



Measuring the impact of teacher professional development

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1. Importance of professional development
2. Effectiveness of professional development
3. Ways to evaluate the effectiveness
4. My work – one tool



What do we mean by 'professional development'



The Greenwood Dictionary of Education (2011):

“Processes and activities designed to **enhance** the professional **knowledge, skills,** and **attitudes** of educators so that they might, in turn, **improve the learning of students.**”



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Smart learning

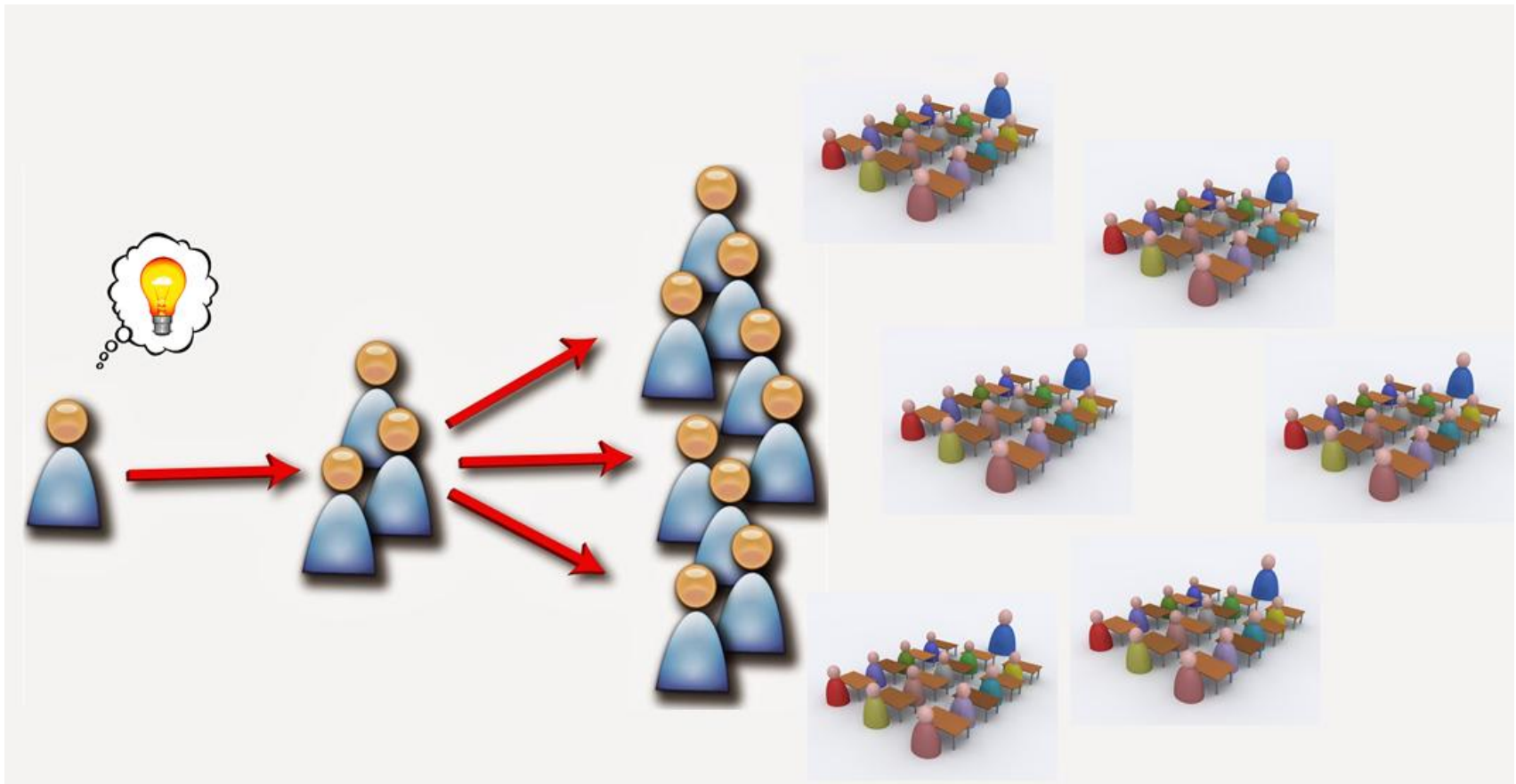
**Assessment for
learning**

**Effective
strategies**

New trends



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Guskey (2002):

“High-quality professional development is a **central component** in **nearly every** modern proposal for improving education.”



