Evaluating Impact
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Note to NIDOS members: IDEAS is the International Development Education Association of Scotland, a network of NGO's involved in development education (DE) in Scotland. IDEAS has two Forums - Schools and Community.

This is a slightly adapted version of a booklet written by Kadie Armstrong and Jean Bareham in 2007, based on work done by IDEAS Schools Forum members, who were looking for ways to evaluate and illuminate how far the work they do with teachers in Continuing Professional Development (CPD) workshops actually makes any long-term impact.

The process used to identify outcomes and indicators to be used in evaluating impact, is useful for NIDOS members, too.

Case study on evaluating impact

A short toolkit on evaluating the impact of Continuing Professional Development (CPD) workshops on teachers’ practice

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Introduction

Many IDEAS Schools Forum members offer CPD workshops to teachers on various aspects of teaching the Global Dimension. Teacher satisfaction with CPD workshops is evaluated at the time of delivery through evaluation forms given out at the workshop itself. In 2006, IDEAS members expressed an interest in developing ways of evaluating the longer-term success of CPD. They wanted to find out whether teachers who attend their CPD workshops go on to use what they've learned in their classrooms, what teachers find most (and least) useful, and what the longer-term impact might be on classroom practice, on the whole school, and on teacher and young people's behaviours. Learning from such evaluation would help improve and refine future workshops.

Over the course of the school year 2006 - 07, several IDEAS members trialed methods of collecting such information, reflected on what they'd learned, and shared their learning at Schools Forum meetings. This short paper outlines some of the work which IDEAS members carried out to evaluate the impact of CPD workshops. Note that this is 'work in progress' which will continue to be trialed and refined over the next year (2007 - 08).

Jean Bareham 2007
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**Current IDEAS monitoring systems - and what they can tell us**

IDEAS members now have standard collection systems for the following:

- **CPD workshop evaluation forms** completed by participants at the end of each workshop, help evaluate the immediate success of workshops, and help form a cumulative picture of which methods and approaches are most popular at the time of the workshops.

Statistics are collected in standard formats and shared with other IDEAS members:

- **Number of teachers attending CPD workshops / no of schools involved**: This helped establish a baseline for the number of teachers and schools involved, which can be compared over time.

- **Mentoring - no of individuals / no of local authorities**: These statistics may be useful in monitoring requests for mentoring and advice after a CPD workshop, especially if the worker notes the circumstances of each request.

- **Resources borrowed / resources sold**: Again, these statistics provide useful monitoring data of instances where, say, a CPD workshop has resulted in increased resource lending and / or sales.

- **School visits**: Again, this may help monitor requests for schools visits arising after CPD workshops.

- **Projects**: Notes of any special projects may be helpful in monitoring teacher or school interest arising after CPD workshops.

It is worth noting that all of these activities - and not only CPD workshops - are designed to build teachers' capacity to deliver the global dimension. While the focus of discussions at Schools Forums over 2006 - 07 were on CPD workshops (and this is reflected in this paper), most of the methods trialed and discussed could be used or adapted for, say, the impact of mentoring or of schools visits.
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Desired outcomes
or - What would success look like?

'The process of people thinking what the indicators of success might look like can be helpful in focusing on the changes we are trying to bring about and making the IDEAS strategy more focussed and manageable.'

Kadie Armstrong, IDEAS Schools Forum Coordinator

We wanted to establish a common understanding of what members wish to achieve through CPD workshops, and of how we will be able to judge whether we've achieved these outcomes. So at a Schools Forum, members were asked 'What are the outcomes you'd like to be able to show? Or, put another way, What would successful follow-up after a CPD look like?' From the responses gathered, we identified four desired outcomes which would ideally come about as a result of CPD workshops.

The figure below shows the four desired outcomes, those at the top having a more long-term impact on teaching and learning within the school, but also being the result of a more sustained engagement with development education. We also identified various pieces of evidence that would help establish whether an outcome has been realised. These outcome indicators are bulleted below each outcome.

