Quality assurance and evidence based evaluation
Section 5 Quality assurance and evidence based evaluation

• The working group for this topic consisted of:

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• Working group discussed the best practice in each of the 5 countries to draw up our recommendations to take to policy makers.

• This involved an online meeting to collect the data followed by a face to face meeting in York where the basis of the tool kit was drawn up.

• This included a set of recommendations for policy makers with information to illustrate and exemplify best practice.
Impact and evaluation

- The working party produced 9 recommendations for the toolkit to be put before policy makers. Following recommendations from the National meeting these were reduced to the following:
  - 1. Integrate CPD actions with research
  - 2. Accreditation of CPD
  - 3. External evaluation of CPD
  - 4. Teachers as evaluators of CPD
1. Integrate CPD actions with research

- **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.
2. Develop accreditation systems to ensure the quality of the CPD provided

- **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.
3. Partner with external evaluators to ensure the evaluation process is objective and has rigour.

- **Benefits:**
  - There is consistency of application of the evaluation process
  - Feedback given can be used to aid improvement of the CPD experience
4. Evaluate teachers as reflective practitioners and involve them in the evaluation process through the use of structured systems or toolkits

• **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
Why it is important to evaluate?

• Evaluations have no value in themselves unless they are used to signpost improvements for future CPD.
• Enabling modification of previous activities
• Plan new experiences

• Evaluation allows for the measurement of impact of the change in practice with regard to teachers, their colleagues and outcomes for students.
Summary of recommendations

• All CPD is accredited to ensure quality of delivery and message.
• That CPD providers respond to current research in their practices and involve teachers in action research within their own classrooms.
• Teachers are encouraged to actively reflect upon their own practice before and after training.
• CPD is evaluated by teachers as well as outside agencies to ensure its quality
Partners in the project
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