IMPLEMENTING AN OBJECTIVES-DRIVEN, RESULTS-ORIENTED, SUSTAINABLE PROFESSIONAL DEVELOPMENT PROGRAM

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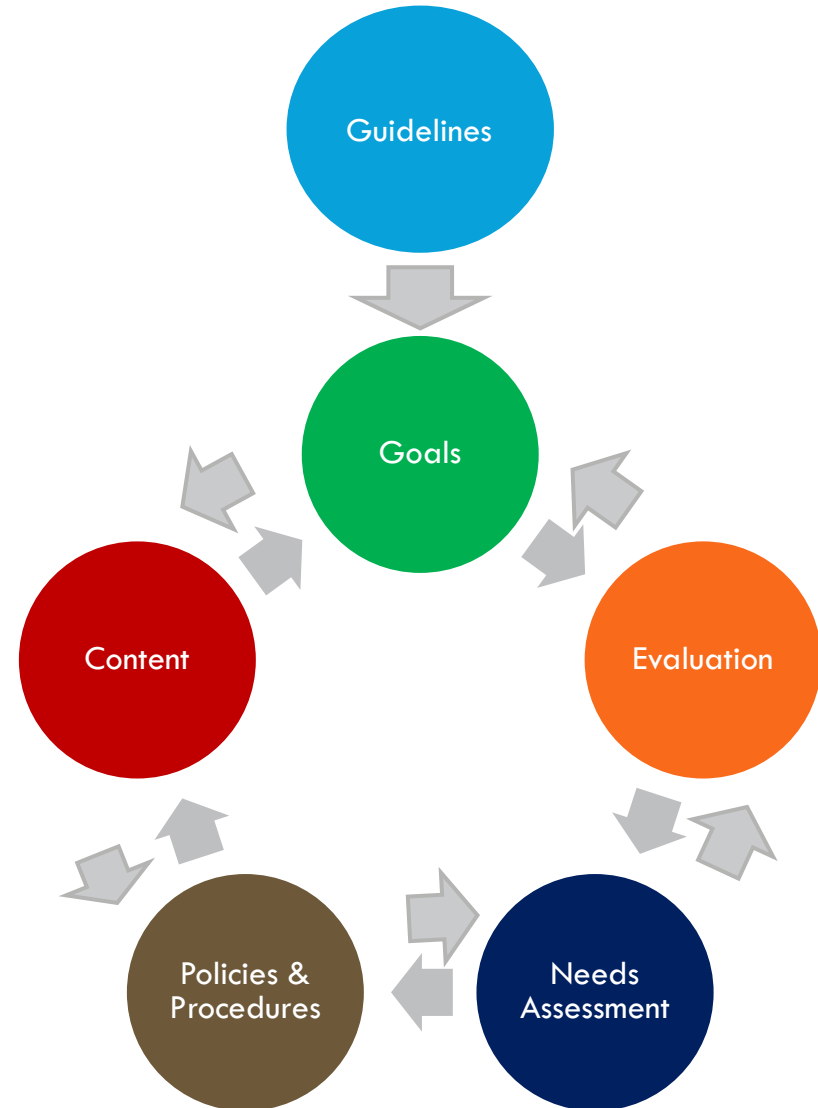
History and context

LEARNING OUTCOMES

NEEDS ANALYSIS

INPUT

DIFFERENTIATED INSTRUCTION

ONE-SIZE FITS ALL STORE
SALE

ASSESSMENT

The Process: Summary

- ☐ Guidelines
- ☐ Goals
- ☐ Evaluation
- ☐ Needs Assessment
- ☐ Policies and Procedures
- ☐ Content

The Process: Guidelines

The program should:

1. be **accountable**
2. be **measurable** and **evaluated**
3. include **input** from teachers, staff and students
4. include a **variety** of options
5. be **reviewed** regularly

The Process: Levels of Evaluation

Kirkpatrick's 5 Levels of Evaluation

LEVEL FIVE: RETURN ON INVESTMENT
Impact on Key Metrics

LEVEL FOUR: RESULTS
Improved Student Learning Outcomes

LEVEL THREE: BEHAVIOR
Application

LEVEL TWO: LEARNING
Knowledge, Attitude, Skills, Confidence, Commitment

LEVEL ONE: REACTION
Satisfaction, Engagement, Relevance

The Process: Goals

- **GOAL 1** Improve **teaching practices** resulting in greater **student satisfaction** and improved **learning outcomes**.

