

## Continuing Professional Development Tool

The Guskey\* Model to evaluate and plan for continuing professional development is a very useful tool. Although we shared this half way through the project it could be used to plan for and evaluate the whole project. Guskey's model offers a particularly helpful and clear way of thinking about gauging impact at different levels. The model asks you to consider these five levels of impact:

1. Participant Reaction
2. Participant Learning
3. Organisational Support and Change
4. Participant Use of New Knowledge and Skills
5. Pupil Learning Outcome

To evaluate, one can start either at 1 or 5. By starting at 1 this is about evaluating CPD, by starting at 5 is a way to plan to improve an aspect of practice.

### **To evaluate CPD:**

1. Start at Level 1 – How was the staff meeting/training/course received? (word of mouth/evaluations)
2. Move to Level 2 – What changes have the practitioners/teachers made in their classes/rooms/practice as a result of the training event? (observations/learning walk etc)
3. Move to Level 3 – How have the senior leaders supported the practitioners/teachers to develop these changes? (e.g. bought further resources)
4. Move to Level 4 – How have senior leaders enabled all of the staff to benefit from the original training event & the follow up work of those that attended it by setting some measures or targets to measure? (e.g. use of tests, tasks, language measures, tracking data)
5. Move to level 5 – How has the children's learning been improved and how can you prove this with hard evidence? (e.g. use of tests, tasks, language measures, tracking data)

### **To plan for improvements using CPD:**

1. Start at Level 5 – What improvements do you want to see in pupil outcomes? How will you measure this to prove that it has worked?
2. Move to Level 4 – What responsibilities does everyone in the setting have to share in order to achieve this? Are there shared tasks, measures, procedures and timelines?
3. Move to Level 3 – What do the senior leaders need to do and provide to ensure that this happens?

4. Move to Level 2 – What does each adult need to do in their role/room to ensure that the impact is achieved?
5. Move to Level 1 – What is the training event needed to launch the CPD to lead to the impact on learners?

(\*Guskey, T. R. (1994). Professional development in education. In search of the optimal mix. Annual Meeting of the American Educational Research Association, New Orleans.

Guskey, T. R. (2000). Evaluating professional development. Thousand Oaks, Ca., Corwin Press).

To find out more about ensuring effective continuing professional development please read:  
Goodall, J., Day, C., Linday, G., Muijs, D. & Harris, A. (2005). Evaluating the Impact of Continuing Professional Development (CPD). RR659. Nottingham: DfES.

## Guskey's Model of evaluating CPD

### **Level 1: Participant Reaction**

- Purpose: to gauge the participants' reactions about information and basic human needs
- Technique: usually a questionnaire
- Key questions: Was your time well spent? Was the presenter knowledgeable?

### **Level 2: Participant Learning**

- Purpose: Examine participants' level of attained learning
- Technique: test, simulation, personal reflection, full-scale demonstration
- Key question: Did participants learn what was intended?

### **Level 3: Organizational Support and Learning**

- Purpose: Analyse organisational support for skills gained in staff development.
- Technique: minutes of district meetings, questionnaires, structured interviews or unobtrusive observations
- Key questions: Were problems addressed quickly and efficiently? Were sufficient resources made available, including time for reflection?

### **Level 4: Participant Use of New Knowledge and Skills**

- Purpose: determine whether participants are using what they learned and using it well
- Technique: questionnaires, structured interviews, oral or written personal reflections, examination of journals or portfolios, or direct observation
- Key question: Are participants implementing their skills and to what degree?

### **Level 5: Student Learning Outcome**

- Purpose: Analyse the correlating student learning objectives.
- Technique: classroom grades, tests, direct observation
- Key question: Did students show improvement in academic, behaviour or other areas?

<p><b>Level 1</b></p> <p>Participants' reactions to the professional development program.</p>	
<p><b>Level 2</b></p> <p>Participant learning. Is there evidence to show that as a result of that experience participants' knowledge base changed/skills were developed?</p>	
<p><b>Level 3</b></p> <p>Is your school set up to support you to put into practice what you have learned?</p>	
<p><b>Level 4</b></p> <p>Have your practices changed? Have the new knowledge/skills been used? What criteria will you and your SMT use to gauge this so that the LA or school can support those whose practice hasn't moved on?</p>	
<p><b>Level 5</b></p> <p>What has been the impact on children's learning? Have you evidence to show that because of this training, learning has improved?</p>	