

Participants' reaction

	Emerging	Establishing	Enhancing
Immediate evaluation method	Immediate evaluations are used as quality control mechanisms		
	Immediate evaluations are filed and available for others to see		
		Immediate evaluations are sent back to participants after a certain period of time for re-evaluation, for quality control purposes and some evaluation	Immediate evaluations are sent back to participants after a given period of time, or participants are asked to revisit them in interviews, for the purpose of tracking changes in teaching/learning/other practice
Staff interviews	Staff interviews are not used	Staff interviews form part of occasional action research taking place in schools	Staff interviews are a normal part of the evaluation of the impact of CPD
Staff questionnaires	Staff questionnaires are not used	Staff questionnaires sometimes used in school	Staff questionnaires are a normal part of the evaluation of the impact of CPD
Questionnaire and interview data		Information gleaned from staff interviews/questionnaires is used only as quality control	Information from staff interviews/questionnaires is fed back into planning cycle
			Information from staff interviews/questionnaires is used to evaluate impact, not just quality of presentation of CPD events
Reflective logs	Reflective logs or learning journals are not encouraged	Reflective logs or learning journals are encouraged for teaching staff	Reflective logs or learning journals are encouraged for all staff
			Reflective logs or learning journals are used to provide evidence of ongoing development and to link that development to instances of CPD
		There is some evidence of the use of reflective logs by some members of staff	There is clear evidence of the use of reflective logs throughout the school

Participants' learning

	Emerging	Establishing	Enhancing
Self-rating of use of knowledge and skills	There is no provision for self rating skills and knowledge	Teachers complete a skills audit on a very occasional basis	All staff complete skills/knowledge audit on a regular basis and are able to relate increases in skills and knowledge to CPD undertaken
Portfolios – Files of evidence	Portfolios of evidence are created by those who require them (Threshold applications etc)	Portfolios of evidence are encouraged for teachers but not supported (eg no training given on their creation, not integral to PM process)	Portfolios of evidence are encouraged for all teaching staff – training given etc
			Portfolios are used as evidence of impact of CPD – direct links are expected between instances of CPD and evidence provided in the portfolio
Observation – peer	Little or no peer observation of teaching	There is some peer observation of teaching but it does not feed into any other process	Peer observation of teaching is taken for granted as part of CPD
			Peer observation of teaching feeds into PM, SIP etc
		Peer observation of teaching includes only teachers	Peer observation of teaching includes all teaching staff (teachers, TAs, LSAs etc)
			Peer observation makes use of videos
Observation – SMT	SMT (or equivalent) observation of teaching is not considered a supportive process by teachers	SMT (or equivalent) observation of teaching is considered supportive by some staff	SMT (or equivalent) observation of teaching is considered supportive by teachers
		SMT observation includes all teachers	SMT observation includes all teaching staff (LSAs, TAs etc)

Organisational support and change

	Emerging	Establishing	Enhancing
IIP etc	School has not considered IIP or school is in the process of applying for IIP	School has been recognised as being IIP	School has been recognised as IIP more than once
		School has applied for various other external recognitions: charter marks, kite marks, eco-school, gold marks etc	School has achieved various other external recognitions: charter mark, kite marks, eco-school, gold marks etc
Performance Management	Performance management lists CPD to be undertaken	Performance management involves listing CPD to be undertaken in response to established needs and requires participant reaction level evaluation	Performance management is used as a means of evaluation of CPD, by linking CPD activities to assessed needs and asking for evidence of impact
Participation rates in CPD	The school does not keep information about participation rates in CPD	The school keeps information about participation rates in CPD for teachers	The school keeps information about participation rates in CPD for all staff
	Participation rates for CPD are good for teachers	Participation rates for CPD are good for classroom staff	Participation rates for CPD are good for all staff
Staff retention within profession	Teacher retention within the profession is known by hearsay and informal contact	Teacher retention within the profession is formally tracked (where possible)	Teacher retention within the profession is formally tracked and planned for
		CPD is seen as of benefit to local sector as well as to the individual school	CPD is seen as of benefit to the sector as a whole (in creating a well prepared workforce) as well as to the individual school
Informal discussion	Informal professional discussion is neither fostered by the school nor noticed by it in any official capacity	Informal professional discussion is deliberately fostered by the school	Informal discussion is deliberately fostered and used by the school
		New resources placed in staff room for discussion (or information about them)	Weekly/monthly questions for discussion are posted in the staff room – on the intranet – distributed by newsletter
Workload	Teachers have CPD time on the timetable	All classroom staff have CPD time on the timetable	All staff have CPD entitlement time on the timetable
Minutes from meetings	Minutes from meetings include dissemination of information about CPD	Minutes include information about some impact of CPD	Minutes are expected to include references to evidence of impact in CPD
		Minutes from meetings are kept where staff can have access to them	Minutes from meetings are logged and collated so that specific issues can be traced, particularly evidence of impact from CPD