- **GOAL 2** Ensure **consistency** in the **quality of teaching** as measured by alignment with our school's approach to teaching and current ELT methodology.

- **GOAL 3** **Empower teachers** to take ownership of their personal professional development and transform teachers who are reticent about professional development into engaged participants.

LEVEL FIVE: RETURN ON INVESTMENT

LEVEL FOUR: RESULTS

LEVEL THREE: BEHAVIOR

LEVEL TWO: LEARNING

LEVEL ONE: REACTION

The Process: Needs Assessment and Program Evaluation

1. **Surveying** the teachers   GOAL 3

2. Analysis of PD **feedback**   GOAL 3

3. Analysis of teacher **observation reports**   GOAL 2

4. Analysis of teachers' PD **participation**   GOAL 3

5. Analysis of **student feedback**   GOAL 1

6. Analysis of students' **academic progress**   GOAL 1

7. Compiling new ideas from **conferences**   GOAL 2

GOAL 1: Improve **teaching practices** resulting in greater **student satisfaction** and improved **learning outcomes.**

GOAL 2: Ensure **consistency** in the **quality of teaching** as measured by alignment with our school's approach to teaching and current ELT methodology.

GOAL 3: Empower teachers to take ownership of their personal professional development and transform teachers who are reticent about professional development into engaged participants.

The Process: Needs Assessment and Program Evaluation

1. **Surveying the Teachers**

   Serves two goals:
   - Program Evaluation
   - Needs Assessment

Survey sections:

a) Evaluation of the current program

b) Teacher self-evaluation

c) Assessment of Professional Development wants and needs

LEVEL ONE: REACTION
Satisfaction, Engagement, Relevance

LEVEL TWO: LEARNING
Knowledge, Attitude, Skills, Confidence, Commitment

The Process: Needs Assessment and Program Evaluation

1. **Surveying the Teachers**

Program Evaluation:

85% of the teachers...

- complete the needs assessment survey without prompting
- rate the current Professional Development program as *Good* or *Excellent*
- rate the current Professional Development offerings as *Good* or *Excellent*
- answer that Professional Development was *enjoyable/engaging/useful*
- answer that they *feel supported and listened to in the current Professional Development program*
- answer that they *feel encouraged to learn/try out new ideas.*

LEVEL ONE: REACTION	LEVEL TWO: LEARNING
Satisfaction, Engagement, Relevance	Knowledge, Attitude, Skills, Confidence, Commitment

The Process: Needs Assessment and Program Evaluation

1. **Surveying the Teachers**

Needs Assessment:

- In what areas do our teachers feel they **need to improve**?

- In what areas do our teachers see themselves as **experts**?

- What should the **content** of the program be?

- What **Professional Development options** do the teachers want more or less of?

LEVEL ONE: REACTION
Satisfaction, Engagement, Relevance

LEVEL TWO: LEARNING
Knowledge, Attitude, Skills, Confidence, Commitment

Teacher Survey

Professional Development Options:

- Professional Development Workshops (PDWs) (offered at least once a month)
- Supervisor observations
- Peer Observations which are also arranged at least once a year
- Leading or co-leading a PDW
- Attending off-site Professional Development (local conference, workshop, lecture, etc.)
- Attending a webinar
- Peer-to-peer training or teacher shadowing for specific class types (e.g. TOEFL, Business English, etc.)
- Co-teaching/Team teaching
- Academic project (proposal for presentation at a conference, action research, writing an article, etc.)

The Process: Needs Assessment and Program Evaluation

SURVEY RESULTS: **Program Evaluation**

- 69% rated the current **PD program** as *Good* or *Excellent*.

- Of our current PD offerings:
  - 78% Teachers rated our **PDW**s as *Good* or *Excellent*.
  - 44% of teachers rated **Peer Observations** as *Good* or *Excellent*.
  - 85% of teachers rated **Supervisor Observation** as *Good* or *Excellent*.

