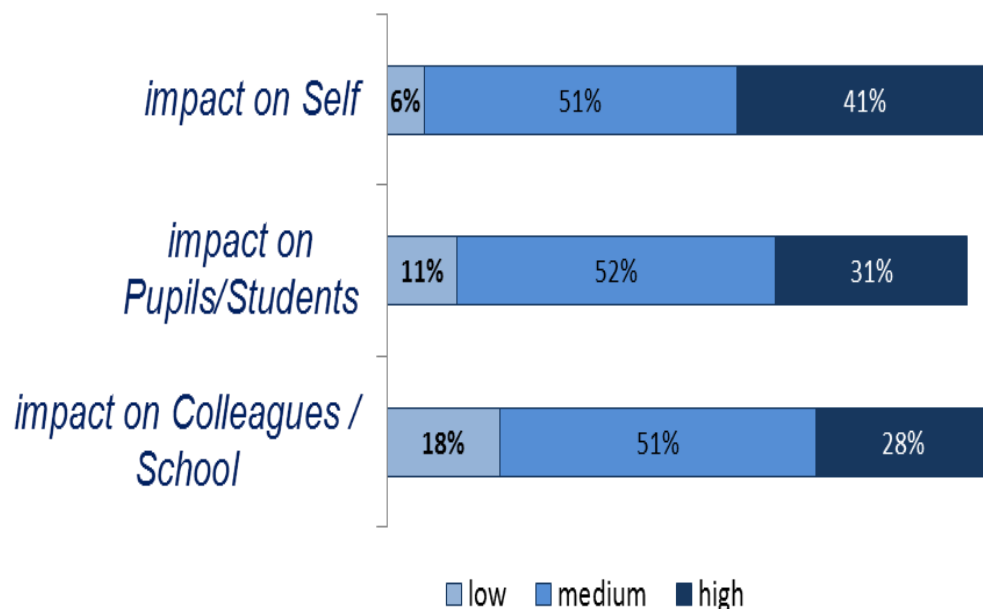
*(participants, who answered 'to great extent' or 'to some extent' )*



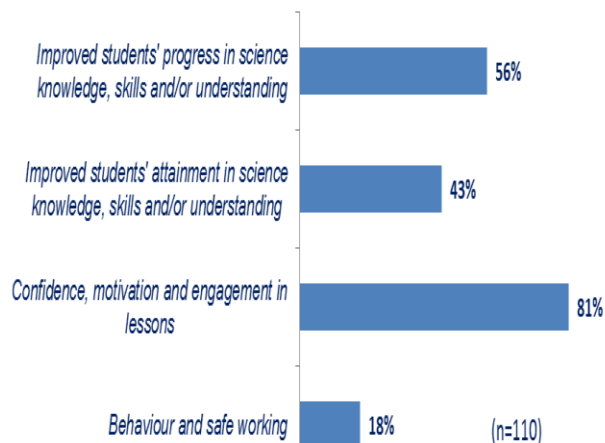
NSLC: Participants' impact report (form P1)