Participants' use of new knowledge and skills

	Emerging	Establishing	Enhancing
Pupil Interview	Pupil interviews are not used	Pupil interviews used for some groups of pupils; outcomes of the interviews used as evaluative of CPD	Pupil interviews used either for all students or on rotating basis to cover all students; outcomes of interviews clearly linked to evaluation of CPD and planning for future CPD
		Pupil interview data does not inform SIP, PM etc	Pupil interview data informs other school functions (SIP, PM etc)
		Pupil interview data is not linked to the evaluation of the impact of CPD	Pupil interview data is clearly linked to the evaluation of the impact of CPD
Pupil questionnaire	Pupil questionnaires are not used	Pupil questionnaires are used for some pupils	Pupil questionnaires are used for all pupils (annually, on a rota basis, etc)
			Pupil questionnaires are used to track the impact of particular instances of CPD
Pupil online feedback	Pupil online feedback is not used	Pupil online feedback is used for some students	Pupil online feedback is available for all pupils
		Pupil online feedback is used by individual teachers	Pupil online feedback is used as data on whole school issues as well as for individual teachers
Observation	Observation is not used as a means of evaluation in terms of participant use of new knowledge and skills	Observation of teachers is sometimes related back to CPD events in terms of use of new knowledge and skills	Observation of all classroom staff is related to CPD in terms of use of new knowledge and skills
Scrutiny of work	Evaluation of impact of CPD is not considered when work is scrutinised	Evaluation of impact of CPD is sometimes a part of scrutiny of work	Evaluation of the impact of CPD is an integral part of any scrutiny work undertaken

Pupil learning outcomes

	Emerging	Establishing	Enhancing
Scrutiny of work	Scrutiny of work is not used in relation to CPD	Scrutiny of work is sometimes used to track particular instances of whole school CPD	Scrutiny of work is used by individual teachers as evidence for the impact of CPD
Assessment results	Assessment results are analysed but not related to instances of CPD	Assessment results are analysed in relation to particular instances of whole school CPD, on an occasional basis	Individual members of staff analyse their pupils' assessment results (as appropriate) and relate these to the impact of training and development they have undertaken during the year
			As a whole, the school analyses assessment results in relation to whole school CPD
Student attendance rates	Student attendance rates are monitored as required	Student attendance rates are monitored as required; trends are noted and discussed	Student attendance rates are tracked throughout the year, along side other initiatives, including CPD for staff and any correlations are noted and investigated
			Student attendance rates are correlated to staff attendance and retention rates
Homework – coursework	Homework completion rates are not compared across year groups, subjects etc	Homework completion rates are compared across the school	Homework completion rates are tracked against other data (student and teacher attendance, retention etc)
			Homework completion rates are tracked against the cycle of CPD in the school
Disciplinary action rates	Disciplinary action rates are monitored as required	Disciplinary action rates are monitored as required; trends are noted and discussed	Disciplinary action rates are tracked each year and compared year on year, and tracked against CPD for staff

Evaluation of the Impact of CPD

	Emerging	Establishing	Enhancing
Evaluation	Evaluation of the impact of CPD not done	Evaluation of the impact of CPD dependent on a few means (observation, scrutiny of work etc)	Evaluation of impact of CPD done through a wide range of means
	Evaluation seen as quality control	Evaluation seen as quality control and dissemination	Evaluation of CPD seen as quality control, dissemination and as involving evidence of impact
Level of evaluation	Immediate evaluation of events is used	Immediate and interim evaluation are used	Immediate, interim and long term evaluation used
	Participant reaction is only means of evaluation	Participants based evaluation (reaction, use of knowledge and skills) used	All levels of evaluation used
		Some events are evaluated by a return to the immediate participant reaction (after a lapse of a set period of time)	All events are evaluated by a return to the immediate participant reaction (after a lapse of a set period of time).
		No or little linkage of evaluation to future planning (perhaps only in terms of "not using" a provider or course again due to adverse feedback)	Evaluation of impact clearly feeds into future planning of CPD
			Evaluation of impact of CPD feeds into planning in other areas: SIP etc
			Outside sources used to evaluate impact of CPD: IIP, kite marks, charter marks etc
Planning	Evaluation of impact not built into planning of CPD	Evaluation of impact built into planning of whole school CPD	Evaluation of impact built into all planning of CPD
Reporting	Report of evaluation of CPD is confined to the participant	Report of evaluation of CPD sometimes forms part of meeting structures	Report of evaluation seen as part of team/department/school meeting structure