McKinsey Report (2010):
One of the 6 interventions seen
at all stages of improvement was
**“building technical skills of
teachers and principals, often
through group or cascaded
training”**

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1. Importance of professional development
2. **Effectiveness of professional development**



What does it mean for
teacher PD to be
“effective”?

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Hill (2009):

“The professional development ‘system’ for teachers is, by all accounts, **broken** ... Most teachers receive **uninspired** and often **poor-quality** professional development.”



Timperley et al (2002):
“What is known to be effective
... is **not** always what is
practised.”



Al Hassani (2012)

Bond (2014)

Thorne (2011)



Lewis (2002):

US NSDC “estimates that **only 10% of what teachers learn** in traditional professional development activities is ever **used in the classroom.**”



1. Importance of professional development
2. Effectiveness of professional development
3. **Ways to evaluate the effectiveness**



How is teacher PD **usually**
evaluated?



1.



2.





The Greenwood Dictionary of Education (2011):

“Processes and activities designed to **enhance** the professional **knowledge, skills,** and **attitudes** of educators so that they might, in turn, **improve the learning of students.**”





1.



2.



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Evaluate



Guskey (2000):

- Reactions
- Learning
- Organisation
- Use / application
- Student learning

Desimone (2009):

- Design
- Knowledge, attitudes
- Classroom practice
- Student learning
- Context

