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

LEARNING OUTCOMES

DIFFERENTIATED INSTRUCTION

NEEDS ANALYSIS

INPUT

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 ONE: REACTION
- Satisfaction, Engagement, Relevance

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

LEVEL THREE: BEHAVIOR
- Application

LEVEL FOUR: RESULTS
- Improved Student Learning Outcomes

LEVEL FIVE: RETURN ON INVESTMENT
- Impact on Key Metrics
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.
The Process: Needs Assessment and Program Evaluation

1. **Surveying** the teachers
2. Analysis of PD feedback
3. Analysis of teacher observation reports
4. Analysis of teachers’ PD participation
5. Analysis of student feedback
6. Analysis of students’ academic progress
7. Compiling new ideas from conferences

**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
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
Satisfaction, Engagement, Relevance

LEVEL TWO: LEARNING
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.)
SURVEY RESULTS: Program Evaluation

- 69% rated the current PD program as Good or Excellent.
- Of our current PD offerings:
  - 78% Teachers rated our PDWs 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.
The Process: Needs Assessment and Program Evaluation

SURVEY RESULTS: Needs Assessment

LEVEL ONE: REACTION
Satisfaction, Engagement, Relevance

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

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

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LEVEL ONE: REACTION
Satisfaction, Engagement, Relevance

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

LEVEL THREE: BEHAVIOR
Application
3. Analysis of teacher observation reports

Needs Assessment:
Teacher observation reports analyzed annually for common strengths and weaknesses.
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.
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
Satisfaction, Engagement, Relevance

LEVEL TWO: LEARNING
Knowledge, Attitude, Skills, Confidence, Commitment
5. Analysis of student feedback

Needs Assessment
Identify common trends in terms of positive and critical feedback on teaching.
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.
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.
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?