Autumn 2014

**Impact Rating reported by CPD participants**



IMPACT on PUPILS by SUB-CATEGORY reported by participants



EVIDENCE of IMPACT



## Impact on teaching and learning

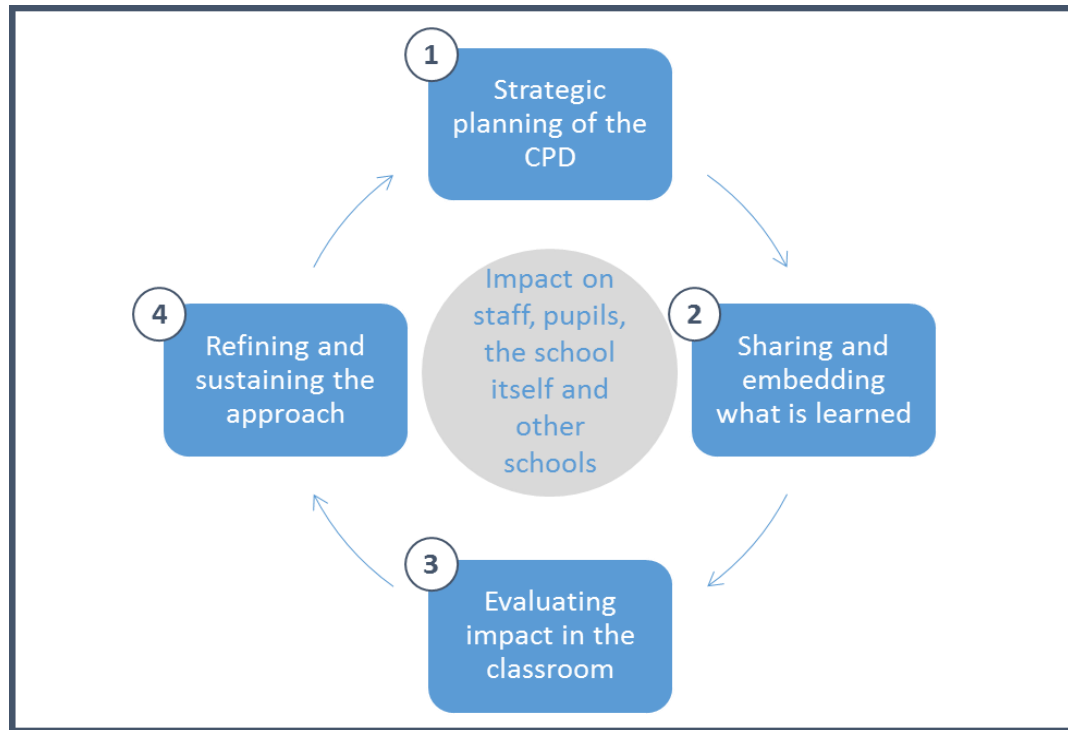


# External evaluation of the impact of the National Science Learning Network CPD on schools

Evaluation carried out by Isos Partnership

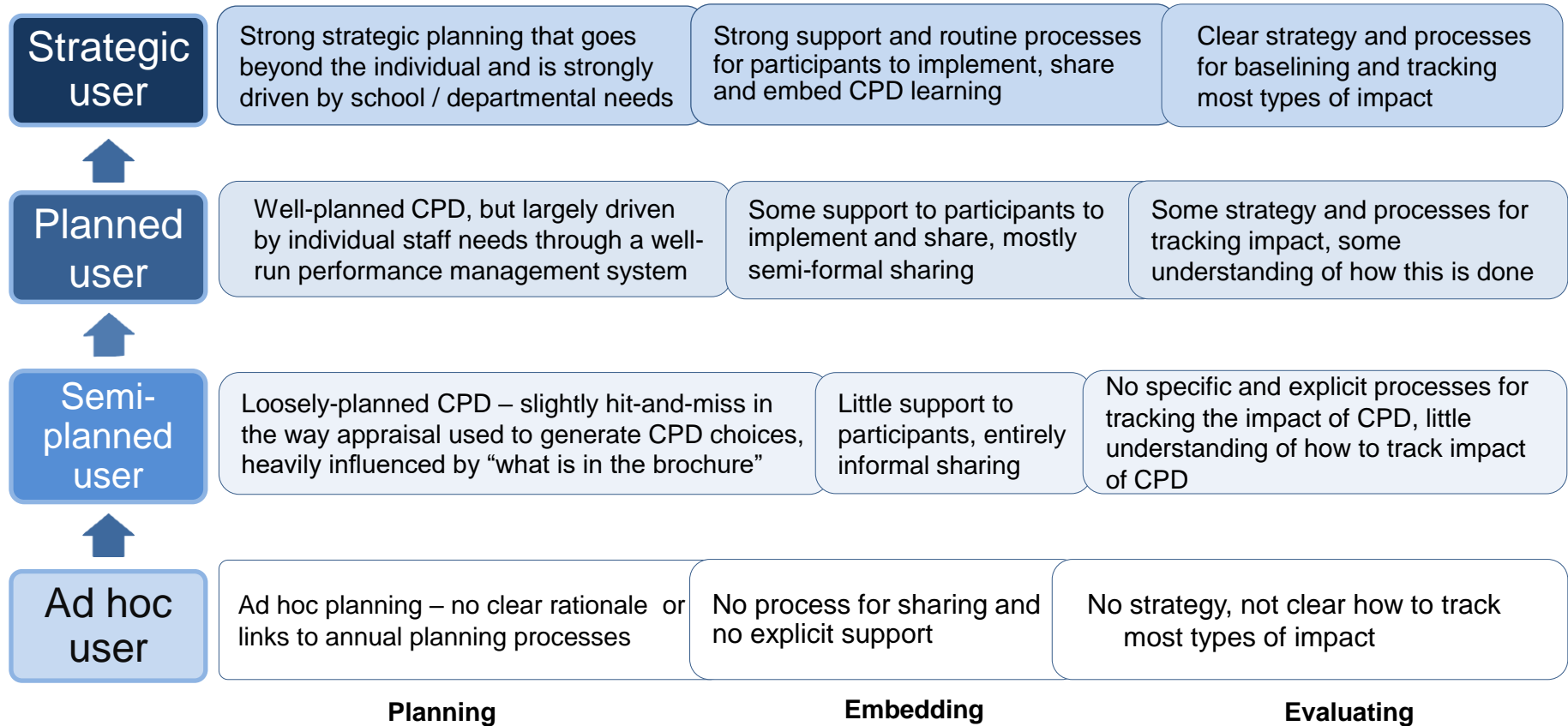
[https://www.stem.org.uk/sites/default/files/pages/downloads/Super users evaluation final report.pdf](https://www.stem.org.uk/sites/default/files/pages/downloads/Super%20users%20evaluation%20final%20report.pdf)

