



CPD Research into Practice

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Background in this area:

Working with the TDT, auditing and observing in many schools, experience of training staff.making mistakes, listening to people like Prof. Rob Coe, David Weston, leading a team around CPD as lead UK teacher in EUN creative classrooms, lots of reading as part of a Masters, some common sense (hopefully)

Shopping for a roast dinner!



Unleashing Great Teaching, Weston, D. & Clay, B. 2017

I've only referenced David and Bridget here as I'm not claiming responsibility for the drawing!! :o)

Shopping for Christmas Dinner



*Our Christmas day challenge...
Catering for all!*



Taking the metaphor further!

Challenges at our Christmas Dinner!

2 Chefs - both with different 'long held' beliefs on how to do things

1 person who needs gluten free food

1 gymnast on a specific diet

1 fussy eater

1 baby

1 child that wants to be up and out of their seat all of the time

1 potential long standing argument to manage over whether sprouts are nice or not

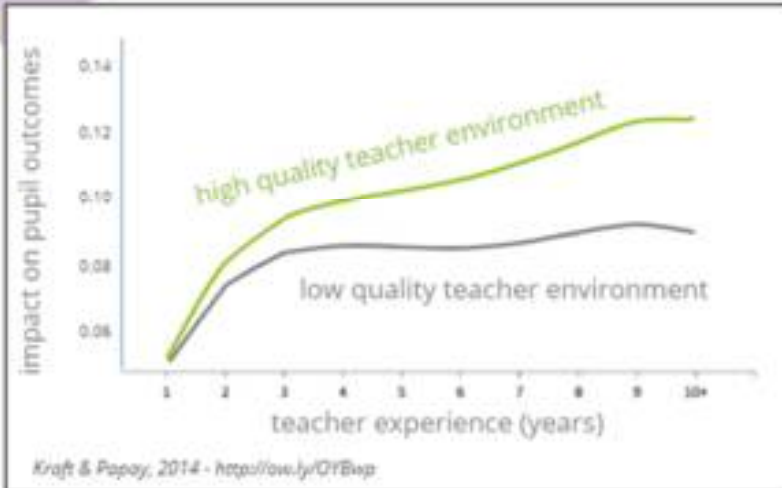
Gas went out on big oven so had to find a way to get all done in time using little oven only

Table is actually a pool table so we had to find ways to avoid things falling down the pockets!

Sound a bit like teaching? We get many ingredients at CPD events but then have to do something with them as well as manage everything going on around us and limitations of the environment!

End result - we managed it, had a good meal, no arguments and we've even started using each other's recipes!

Why CPD?



There are many studies to suggest:

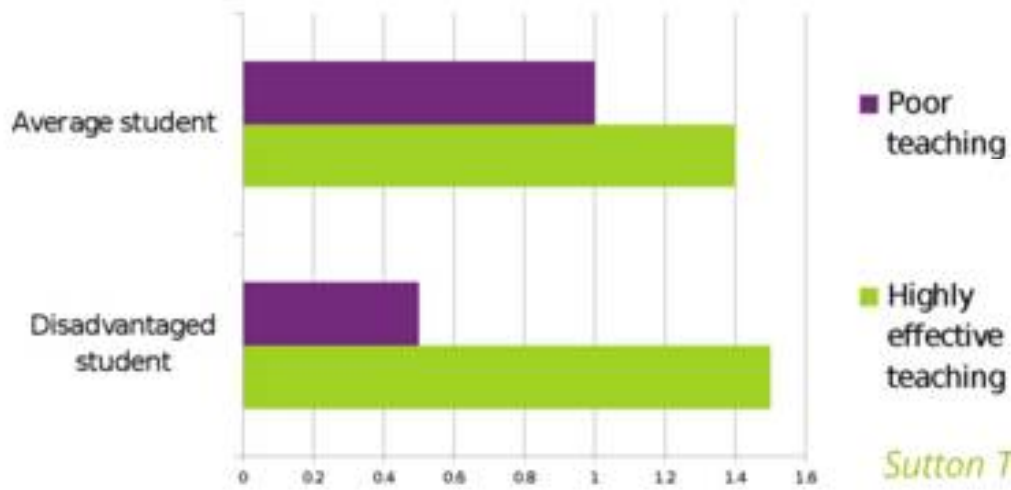
- The effect of strong teachers on student outcomes is sizable
- Improvements to teacher practice rarely take place in the absence of professional development

Common sense perhaps?!!