**Outcome 1 Attitudinal change**
Outcome indicators:
- Classrooms are more democratic
- Changes in teachers’ attitudes and values
- Changes in pupils’ attitudes and values

**Outcome 2 Changes in whole school policy and practice**
*Embedding GD in the curriculum and school ethos*
Outcome indicators:
- Global Citizenship themes run through school development plan
- Global Citizenship evident in school ethos
- More democratic school systems and structures

**Outcome 3 Individual teacher action**
*e.g. classroom practice, influencing colleagues etc.*
Outcome indicators:
- Sample of work (or work plans)
- Use of particular DE activities
- Use of new techniques
- Assemblies with a global dimension
- A whole school project with a global dimension
- Sharing Education for GC info with colleagues

**Outcome 4 Individual teacher engagement with DE**
Outcome indicators:
- Further requests for resources
- Further requests for ideas
- Ongoing relationship
A checklist of questions for teachers

Here is a suggested checklist of questions which you may like to ask teachers, devised to reflect progress towards the desired outcomes already outlined above. These questions are best left until teachers have had a chance to try out activities learnt at the CPD workshop - at the moment, practitioners feel that six weeks is a good gap. (However this is still being trialed.) The length of time left, and the way you ask these questions (eg through an online questionnaire, a telephone interview, a focus group discussion, etc) is up to you. Please feel free to adapt this checklist to your own needs. Note that the checklist itself is being trialed and refined over the next year (2007 - 08).

Teachers’ classroom practice

Have you used specific activities as a result of the CPD workshop? [Show activities]

If you didn't use any of these activities, can you say why not? For example,

- Activities were not relevant to our curriculum
- The curriculum / timetable is too crowded
- Lack of support from colleagues
- Activities were not useful
- Other? (Please specify)

If you did - please specify which activities?

In what context did you use the activity / ies? For example - within an existing topic / subject? - within a new topic you developed yourself? Other?

How did your pupils respond to the activity / ies?

Sharing the learning

Have you shared ideas or activities from the CPD workshop with other people?

If so, who have you shared them with? (for example - teachers in the same dept or year group? teachers in other departments or year groups? members of the school management team? teachers in other schools? Others?)

Can you give more details?

Has the school done anything as a result of the CPD workshop? For example -

- Assembly round a global issue?
- Developed a school theme / project around a Global Citizenship issue?
- Discussed Global Citizenship at a staff meeting?
- Other?

Teachers’ own learning

Has the CPD workshop raised any larger questions for you?

Thinking about the impact the workshop has or has not had on your practice or your learning, would you like to comment on the format or content of the workshop?
Ways of asking teachers

Having established the questions you’d like to ask, here are a few suggestions for the methods and tools which you might use to ask them.

Ways of asking teachers 1 - Survey Monkey: an online questionnaire

IDEAS has taken out a subscription to the online survey tool, Survey Monkey, and has devised a template of questions (which is the same as our Checklist above). This online questionnaire can be emailed to teachers at an agreed time after a CPD workshop. It also has the great advantage of analysing responses.

This should not be too time-consuming, as a lot of the work has already been done. If you are interested please contact Kadie, who can also offer advice.

Case Study 1

Survey Monkey: Getting to grips with an online questionnaire

Two IDEAS members - Susan Jenkins of Montgomery DEC and Lynn Baxendale of Oxfam in Scotland - offered to trial the Survey Monkey questionnaire and reported back to the Schools Forum in May 2007.

Susan used the Survey Monkey template to ask teachers how they were following up a CPD she'd offered in Aberdeen on Slavery Past and Present. Susan emailed the questionnaire to the seventeen who had attended - six responded within a week and there were then no further responses.

Lynn had worked with WoSDEC to deliver a full day's CPD on developing an understanding of Education for Global Citizenship, its relationship to A Curriculum for Excellence, and practical ways of implementing it in the classroom. WoSDEC followed this up four months later by emailing the Survey Monkey template to participants. Five out of fifteen participants responded.

Learning about CPD impact on teachers

Susan found that the six teachers who responded were very positive about how they'd used activities from the CPD, which had focussed on 'Do Something!': five teachers reported that they'd since used activities, with the other one planning to do so. Five out of the six respondees had shared ideas with other teachers.

Lynn also found that evaluations were good, with 80% reporting that they had used activities from the session and that their students had responded very well. All had shared ideas with other teachers. 50% responded that there had been positive school activity as a result of the CPD, ranging from discussion at staff meeting to a new school theme/topic at assemblies.

Learning about using Survey Monkey

Both Susan and Lynn wondered about the timing of the questionnaire: 'I think we left it too late. What would be the optimum time lapse? I think I'd go for a 6 weeks gap next time and I'd flag the survey up at the session.' Both found that responses tended to be from those teachers already identified as enthusiastic.
Both also wondered what response rate is needed to assume that this is a valid way of gathering evidence?

Not all teachers use their school email addresses and it may be helpful to ask teachers for an email address that they use regularly.