- NOTE: 13% had not taken part in our PDWs and 34% had not taken part in peer observations.

LEVEL ONE: REACTION
Satisfaction, Engagement, Relevance

LEVEL TWO: LEARNING
Knowledge, Attitude, Skills, Confidence, Commitment

The Process: Needs Assessment and Program Evaluation

SURVEY RESULTS: **Needs Assessment**

PD Options

- Webinars 31%
- Academic Project 28%
- PDWs 72%
- Co-teaching 38%
- Peer-to-peer training 38%
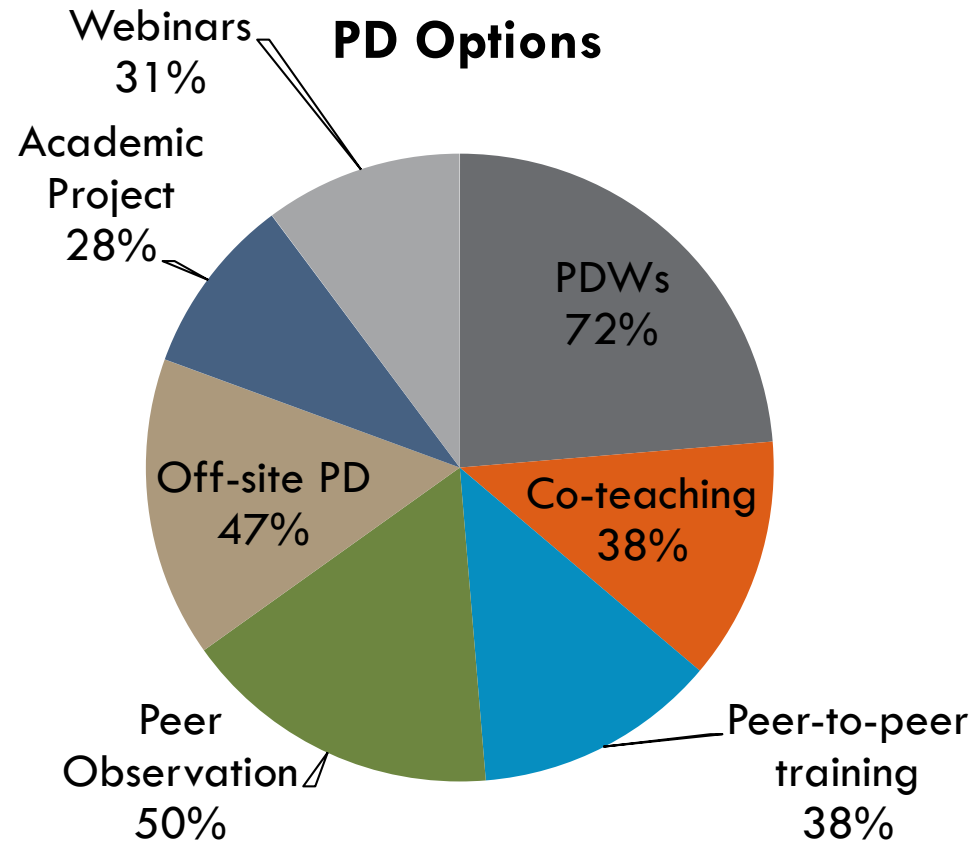- Peer Observation 50%
- Off-site PD 47%

LEVEL ONE: REACTION
Satisfaction, Engagement, Relevance

LEVEL TWO: LEARNING
Knowledge, Attitude, Skills, Confidence, Commitment

The Process: Needs Assessment and Program Evaluation

2. Analysis of **Professional Development feedback**

☐ **Satisfaction:** How satisfied are you with this Professional Development?

☐ **Engagement/Relevance:** How relevant was this PD to your teaching? How interesting/engaging was the PD?

☐ **Knowledge:** What new ideas are you taking away from this PD? What other PD would you like us to offer?

☐ **Attitude:** What ideas are you most excited about using in your class?

☐ **Skill/Confidence:** How well has this PD prepared you to implement these ideas into your teaching?