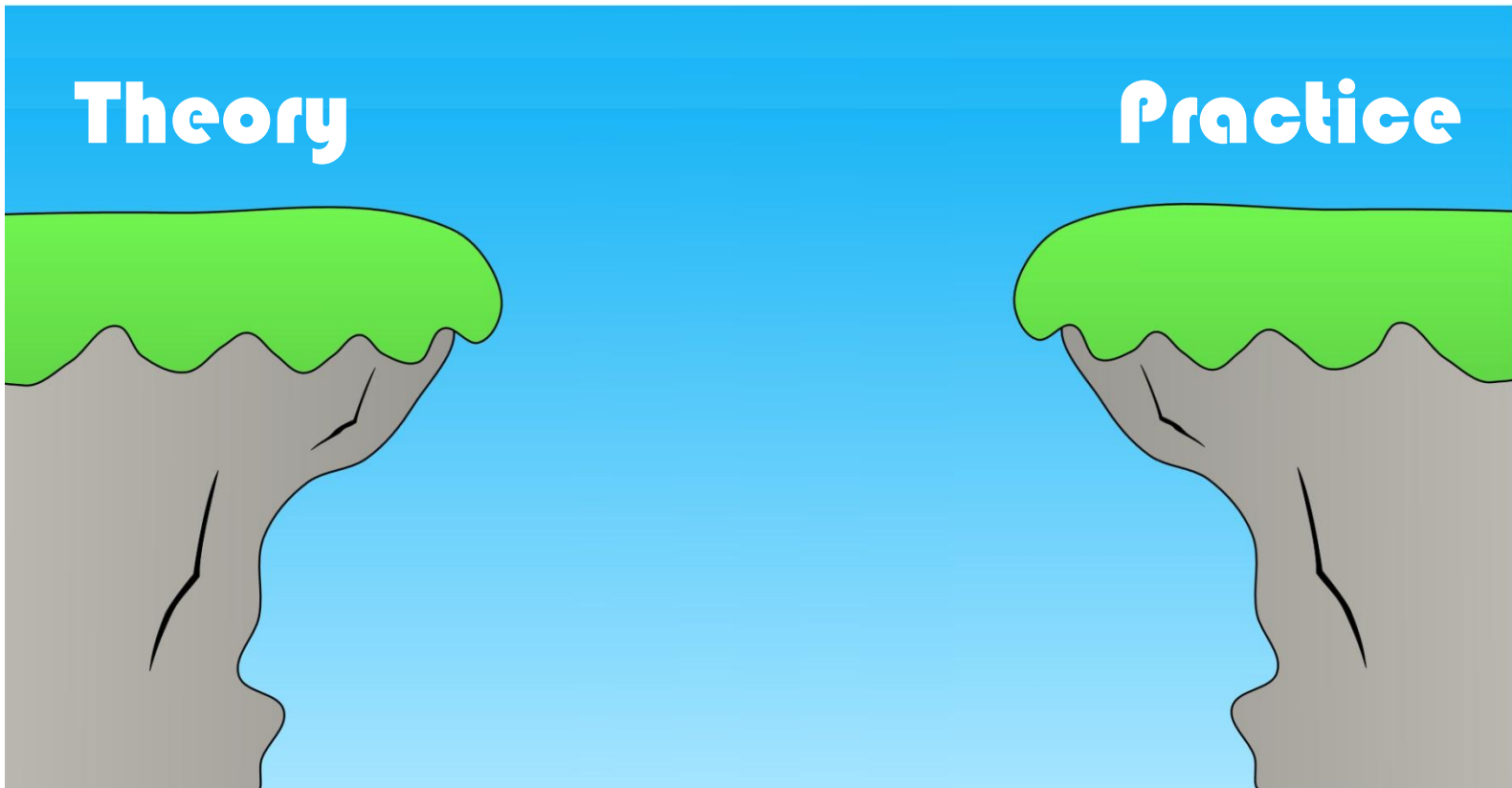


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Theory

Practice





Why doesn't more PD
evaluation focus on the
impact of the PD?



Muijs & Lindsay (2008):

“Higher levels [of impact] may be
more difficult and **more costly** to
evaluate.”



Fishman et al. (2003):

“Ironically, **teacher learning** may be the most **difficult** thing to measure in professional development.”



