Quality assurance and evaluation of the impact
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Introduction

When considering the value of professional development, it is important to ensure that a process is in place which effectively evaluates the impact of this on teachers learning and on student outcomes. To consider the impact the professional development has had, it is essential to ensure that the design of the evaluation process provides accurate and meaningful feedback. It’s not just the case that professional learning automatically impacts student outcomes; but instead, when teachers are taught to become reflective practitioners, by taking what they have learned, putting it into practice and then evaluating whether it is having the intended impact, that makes the difference. If the teacher is unable to effectively evaluate and reflect on their learning, then it may not have the intended impact on student outcomes.

For this section of the project, we have investigated the impact and evaluation processes which take place in each of the five contributing countries and drawn out those processes which would make for exemplary evaluation procedures. To do this, we met as a focus group where we shared good practices from the five contributing countries and identified those which were the most successful in each country.

RECOMMENDATIONS

We recommend the implementation of the following four strategies to ensure quality impact and evaluation of CPD.

1. Integrate CPD actions with research
2. Accreditation of CPD
3. External evaluation of CPD
4. Teachers as evaluators of CPD.
Integrate CPD actions with research
Integration of CPD with research allows us to develop pedagogical solutions and models through combining theory and practice.

In Finland, research is integrated into all CPD provided by the LUMA Centre Finland. CPD activities are designed to produce new pedagogical knowledge and solutions. The quality assurance of the CPD activities is also carried out through research. The research model widely applied by the LUMA Centre Finland is collaborative and inclusive design-based research that engages both pre- and in-service teachers (as mentioned in LINKS section 06). CPD activities are developed from the basis of research literature (theoretical problem analysis) and constantly evaluated and re-designed through research phases (empirical problem analysis). The design process is iterative and cyclic, which allows constant evaluation of the quality of each CPD activity.

In practice, in-service teachers participate in CPD workshops. After the workshops, they implement the new methods and experiment in their classrooms. New knowledge is converted into small-scale research projects and the impact of the training is recorded by the teachers themselves. The results are then considered together with the other participating teachers, from the perspective of previous research findings and theory. This way, teachers have a chance to get peer support and to reflect on the new activity. Testing new methods also teaches students about the nature of science and helps them to see teachers work as part of the scientific community. This model provides the LUMA Centre Finland with important and detailed data on the effects that the CPD activity has had both on the teachers and their students.

In Austria, the IMST project regards teachers as the crucial group contributing to the further development of learning and teaching. It is assumed that it is not possible to have a direct “transmission” of (general) knowledge from administrators, teacher educators and researchers to teachers; rather, the (specific) knowledge needs to be constructed by the teachers themselves (supported by colleagues, teacher educators, etc.). Therefore, the teacher is a key stakeholder in innovation and research. Policy regulations (e.g., educational standards) or research results play an important role in IMST, however, these top-down elements of educational steering need to be balanced with bottom-up based innovations by teachers. Thus, IMST regards teachers as experts who investigate their own teaching in a systematic and self-critical way (among others, writing “innovation reports” in the context of action research, see e.g., Altrichter et al., 2008).

Benefits
- CPD providers are able to construct innovative programs based on current and ongoing research.
- Teachers build on previous research and develop action research within their own classrooms, mediating between top-down requirements and bottom-up needs of the teaching profession.

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Provide accreditation of CPD
Accreditation is aimed at ensuring that the CPD provider will deliver an acceptable standard of CPD and the CPD experiences address the needs of the teachers and responds to objectives that are set at a National level (Ministry of education). Accreditation helps identify the quality providers.

Since 2016, in Italy, all CPD has been quality assured by the ministry. Standards for the quality and effectiveness of CPD activities ensure the quality of the whole training cycle. There are a set of indicators related to methodological, organisational, designing and financial aspects, which are organised as a question checklist (See annex 2). All those involved in delivery of training (accredited CPD providers, schools, trainers, etc.) can use the checklist. After completion of CPD, teachers give feedback about the quality of the training: they need to answer the same question checklist in order to obtain the certificate of participation.

The accreditation of CPD courses are based on:
- organisation: duration, activity plan and timetable, location, targets, trainers and coordinator;
- educational aspects: content, objectives, method, expected achievements and final evaluation.

In addition, a continuous control of the CPD providers’ quality is conducted: once the accreditation has been attained, it is important to maintain and prove they still meet the quality requirements over time under penalty of revocation of the accreditation.

In the UK, there are many CPD providers that work at a local and national level. STEM Learning have designed accreditation to ensure that all providers of CPD under the STEM learning banner are assessed and working at the appropriate level. There are a number of routes into this accreditation, all of which are assessed by educational leads at STEM Learning.