It is useful to flag up the questionnaire with teachers at the CPD session itself, so they are expecting it.

Susan feels that being able to analyse individual responses would be a help in considering how to support individual teachers: 'It's good for a quick overview and is easy to send. But it's slower to analyse individually, and as responses are anonymous, it doesn't help me follow up individual teachers.'

It can be helpful to have the LA/advisor on board, to encourage teachers to respond. Susan suggested she might in future contact the LA to see if they would like any questions included in the survey.

Learning within the wider evaluation

Of the four desired outcomes, Susan feels that the outcome 'Individual teacher action' is the one best answered by Survey Monkey.

Both suggested that we need to refine the template of questions asked in Survey Monkey, perhaps making some questions more specific. Lynn said 'I am wondering how this information ties in with the evaluations from teachers at the end of a CPD session. We should perhaps ask what else they would find useful; this would help us plan future CPD – and would be good evidence for LA advisers. More widely, it may be that we need to revisit the questions to ensure that responses will link well with the indicators we've chosen.' Susan adds: 'We need to develop further questions for greater detail, for example ask directly the title of topic or input area.'

Both will use Survey Monkey again. In spite of the low response rate, Susan said 'It's told me things I would not otherwise have heard, so I'd like to use it again and build up knowledge that way.' Lynn said 'The bits that were the most interesting were where teachers had typed in their own comments. There were some really interesting quotes. Survey Monkey might be a 'way in' to further, deeper evaluation, for example we could get in touch with teachers whose responses look interesting or illuminating.'

'I think having only used the survey once it is difficult to draw any useful conclusions in terms of how CPD impacts on teachers’ practice – but over a period of time it could give us a clearer picture of what some teachers do after a CPD. To be useful, we need to do this throughout the whole of a school year.'
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Ways of asking teachers 2 - Structured group discussion with teachers

Another method trialed this year is a structured group discussion with teachers, again say six weeks after a CPD workshop. This might be, for example -

- a specially-organised focus group
- a group discussion at another event, for example a cluster group meeting or one of the Global Dimension teachers' networks which several DE workers are coordinating in their area
- a group discussion at the beginning of the second workshop within a two-CPD programme

The latter option, where a two-CPD programme is offered, is a model which is gaining popularity with IDEAS members, where the second session offers teachers the opportunity to exchange ideas about how they have followed up, what has worked, what has not worked, etc. Kadie's report to DfID comments that 'It seems that over the next year (2007 - 08) most of the DECs will be extending the range of courses that use this format' and quotes:

'We should develop more multi-session courses [for teachers] to allow for progression and more in-depth learning/understanding of the issues and the connections. This also allows for better follow-up and opportunities for teachers to share ideas and strategies'

Susan McIntosh, Scotdec

Case Study 2

Group Discussion With Teachers at a second CPD workshop

WoSDEC used a discussion group with teachers to help evaluate the impact of a previous CPD session. Lynn Baxendale of Oxfam in Scotland, who was supporting WoSDEC in these sessions, reflects on the usefulness of this format and reported back to the Schools Forum in May 2007.

In the Autumn/Winter of 06-07, WoSDEC worked with Glasgow City Council to offer two twilight sessions on 'Developing Critical Thinking Through Education for Global Citizenship'.

As part of seeking to improve our engagement with teachers we wanted to look more closely at the CPD we provide to find ways of improving its effectiveness for teachers and its impact in terms of changing classroom practice. Here, we used the first 30 minutes of the recall session to ask for feedback on:

- What teachers had used from the first session
- How pupils had reacted and how the lesson had developed
- Where teachers thought they might take things in the future.

Main findings about CPD impact on teachers

The feedback was extremely positive with everyone having used a number of the activities we had highlighted in the first session. Teachers were genuinely excited by the way children had engaged with the activities, tasks, and discussions. All said the activities had worked well and that pupils were fully engaged on the tasks, even children who normally were not interested. In all cases teachers found that the discussions that arose from the activities had been far more in-depth and mature than usual. A lot of the teachers had adapted activities for
their current topics, then found that these activities had stimulated ideas which they then adapted for other areas of the curriculum.

**Learning about using group discussion**

Only half the original teachers attended the recall session (eight out the original fifteen). The four month gap between the first session and the recall session was too long and there had been no reminder notice – time for people to forget it was happening! So my advice would be don't leave it too long - perhaps 6 weeks is an optimum?

Using the first 30 minutes as a focus group/feedback session worked well. The teachers clearly enjoyed exchanging what had worked - and not worked - with colleagues.