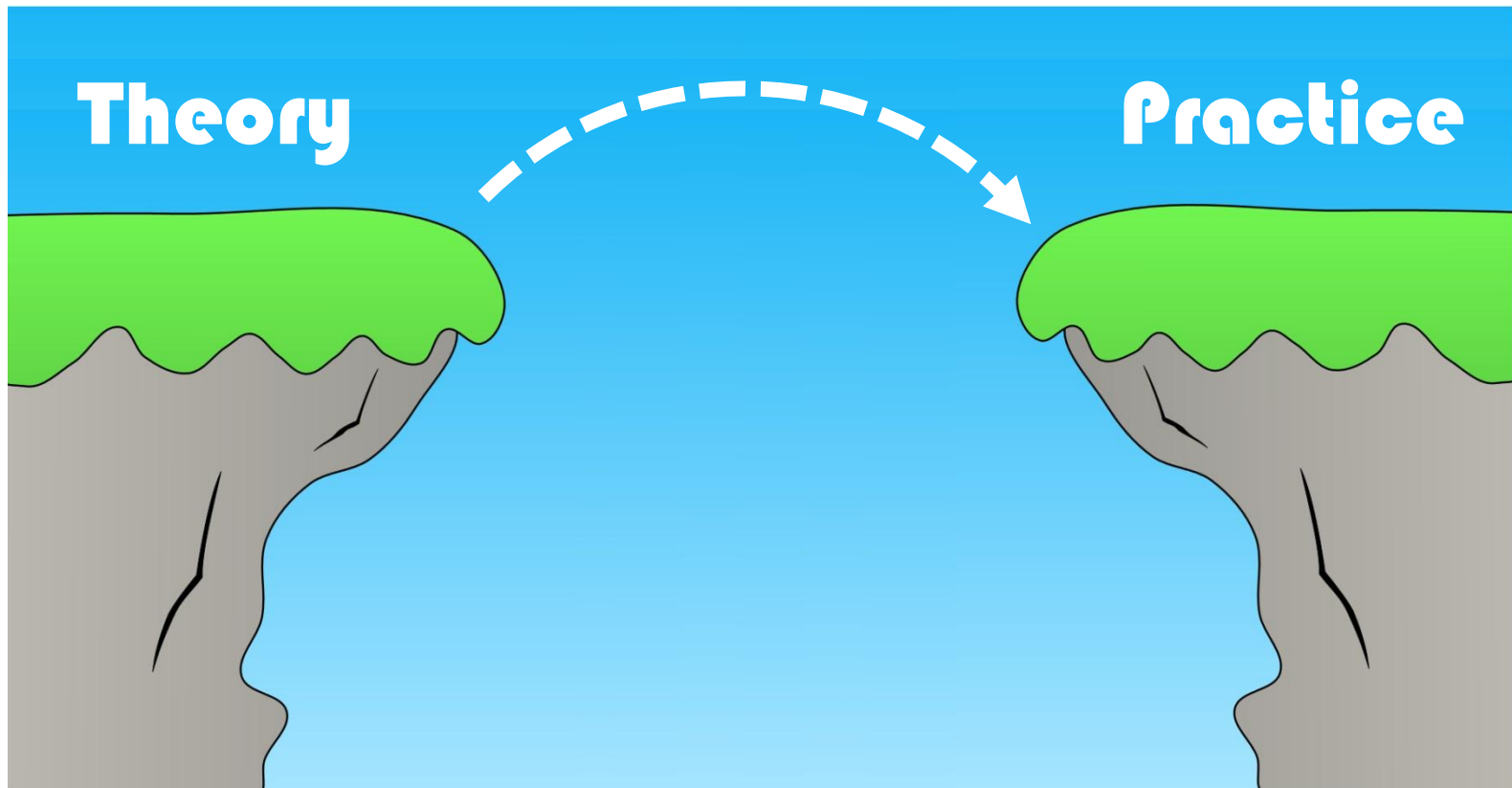
Loucks-Horsley & Matsumoto (1999):

“It is both **expensive** and **difficult** to design and conduct evaluations that can isolate and measure the specific effects of professional development on **student achievement**.”



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2. Effectiveness of professional development
3. Ways to evaluate the effectiveness
4. **My work – one tool**