Hendriks, Luyten, Scheerens, Slegers, & Steen, 2010, Guskey, 2000, Desimone, Porter, Garet, Yoon, & Birman, 2002; Kraft & Papay, 2014; Prof. Higgins et al., 2015; Wayne, Yoon, Zhu, Cronen, & Garet, 2008; Yoon, Duncan, Wen-Yu Lee, Scarloss, & Shapley, 2007

Not trying to make this an academic piece of work but only fair to point out where my assertions are coming from

Effect of teaching on students in years of progress



Sutton Trust (2011)

Share with a partner...

One CPD experience you have had which *changed your practice* **AND** had an *impact on student outcomes*.



Despite the good practice...

A recent study of the TALIS report found that

- Teachers in England spend significantly less time than other jurisdictions on CPD
- We are in 31st place out of 36 in terms of number of days spent on CPD
- The most common form of CPD by far was insets/workshops

Sellen, 2016

Suggested causes:

- Teacher workload (written feedback, data analysis, bureaucracy)
- Competing pressures due to performativity

Why?

Workload, marking, management responsibilities, competing pressures, bureaucracy, performativity all contribute towards less time on CPD.




The reality?

The picture across English schools is inconsistent, with many teachers not typically experiencing high quality CPD.

In general, English schools do not have a coherent, coordinated or consistent approach to CPD and that variation in the quality of CPD occurs *within* schools as well as between them.

Study by Desimone et al., 2002

Not in *our* schools of course!! But how do we know? How sure are we?

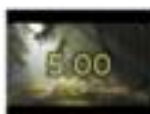


So what makes CPD effective?

Activity:

On your [double sided handout](#) you have

- Side 1 - An example of a CPD structure at a local secondary school
- Side 2 - A bullet point summary of what current research suggests makes for effective CPD



Read and then discuss in a pair/three.
Compare the example to the summary.



Now discuss your own CPD programme?
Where is it strong? Where could it be improved?

NOTE: Follow link on the slide above for the example structure.

Summary:

- Is a culture where staff development is a priority
- Is relevant to day-to-day experiences of individual staff and their specific pupils
- Is collaborative and includes a shared sense of purpose between staff undertaking it
- Is less effective in the absence of subject specific content

- ❑ Is carefully designed with a strong focus on pupil outcomes
- ❑ Allows teachers to enquire, explore and engage with evidence based strategies
- ❑ Engages with theory but applies it in practice
- ❑ Has a 'rhythm' of follow up, reflection/evaluation, consolidation and support - it is sustained

Refs for research:

Borko, H. (2004). Professional development and teacher learning: Mapping the terrain. *Educational Researcher*, 33(8), 3-15.

Clarke, D., Hollingsworth, H. (2002). Elaborating a model of teacher professional growth. *Teaching and Teacher Education*, 18(8), 947-967.

Coe, R. (1999). Manifesto for evidence-based education. Retrieved from <http://www.cem.org/attachments/ebe/manifesto-for-ebe.pdf>

Department for Education. (2016). Standard for teachers' professional development: Implementation guidance for school leaders, teachers, and organisations that offer professional development for teachers. (Standards No. DFE-00167-2016). London: Crown.

Desimone, L., Porter, A., Garet, M., Yoon, K., & Birman, B. (2002). Effects of professional development on teachers' instruction: Results from a three-year longitudinal study. *Educational Evaluation and Policy Analysis*, 24(2), 81-112.

Garet, M. S., Porter, A. C., Desimone, L., Birman, B. F., & Yoon, K. S. (2001). What makes professional development effective? results from a national sample of teachers. *American Educational Research Journal*, 38(4), 915-945.

Kennedy, A. (2014). Models of Continuing Professional Development: A framework for analysis. *Professional Development in Education*, Vol.40(3), 336-351.

Kraft, M. A., & Papay, J. P. (2014). Can professional environments in schools promote teacher development? explaining heterogeneity in returns to teaching experience. *Educational Evaluation and Policy Analysis*, 26(4), 476-500.

Prof. Higgins, S., Cordingly, P., Prof. Greany, T., & Prof. Coe, R. (2015). Developing great teaching: Lessons from the international reviews into effective professional development. London: Teacher Development Trust.

Weston, D. (2017). The CPD quality framework. Retrieved from <http://tdtrust.org/cpd-quality-audit>



Unanswered questions

The structure looks positive and is a really good start. It doesn't give us the full picture though.

- Experts? Collaboration?
- Evidence informed? Do staff understand how to use evidence?
- Subject specific focus?
- Impact on outcomes evaluated?