☐ **Commitment:** What ideas will you incorporate into your lessons before the next teachers' meeting?

Application: Monthly teachers' meetings allow for follow up on implementation of new ideas gained from PD.

LEVEL ONE: REACTION	LEVEL TWO: LEARNING	LEVEL THREE: BEHAVIOR
Satisfaction, Engagement, Relevance	Knowledge, Attitude, Skills, Confidence, Commitment	Application

The Process: Needs Assessment and Program Evaluation

2. Analysis of **Professional Development feedback**

Program Evaluation:

85% of the teachers...

- ☐ rate the Professional Development as *Good* or *Excellent* on the feedback forms
- ☐ rate Professional Development as *relevant/engaging*
- ☐ mark that the Professional Development *adequately prepared* them to implement the new ideas
- ☐ list at least one aspect of the Professional Development that they will incorporate into their lesson

- ☐ who attended Professional Development report that they have incorporated at least one idea from the previous Professional Development into their classes during the monthly teachers' meetings.

LEVEL ONE: REACTION	LEVEL TWO: LEARNING	LEVEL THREE: BEHAVIOR
Satisfaction, Engagement, Relevance	Knowledge, Attitude, Skills, Confidence, Commitment	Application

The Process: Needs Assessment and Program Evaluation

3. Analysis of **teacher observation reports**

Needs Assessment:

Teacher observation reports analyzed annually for common strengths and weaknesses.

LEVEL THREE: BEHAVIOR
Application

The Process: Needs Assessment and Program Evaluation

3. Analysis of **teacher observation reports**

Program Evaluation:

☐ All teachers **pass observations** and demonstrate **use of our school's approach** to language teaching

☐ 85% or more teachers **identify a new teaching idea** from Professional Development on their Pre Observation form and **implement it** in the lesson observed.

LEVEL THREE: BEHAVIOR
Application

The Process: Needs Assessment and Program Evaluation

4. Analysis of teachers' **Professional Development Participation**

Program Evaluation:

☐ All teachers have met the annual Professional Development **requirement**

☐ Teachers make specific Professional Development **requests** on the feedback forms

☐ 50% of teachers

  ◻ have shown involvement in Professional Development **beyond the minimum requirement**

  ◻ have **administered** a PDW to their peers

  ◻ have taken part in alternative Professional Development **options**

☐ 85% of teachers have attended regular **teachers' meetings**

LEVEL ONE: REACTION	LEVEL TWO: LEARNING
Satisfaction, Engagement, Relevance	Knowledge, Attitude, Skills, Confidence, Commitment

The Process: Needs Assessment and Program Evaluation

5. Analysis of **student feedback**

Needs Assessment

Identify common trends in terms of **positive and critical feedback on teaching.**

| LEVEL FOUR: RESULTS Improved Student Learning Outcomes | LEVEL FIVE: RETURN ON INVESTMENT Impact on Key Metrics |

The Process: Needs Assessment and Program Evaluation

5. Analysis of **student feedback**

Program Evaluation:

☐ An increase in **positive trends**/decrease in **negative feedback trends** on teacher performance.

☐ 90% **student satisfaction** specifically related to teaching performance.

☐ **Re-enrollments or extensions** that can be connected back to student feedback.

☐ **Word of mouth referrals** that can be connected back to student feedback.

LEVEL FOUR: RESULTS	LEVEL FIVE: RETURN ON INVESTMENT
Improved Student Learning Outcomes	Impact on Key Metrics

The Process: Needs Assessment and Program Evaluation

6. Analysis of **Satisfactory Academic Progress** (SAP)

Needs Assessment and Program Evaluation:

Analyze SAP for the previous year and note any trends by teacher in terms of an *increase/decrease in students repeating a level* OR students moving up *on track/more quickly* than expected.

LEVEL FOUR: RESULTS
Improved Student Learning Outcomes

The Process: Needs Assessment and Program Evaluation

7. Compiling new ideas from local and international TESOL **conferences**

Needs Assessment:

☐ Attendance at least one conference per year.

☐ Ideas will be included in the coming year's Professional Development program.

Discussion: Personalization

How well would this process work for you? What would you keep/change to better fit your institution's needs?

Q & A