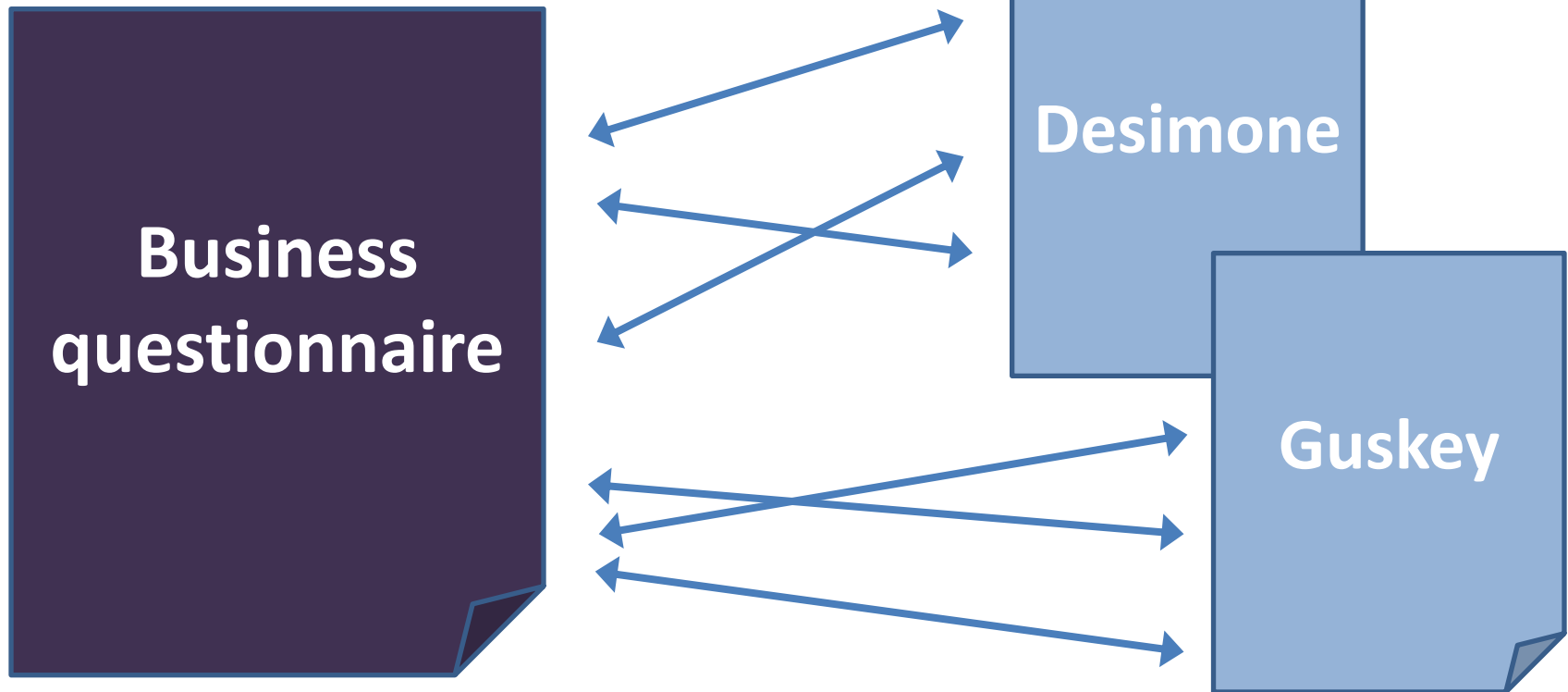
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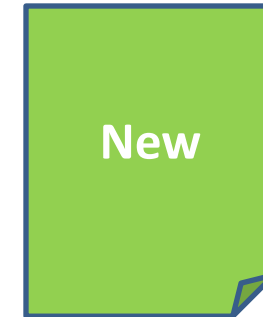


Business questionnaire

- ✓ Short
- ✓ Easy to use
- ✓ Based on sound theory
- ✓ Suitable for different types of training



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Organizational results

Overall, it seems to me that the organizational climate has improved due to the training.



Organizational change

Overall, the culture and procedures in my school have improved due to this PD.