Possible sources: EEF Toolkit | Curee | Petty/Hattie | TDT Research portal

Learning Walks | Work scrutiny | Observations (of learning!) | Schemes of Work



The summary aligns well with the standard for teachers CPD

- 1. Professional development should have a focus on improving and evaluating pupil outcomes.**
- 2. Professional development should be underpinned by robust evidence and expertise.**
- 3. Professional development should include collaboration and expert challenge.**
- 4. Professional development programmes should be sustained over time.**

And all this is underpinned by, and requires that:

- 5. Professional development must be prioritised by school leadership.**
- 

Evidence based practice

What informs our CPD?

Diagnosis?

What is the problem?
What are you trying
to achieve?



Evaluation
Was the
intervention
effective?

Satterfield JM et al. 2009

Example from public health can be applied in exactly the same way to education.

Challenges we often come across



- Structure/Timetabling
- Funding and time
- Alignment of CPD with whole school objectives
- Motivation
- Competing pressures
- Expertise
- Reliable evidence/providers

Discussion: How can we address these challenges?



Time and timetabling pressures

Limited finances



Competing pressures



Staff motivation/
staff morale



Finding suitable experts or
building internal expertise

Access to digestible
evidence



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Transforming an existing culture



Transforming an existing culture

DIMENSIONS OF CHANGE												
Vision	+	Skills	+	Incentives	+	Resources	+	Action plans	+	Collegiality	=	SUCCESS
⊘	+	Skills	+	Incentives	+	Resources	+	Action plans	+	Collegiality	=	CONFUSION
Vision	+	⊘	+	Incentives	+	Resources	+	Action plans	+	Collegiality	=	ANXIETY
Vision	+	Skills	+	⊘	+	Resources	+	Action plans	+	Collegiality	=	RESISTANCE
Vision	+	Skills	+	Incentives	+	⊘	+	Action plans	+	Collegiality	=	FRUSTRATION
Vision	+	Skills	+	Incentives	+	Resources	+	⊘	+	Collegiality	=	FALSE STARTS
Vision	+	Skills	+	Incentives	+	Resources	+	Action plans	+	⊘	=	ISOLATION

CPD Excellence Hubs Approach



Strands of the CPD Audit

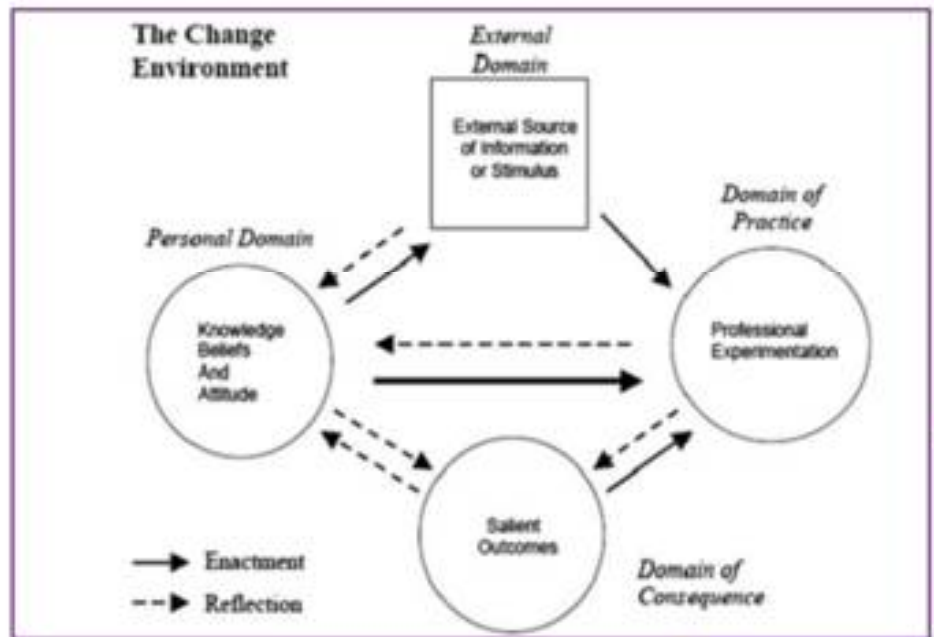
1. Culture and wellbeing
2. Focus
3. Needs analysis and evaluation
4. Internal support and challenge
5. Use of expert knowledge
6. CPD Processes and structures
7. Research Innovation and Evidence

Culture and Wellbeing		Focus	Mean
1a	There is a clear vision of effective professional development in the organisation and its positive impact on staff outcomes.	The senior leadership team articulates a clear vision of effective professional development and its positive impact on staff outcomes.	Senior leadership, including governing bodies, articulates a clear vision of effective professional development and its positive impact on staff outcomes, and this vision is embedded in other areas throughout the organisation.
1b	Senior leaders and participants in CPD have formal and informal support.	There are examples of senior leaders providing their own learning and linking others to take part in it.	Senior leaders are visible role models and actively involving the characteristics of a successful professional learner.
1c	Staff feel that they have an input into the decisions made about the vision of the CPD activity organisation.	Staff feel that there are opportunities for some staff to give their input into planning provision & policies for professional development.	Staff feel that there is an opportunity to make an input on the setting of organisational priorities & policies for professional development and a variety of staff contribute to planning CPD.