# ISOS partnership model of CPD cycle through which schools maximise the impact of science CPD

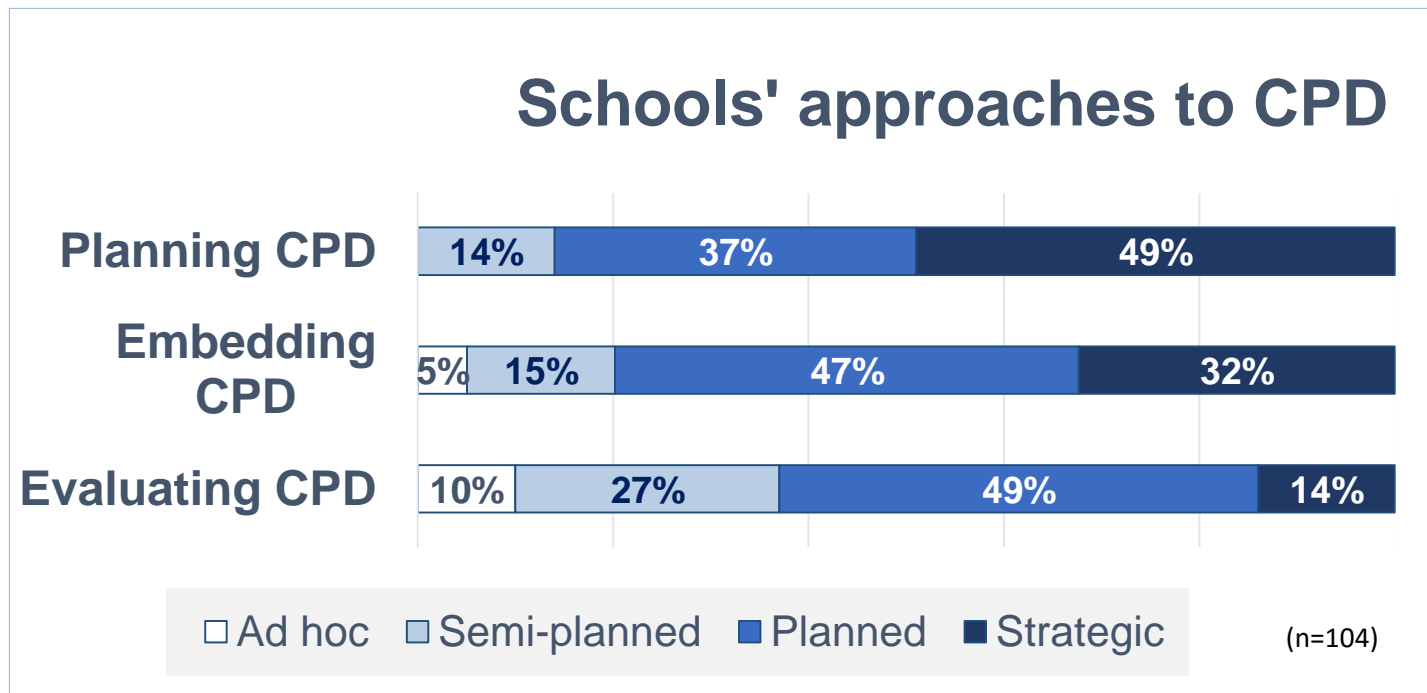




# Types of CPD users (school-level)



# Isos research findings: super-user schools

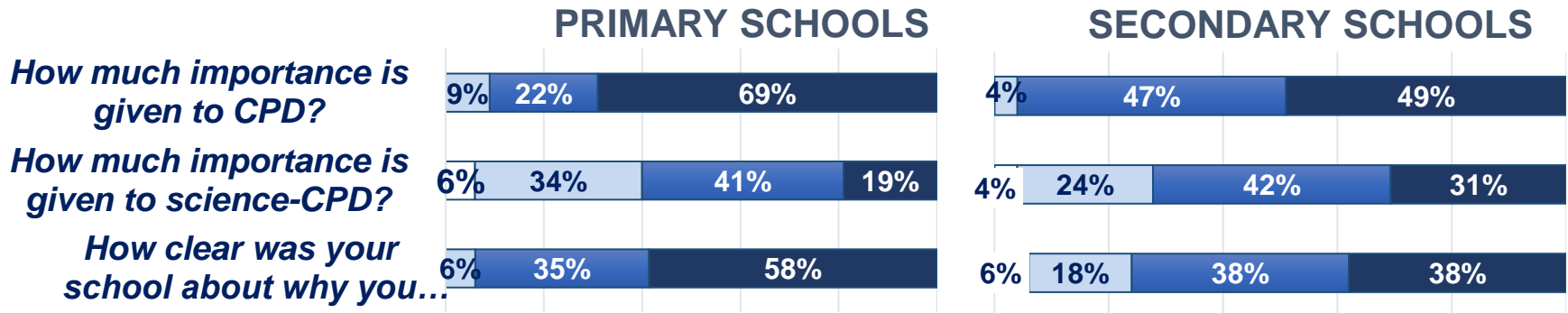