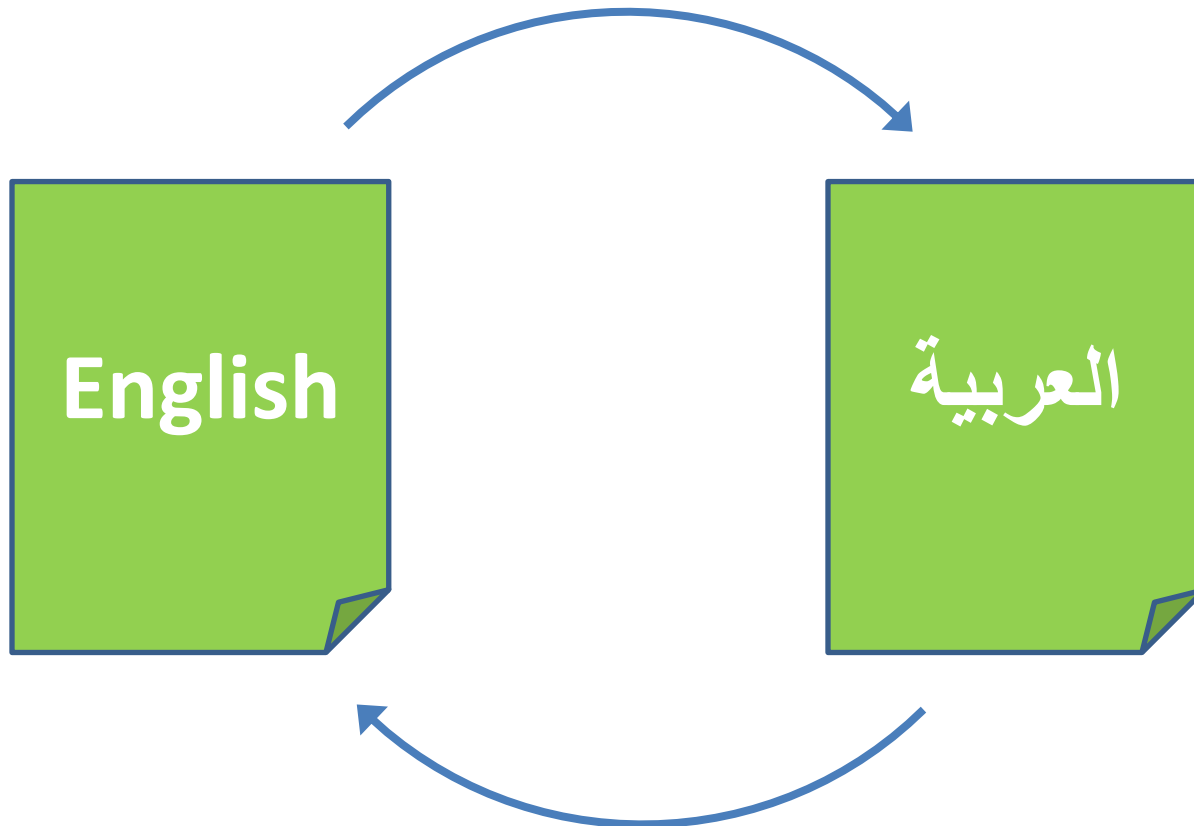
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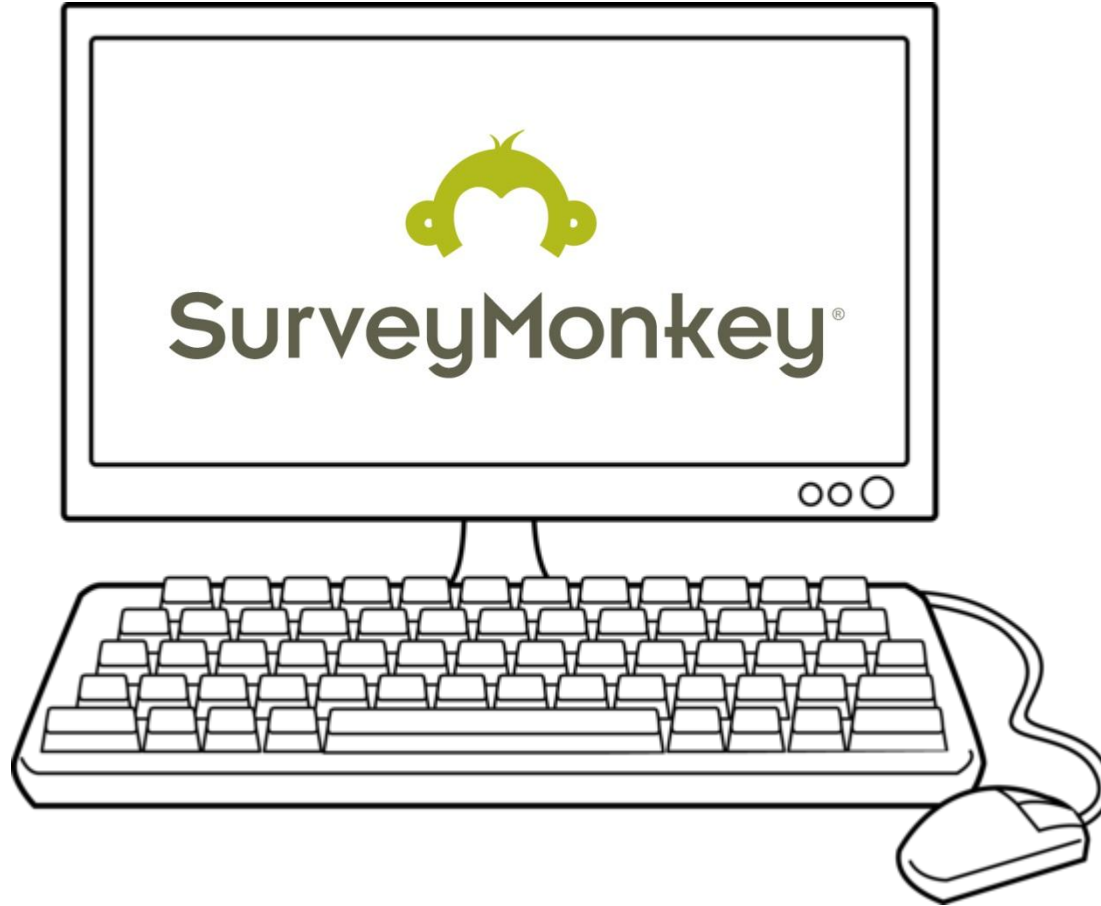
New
questionnaire