- Professionals wishing to work as CPD providers for STEM Learning can apply for the STEM CPD Quality Mark. They complete an application form which lists their qualifications and asks for examples of CPD led by the individual and a reference is taken.
- Another route to the accreditation is through the attendance on 6 day residential CPD. As part of completion of the CPD, the participants are required to deliver CPD in their local area or at a national level and this is evaluated against STEM Learning’s guidelines.
- All employees within STEM Learning who provide face to face CPD are assessed delivering by a senior member of the education team on at least a yearly basis. All sessions are evaluated by participants.

Benefits
- It allows CPD providers to provide consistent, agreed quality, standards of CPD.
- Facilitators get to build experience and expertise.
- Teachers can develop the skills and confidence to act as expert CPD facilitators.
- An expanded pool of facilitators offering consistent quality support.
- Easier to find and develop specialist support.
- A way to show schools that you are part of a quality assured offer and that this offer forms part of an iterative process.
External evaluation of CPD
To ensure that evaluations are used to improve CPD programs, it is essential that there is oversight of the evaluation process. This ensures that processes are applied consistently to produce meaningful data and conclusions drawn can be used to allow for improvement.

In France, Fondation La main à la pâte relies on two forms of annual evaluations to ensure the quality of its CPD activities:
- an evaluation based on direct observations ensured by the scientific council of La main à la pâte;
- an external evaluation based on questionnaires.

The objective is to ensure that the actions respect quality criteria and comply with the strategy and objectives of La main à la pâte. In particular:
- that each session focuses on a scientific content;
- that participants are active and experience different forms of inquiry, questioning, reflection;
- that the session includes actions which allow transposition into the classroom.

The evaluation rests on questionnaires that are filled in directly by the teachers before, just after the CPD session and after a period of time.

The external examiner participates as an observer to a reduced number of sessions and establishes focus groups so as to collect comments and concrete examples from the teachers.

Evaluation measures teachers’ gaining confidence in subject and pedagogical knowledge and how transferable the skills are.

Evaluations are shared among the Maisons pour la science (Houses for Science). These evaluations make it possible to evaluate whether CPD meets set objectives, is less biased and is easier for CPD providers to accept and value.

Since 2013, Fondation La main à la pâte has been putting in place a strategy of evaluation of impact.

The objective of the project was to evaluate the impact on students of Inquiry-based teaching methodology identifying improvements for CPD.

Teachers’ understanding of the nature of science has been evaluated through questionnaires developed by a laboratory specializing in the didactics of science. The same laboratory has developed a grid for the observation of teachers’ practice, aimed at the identification of explicit reference to inquiry and the scientific method.

The rigorous statistical approach has thus been coupled with videotaped observations in the classroom by a small subset of teachers (control and treatment) has been followed for the qualitative assessment.

Evaluated CPD activities consisted of sessions of 60 hours distributed over 2 years.

The methodology has consisted of a randomized controlled trial. Teachers of both the treatment and control group were volunteers and were randomized afterward. Control group teachers have received training sessions in the same domain and with the same objectives, delivered by the Maisons pour la science, but only for short sessions of 3–6 hours.

The results are still under analysis. Small positive effects appear at the level of the time spent on science teaching (for the teachers) and of content knowledge (for the pupils). No positive effects are yet visible on motivation, scientific reasoning, inquiry (for the students), nor on the understanding of the nature of science (for teachers).

In Italy, external evaluation of regional CPD in the seven national centres, gave feedback concerning the quality and relevance of the CPD model developed, dissemination and advisory actions taken by the project, the effectiveness with which the objectives of the project had been reached, the sustainability of the project and its CPD activities at national level. At the same time, key success and failure factors were identified and measures that will improve relevant, efficient, effective and sustainable project delivery in future partnerships were proposed.

In the UK, STEM Learning values feedback on taught sessions and uses it for planning future CPD and also for assessing competencies of teaching staff.

We gain feedback through verbal, written and online evaluations of every session delivered. After a CPD event, the course leader collects written feedback through the Learning and Evaluation tool (See annex 4) that participants complete during the taught sessions. These comments are collated and used to decide which sessions were most useful and which least useful. Participants can make notes on things of interest on these forms and where the feedback boxes are full, the deliverer is able to take ideas from what the participants found the most useful of all information shared. These forms are then used for written evaluation of the CPD which is monitored by line managers to check that the CPD is useful and relevant. This form is accompanied by the Impact toolkit which has an online evaluation section.

In the online form, the participants are asked for detail about the most effective elements of the CPD and how they would like to see it changed in the future. They are also asked for anything they would like covered in future CPD. This online evaluation alongside the written feedback and any verbal feedback the CPD deliverer has been given is then used for planning future CPD. After each course, the course leader looks at all available feedback and makes changes based on the participant feedback. If a session was particularly well received this might be extended and more examples in this style covered. If a session did not evaluate well, it will be changed or removed and replaced with something that participants have requested be covered. This feedback is shared within the teaching team and also with the entire STEM Learning network so that all CPD can be monitored for improvement.