Informing teachers beforehand that the recall session will begin with this discussion is perhaps a good way of ensuring that more actually engage with activities in the first session and try ideas out in the classroom.

After a recall session it becomes easier to identify those teachers who might develop things – they could form a group to follow up.

On a practical level, it was useful having two of us, one facilitating discussion, and one scribing.

In terms of a wider evaluation for WoSDEC and IDEAS, the discussion certainly provided useful quotes and potential stories. I'm looking forward to continuing to evaluate how teachers follow up CPDs over the next year, resulting I hope in more conclusive findings. It would be helpful to have a set of questions to use each time so that feedback is more easily comparable.

(By way of comparison, Lynn reports that the two-session CPD format was used with nursery teachers in another authority, Renfrewshire. Here the gap between sessions was shorter and 100% of the nursery teachers returned. The adviser in Renfrewshire felt this was an effective format, encouraging a rich exchange among teachers; as a result, all the CPD sessions which WoSDEC will do with Renfrewshire next year have been advertised as 'two-parters' – even though for the authority it is more expensive.)
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Ways of asking teachers 3 - Informal discussion with teachers

Sometimes an informal chat can be illuminating, as Janis's short case study shows.

Case Study 3

Informal Discussion With Teachers

Janis Keast of Highland One World Group used informal discussion with teachers to try to get to the bottom of why teachers were not using the activities she'd suggested in CPD workshops and through mentoring and classroom visits.

Through Highland One World Group, I've been going into the same two primary teachers’ classes for at least three years to support different topics. In particular, they always seem to ask me back while they’re teaching 'Water' - once the children have learned about floating and other scientific aspects, I'm asked in to ‘do’ clean water as a right.

I wanted to find out why these two teachers don’t deliver these aspects themselves. This is a school which buys our resources, the teachers have been to several HOWG twilights, they read the HOWG newsletters, they have 'global classrooms'. I’d intended to have a one-to-one informal discussion with the two teachers. However, one of them looked really unwell, and so I spoke mainly to the other.

Main findings
The teachers said they like the methods I use, when I’m there, the kids are very focussed and involved and are chatting to each other about the issue in hand. Also, they said that the children like visitors. They listen to an outsider and remember more. 'We are like their mums ..... but when someone else tells them something they take it on board.' They felt it would take ages for a teacher to organise one lesson like that. 'We couldn't do it!'

Learning
What did I learn? That what we do does rub off but not quite to the extent we hope for. We are not going to manage to do ourselves out of a job just yet! In fact we need to increase our capacity to fulfil all the requests that are made of us. A Curriculum for Excellence actually encourages teachers to invite more visitors into school so perhaps we need to try to prepare for more requests.

Asked if she was surprised by what she had learned, Janis said, 'I think it underlined what I already knew.'
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**Conclusion: What now?**

2006 - 07 produced a really useful start to this challenging area of evaluation. IDEAS may now wish to consider how to continue to develop it. Here are some possible ways forward:

- Establishing a **baseline**, against which any future impact might be assessed, would now be relatively easy, by gathering reports to date.

- Refine the checklist of questions in line with what is really useful information.

- Develop the outcome indicators so that other, perhaps deeper questions may be considered. This may include whether the Global Dimension increases young people's motivation and attainment, and / or changes young people's attitudes and behaviour, although there may also be a case for 'walking before we run'.

- Develop tools and templates which members can use and adapt, for example a template and some discussion tools for structured discussion. These will in any case be a part of the soon-to-be published **IDEAS Evaluation Toolkit**.

- Develop new ways of gathering evidence, which may include -
  - telephone interviews
  - observation in classrooms
  - action research, perhaps alongside teachers
  - We could be collecting and using more creative evidence such as stories, photos, etc, and an 'Open Space' on the IDEAS website and within STRIDE.

It's already been noted that over the last year, more IDEAS members are using the two-session model of CPD. Kadie's comments in her report to DfID outline the opportunities this model offers; indeed, her comments offer food for thought in terms of the overall evaluation of Supporting the Global Dimension:

>'The challenge for [DE workers], and for us collectively, will be to use the opportunity offered by this model to evaluate the impact of such repeat-sessions first on classroom practice, then on students’ learning, and then to really refine existing DE practice so that it is having as much effect as possible. I would hope that reporting on this programme of work next year, most members are noting more than just the efficacy of this model of CPD, but actually identifying what lessons it is generating in terms of impacting on teachers’ classroom practice.'