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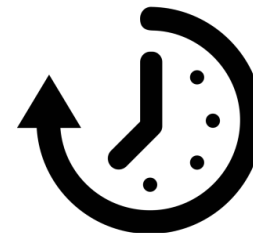
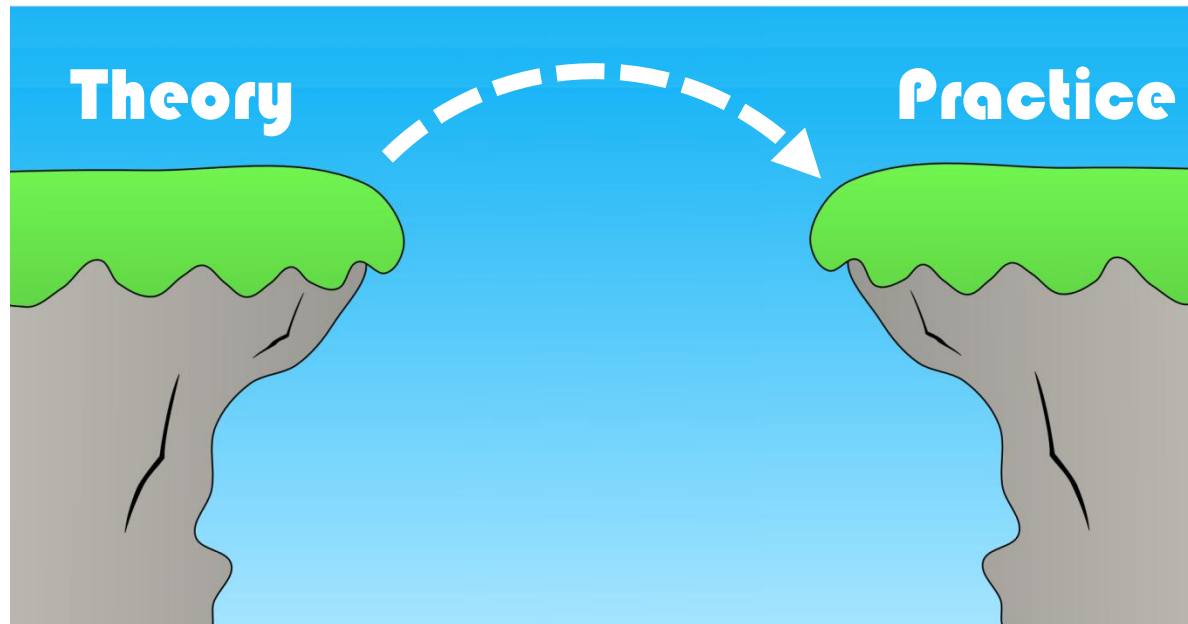
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Teacher knowledge

Classroom practice

Evaluate

Student learning

Organisational change

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Questions?

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