Benefits
- There is consistency of application of the evaluation process;
- Feedback given can be used to aid improvement of the CPD experience.
4

Teachers as evaluators of CPD
We consider teachers’ self-evaluation the most important aspect of teaching innovation and change, as it is not teaching improvement without teachers’ engagement in self-evaluation. The point is that only the teachers themselves can exactly know what are the strengths and weaknesses of their practices, along with the real opportunities and risks of their own professional context. This teachers’ involvement allows CPD providers to collect data for evaluating to what extent their training actions have really met teachers’ needs in the most effective way. In order to encourage teachers to become reflective practitioners, it is necessary to involve them actively in the process of evaluation. Teachers should participate in the process of defining the objectives and of identifying the indicators that show the objectives have been reached.

In the UK, the development of teachers as reflective practitioners is integral to the development of courses. The process is guided by the use of a toolkit which leads teachers through the reflective process. This enables them to measure the impact that the change in practice from their learning has had upon their students. The toolkit has been developed using Guskey’s five levels of evaluation. When teachers first enrol on the course, they are asked to consider outcomes for the course.

After the first period of CPD, teachers write an action plan which details how they will put what they have learned into practice. They decide at this point which indicators they will use to measure the impact before they introduce the changes to their practice.

At the start of the next CPD period, they reflect on the impact the changes in practice they have made has had and look at where they can make further improvements. The toolkit guides teachers to further measure the impact after a longer period of time.

An issue with the use of the impact toolkit is that it is completed outside of the training time and participants may not complete or complete it only superficially.

In Italy, teachers’ self-evaluation engages them in reflecting on what they did in classroom, why and how they did it, and includes both reflection on action and on action. This involves analysing their own teaching during their CPD course - while they are implementing with their students what they have learned (reflection on action) - and at the end of the CPD course and after the experimentation with the new method and materials in their classroom (reflection on action). For example, a checklist for evaluating the implementation of the inquiry-based teaching through the self-analysis of classroom practices has been designed. It includes a list of criteria that indicates inquiry-based practices as supporting students’ investigation, communication and group work, arranging the class and providing materials and equipment for the activities (see annex 3). Culture of innovation means starting from teachers’ strengths, understanding teachers and schools as owners of their innovations, and regarding innovations as continuous processes that lead to a further development of practice, as opposed to singular events that replace an ineffective practice. The establishment of a culture of innovation requires that activities be presented at the individual level as well as at the local level as prerequisite for scaling up processes.

The IMST project has been developed at local, regional and national levels who cooperate through network activities. Teachers running small-scale projects in the regional networks might successfully submit a larger project in one of the thematic programmes; vice versa, experiences from such larger projects are presented in regional network meetings to encourage teachers to start small-scale projects. This helps the centres to build bridges to practice, to other academic institutions and fields, and to become stronger partners of IMST and the educational system. This increases the intended deep interconnection between policy, research and practice.

In Italy, the introduction of law 107/2015 has significantly modified the approach taken to teachers’ professional development. It states that teachers’ professional development should be a compulsory structured program. The national teachers’ training plan providing guidelines for the process has been introduced.

The guidelines include the development of a teachers’ portfolio, which has not yet been made mandatory, except for one section that is only requested to novice teachers. The teachers’ portfolio should allow teachers to demonstrate the progress they have made in terms of skills and competences through the professional development. The document enables them to engage in a reflection process on their own learning experiences and the connected level of professional growth and expertise they have been achieved over time.

Rather than a simple collection of certifications of PD activities, it has been conceived as a “process tool” for documenting the evolution of teaching practices based on evidence. It should allow evaluation of the consistency between teachers’ ideas and assumptions on teaching and learning - developed through their learning experiences - and their real classroom practices. Through the partial or fully publication of the portfolio, teachers are able to show (and even share) the knowledge, skills and expertise they have developed over time.

Benefits of the portfolio are:

- the dynamic documentation of teachers’ professional growth;
- their increased awareness of the most effective teaching practices;
- a useful documentation of teaching innovation;
- the dissemination of good teaching practice;
- the opportunity to better connect students’ achievements and teachers’ skills.

Benefits

- By using a structured approach during their CPD, teachers are able to use this process to systematically make links from one experience to the next.
- Through the development of reflective practice, teachers are able to observe and evaluate the way they behave in the classroom.
- The use of the tool kit supports the development and maintenance of professional expertise.
- Teachers are stakeholders in their own professional development.
- They engage in peer-learning through liaison with CPD networks.