# Findings: planning

## Three criteria:

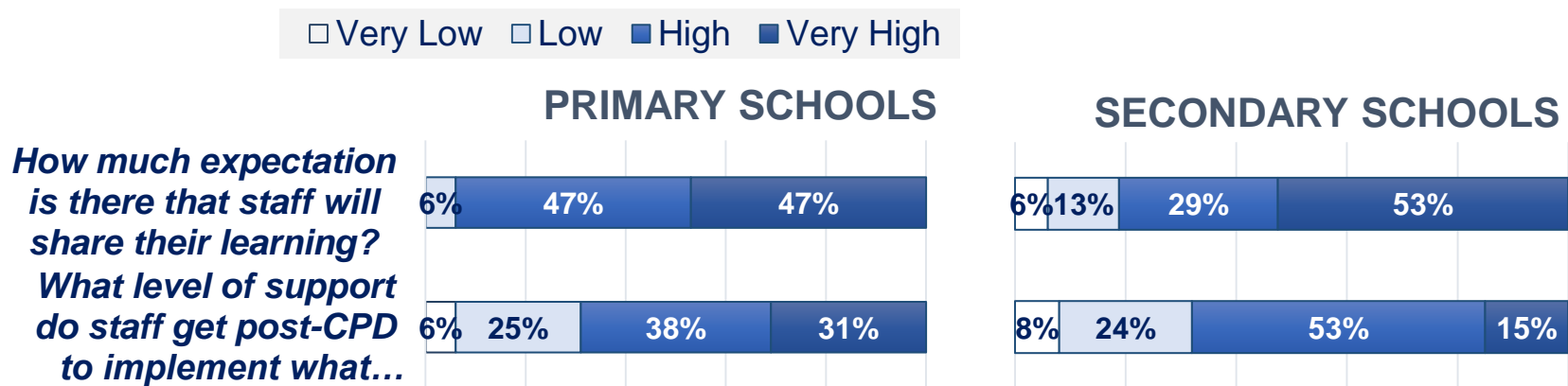
- How much importance is given to CPD
- How much importance is given to subject-specific CPD
- How clear a school is about why they access particular CPD