CPD into practice

What makes teachers grow and change their practice?

Clarke & Hollingsworth, 2002



Summary

- Systems and structures to create time
 - Relevant and balanced between pedagogy/subject specific CPD
 - Evidence-informed
 - Focused on pupil outcomes
 - Allows staff to put theory into practice
 - Sustained and revisited
 - Collaborative
 - Space and autonomy to experiment
 - Reflect and refine (both whole school and in classroom)
- Culture of development



One example of applying this approach to literacy

- T&L Conference - Keynote - Geoff Barton + literacy workshops
- Departments bought a copy of David Didau's "The secret of literacy"
- Department based lesson study cycles around developing literacy: [Link](#)
- Development of whole school literacy toolkit (posters and virtual)
- Department time allocated for planning literacy into lessons
- Learning walks and work scrutinies around literacy learning
- Linked with appraisal structure
- Rondevals (best literacy practice) at mid year T&L conference + further input
- Voluntary workshops and coaching around literacy

What will you do with your ingredients?





Thanks!

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W: tdtrust.org





Bonus 1

[EEF - CPD, A school's guide to implementation](#)

A useful resource!



Bonus 2 - Our approach to Lesson Study



What is lesson study?

<http://tdtrust.org/what-is-lesson-study>

*Kennedy
(2014)*

Why lesson study?

Table 1. Spectrum of CPD models (adapted).

Purpose of Model	Examples of models of CPD which may fit within this category
Transmissive	Training models Deficit models Cascade model
Malleable	Award-bearing models Standards-based models Coaching/mentoring models Community of practice models
Transformative	Collaborative professional inquiry models

Increasing capacity for professional autonomy and teacher agency

↑
↓

Kennedy
(2014)

TDT Lesson Study



Research Lesson Study: One tool in our armoury

1. Plan

- Plan a lesson together.
- Address each activity to a specific learning goal and predict how pupils will react and how you will assess this.
- Pick 3 case pupils.

2. Observe

- Teach the lesson with your colleagues observing.
- Pay particular attention to the case pupils
- Conduct any assessments and/or interviews during & after.

3. Reflect & Plan

- As soon after the lesson as possible, reflect how each activity elicited the sought-after change. Were your predictions correct? Why?

Diagnosis stage

- Observing/Interviewing pupils
- Really analyse the 'issue'
- Take a baseline

Research an intervention

- Find an evidence-informed intervention to try out and develop in your classroom

Embed and refine the intervention in your class

- Plan intervention
- Measure impact
- Refine process
- Take good note

TDT Lesson Study



Research Lesson Study: Focus on impact





Docs

Sheets

Slides

Forms

Lesson Study Learning Support 2015/16

Choosing your intervention

Give a brief outline of the teaching approach or strategy you will use to try and secure this improvement.

Identify and explain the symbols and symbols used in your higher ability work.

	rationale
Why have you chosen this strategy? What does the evidence base tell us?	Students were withdrawn from HIG Soft, literacy levels are extremely low preventing these students accessing some GCSE courses. This strategy has been chosen to enable students to access entry level courses and achieve a qualification in this subject. The intervention has been provided through an Educational Psychologist and it believed to these 8 students only. Activities would need to be adapted for other students.

Framing your enquiry question



Phil Spoor

9 Nov 2015

Selected text:

The activities are visual and kinesthetic

I don't know the answer to this but is there any evidence you have come across to suggest that allowing students to work in their preferred learning style will translate into better literacy levels/understanding of keywords? Is it a technique which has been tried before? Or are you trying this out as something completely new?



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9 Nov 2015

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Case Study at Seahouses Middle School

Chosen Areas of Enquiry:

1. How does a routine checklist impact on engagement and independence for low ability (disadvantaged) year 5 pupils in English?
2. What impact will praising effort have on the pupils with fixed mindset in Year 7?
3. How does a five minute silence impact on the pupils starting quickly on their independent work for the target group ?

The Enquiry Write Ups:

1. [Routine checklist](#)
2. [Use of Praise](#)
3. [Five minute silent work time](#)

[Case Study](#)