In Austria, the IMST project, financed by the Ministry of Education, has been designed to promote teachers’ innovation and classroom research. This project supports teachers’ critical stance towards innovation and inquiry, which in turn is an important basis for disseminating inquiry-based learning.

Evaluations should take into account the current classroom situation in terms of teachers’ skills and students’ knowledge, attitude and competences. CPD actions aim at developing scientific knowledge and science didactics and skills in teachers and children; they also aim at fostering a positive attitude towards science, the understanding of the methods and practices of science (nature of science), the impact of science on society and citizenship. Education can have positive impacts on self-confidence and autonomy of reasoning. It is thus necessary to evaluate whether CPD actions fulfill these objectives in addition to being able to make teaching practices evolve.

The overall goal of IMST is to establish a culture of innovative MINDT teaching (Mathematics, Informatics/computer science, Natural sciences, Deutsch/German language, Technology). Culture of innovation means starting from teachers’ strengths, understanding teachers and schools as owners of their innovations, and regarding innovations as continuous processes that lead to a further development of practice, as opposed to singular events that replace an ineffective practice. The establishment of a culture of innovation requires that activities be presented at the individual level as well as at the local level as prerequisite for scaling up processes.
Summary for CPD providers
Why it is important to evaluate

Evaluations have no value in themselves unless they are used for improving future CPD actions. They can do this directly when feedback is used by the CPD provider in order to modify previous activities and plan new experiences with increasing impact. They can also do it indirectly when CPD actions or design-based research are validated by the evaluation and become “good practices” that can be largely shared. Evaluation allows for the measurement of the impact of the change in practice with regard to teachers, their colleagues and outcomes for students.

Summary of the recommendations

THIS REPORT RECOMMENDS THAT:

- All CPD is accredited to ensure quality of delivery and message.
- CPD providers respond to current research in their practices and involve teachers in action research within their own classrooms. This research is then incorporated into CPD programmes.
- Teachers are encouraged to actively reflect upon their own practice before and after training.
- CPD is evaluated by teachers as well as outside evaluators to ensure its quality.
Annexes
Annex 1


4. Report from the French national project: http://www.agence-nationale-recherche.fr/en/are-funded-project/1x_humusuvibian_p2%5B6BC0DEE%5D%3;ANR-13-APPR-0004


14. Report from the French national project: http://www.agence-nationale-recherche.fr/en/are-funded-project/1x_humusuvibian_p2%5B6BC0DEE%5D%3;ANR-13-APPR-0004


Annex 2

Italy-Multilevel Quality Assurance of CPD activities.

Italy-CPD providers’ quality standards.

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<th>METHOD</th>
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</thead>
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<td><strong>PARTICIPANT INVOLVEMENT</strong></td>
<td>1. Does the CPD provider engage teachers in implementing learning activities in their classrooms (not necessarily all of them)?</td>
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<td></td>
<td>2. Does the CPD provider promote the sharing of good practices and the interaction among participants? Does the CPD give examples of good practices?</td>
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<td></td>
<td>3. Does the CPD provider engage all participants, or some of them? Is the content and the activities shared among all of the participants?</td>
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Italy-Multilevel Quality Assurance of CPD activities.

Italy-CPD providers’ quality standards.

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<td>1. Does the teachers discuss the CPD proposal in their school?</td>
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<td>2. Before starting the CPD, have the teachers’ reflection on the CPD content been fostered?</td>
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Annex 3

Italian questionnaire for the Observation of a lesson

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<th>ACTIONS</th>
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<tbody>
<tr>
<td>What is the teacher doing?</td>
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<tr>
<td>What the students are doing?</td>
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<tr>
<td>What are the contents of the lesson?</td>
<td></td>
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<tr>
<td>Which methods are the teacher implementing?</td>
<td>(EDUCATIONAL STRATEGIES)</td>
</tr>
<tr>
<td>What are tools?</td>
<td></td>
</tr>
<tr>
<td>(TOOLS)</td>
<td></td>
</tr>
<tr>
<td>Are the students involved in the activities?</td>
<td>(CONTEXT)</td>
</tr>
<tr>
<td>What is the class management?</td>
<td>(CLASS MANAGEMENT)</td>
</tr>
<tr>
<td>Elements of quality observed</td>
<td></td>
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<tr>
<td>Any problems encountered</td>
<td></td>
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<tr>
<td>Resolution strategies eventually adopted</td>
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NOTES

Requests for clarification
Questions to ask
General advice

Annex 4

STEM Learning Impact Toolkit forms

Form used pre course.

Form used during the CPD.
Form used post CPD as evaluation. Form used for teacher to action plan their interventions. Completed post CPD with senior manager in school.
This project is funded by the Erasmus + Programme of the European Union.

The LINKS project is coordinated by

[Logo of Fondation La main à la pâte]

Partners of the project

[Logos of various partners, including universities and organizations]