□ Very Low □ Low ■ High ■ Very High



# Findings: embedding

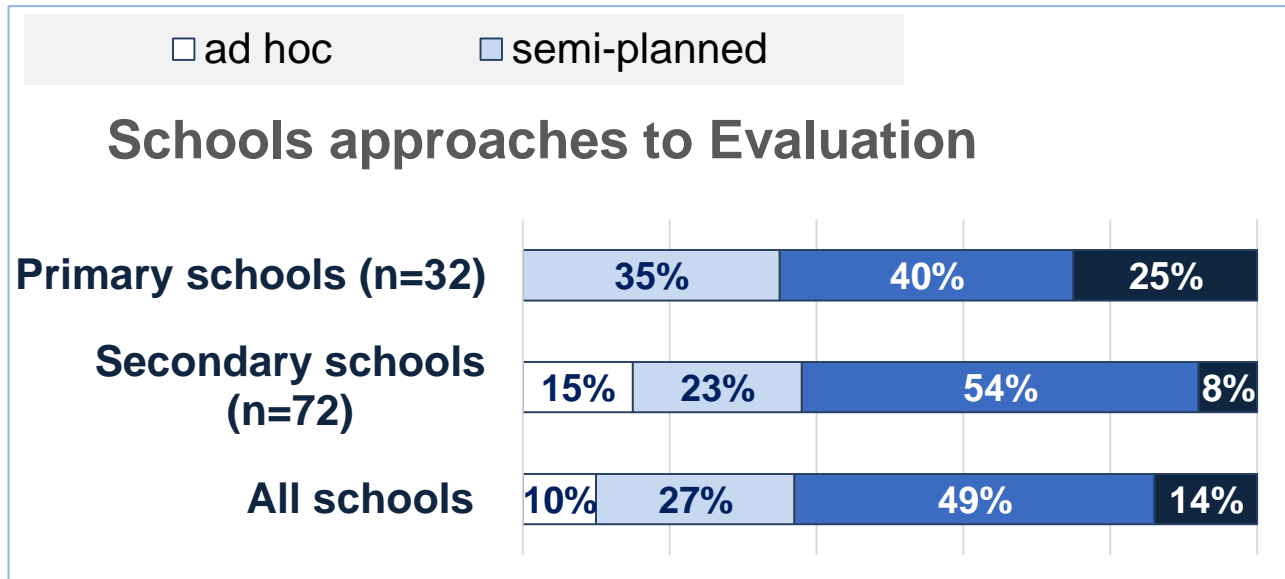
a significant mismatch between the expectation that staff would share the learning of their CPD and the support that they actually received to do so



## Reasons:

lack of time, competing priorities, and the absence of routines for dissemination  
+ for science subjects – lack of understanding from school SLT about the complexity of teaching sciences

# Findings: evaluating



- Lack of confidence about how to track the impact of specific CPD (especially on student learning)
- Low priority to the evaluation of impact
- Part of bigger picture of the absence of evidence-based approach to T&L

# Characteristics of strategic users of CPD

## Planning

- Establishing clear priorities to guide CPD, informed by frank self-evaluation
- Pro-active planning, aligning school, subject and staff development priorities
- Identifying the right people to champion and lead CPD learning in school

## Embedding

- Giving staff encouragement and time to implement CPD learning in their classroom
- Regular routines for structured, practical sharing of learning with colleagues
- Supporting staff to embed CPD learning in their planning and practice

## Evaluating

- Being clear, in advance, about the difference you expect from the CPD
- Is practice changing? Seeing first-hand the difference in the classroom
- Using a range of measures to judge the impact on pupils' learning and engagement

## Sustaining

- Using regular planning cycles to refine and improve new ideas and practice
- Turning CPD champions into leaders to embed and improve teaching and learning
- Celebrating and showcasing success within and beyond the school

# Recommendations for CPD participants, school leaders, CPD providers

## School and subject leaders

## Teachers and technicians

## CPD providers in the Network

### Planning

Develop a clear plan for CPD, informed by honest self-evaluation and pick the right people to enthuse others.

Choose CPD that aligns your own professional development and the school's or department's strategic priorities – be selective.

Target the CPD offer at specific stages in a school's journey, and at particular stages in the development of teacher, technician or leader.

### Embedding

Create regular opportunities not only to share, but to embed, CPD and support staff to plan and implement this in the classroom.

Set a target to achieve within a week of the CPD, including how you will influence at least one colleague's classroom practice.

Ensure CPD activities focus not only on what the participant will do differently, but on how they can support colleagues to do the same.

### Evaluating

Be clear, in advance, about the difference you want to see from the CPD, how you will know, and then track impact in the classroom.

Be clear, in advance, about the difference you expect to see in your classroom – establish a baseline and check for improvements.

Continue to embed within CPD activities strategies for identifying evidence of impact of CPD on teaching and learning.

### Sustaining

Celebrate success and create a cycle of continually evaluating and improving practice to foster a learning culture in your school.

Seek out opportunities to report on effective new practices to colleagues, leaders, governors and peers in other schools.


Foster subject-specific collaboration between schools through Science Learning Partnerships and cluster-based approaches.

# Discussion

- How could this model of “strategic users” be useful to schools to improve the impact of their CPD in STEM subjects or in general?
- What implications does it have for you in your work in/with schools?



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RESOURCES CPD MAGAZINE

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Part of the [Educational research in STEM subjects](#) collection, these resources include external evaluation reports of STEM Learning CPD and STEM Learning published articles.

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- STEM Learning: Evaluation of CPD
- STEM Learning research conferences
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These resources are part of the larger collection: [Educational research in STEM subjects](#)

### Resources

Publication date:  
2010 to date

6 resources


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★★★★★

#### STEM Learning published research and articles

COLLECTION

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Publication date:  
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