Why does good professional development still fail?

ResearchED

9th September, 2017

While you're waiting,
you may wish to check out:

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FOR TEACHING

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2006   2007   2008   2009   2010   2011   2012   2013   2014   2015   2016   2017

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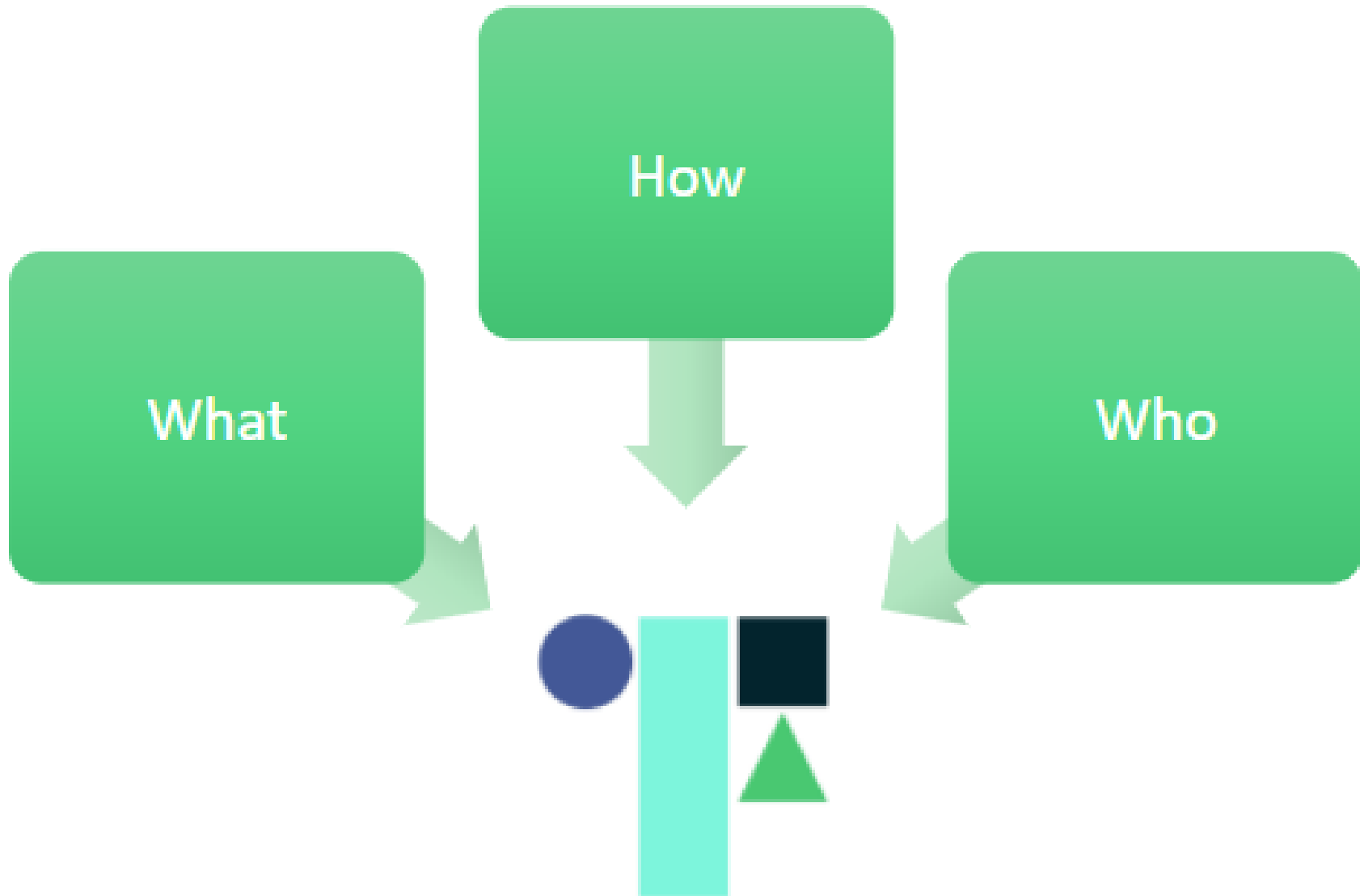
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I: The consensus

II: Problems with the consensus

III: Where next?

References

tinyurl.com/researched17

(improvingteaching.co.uk)

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What do we know about good professional development?

What should be included?

Effective professional development

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Effective professional development

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Cordingley et al. 2015

Effective professional development

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Darling-Hammond, Hyler and Gardner, 2017

So, design professional development:

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I: The consensus

II: Problems with the consensus

III: Where next?

Problems
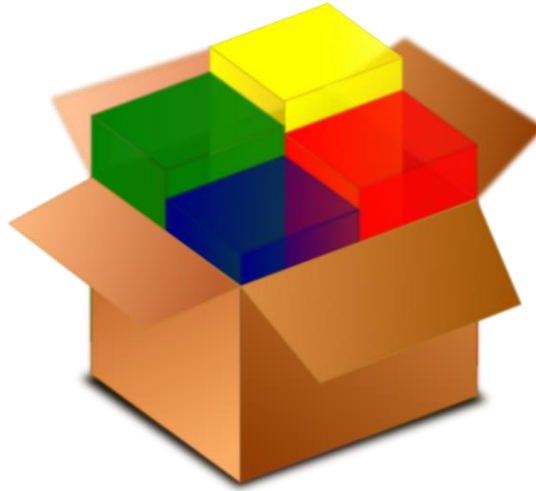
I was looking for failed good PD

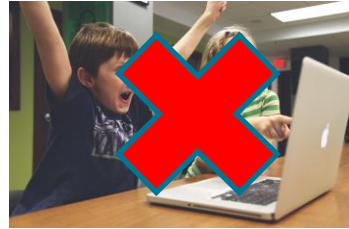# RCTs of intensive PD

Group A

105 hours

Group B

10 hours

Garet et al., 2016

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RCTs of intensive PD

Group A

Group B

Garet et al., 2016

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RCTs of intensive PD

Group A

2

110 hours

Group B

46 hours
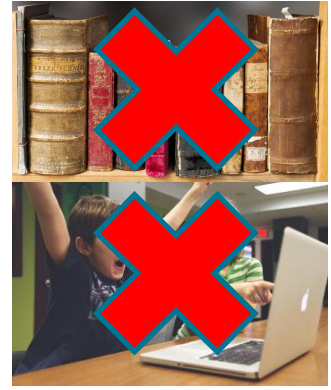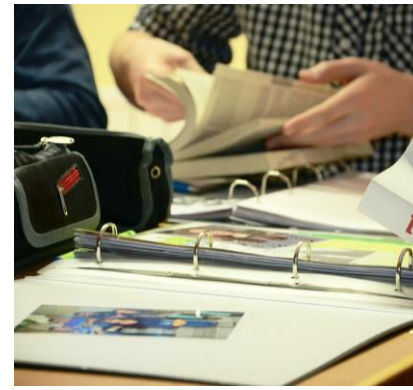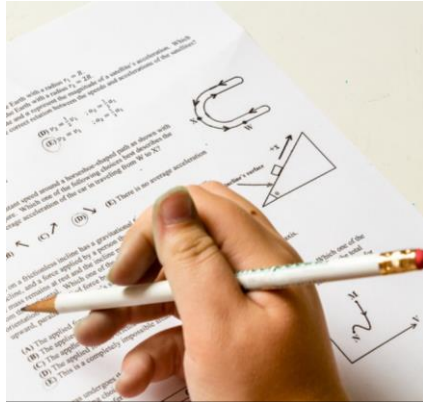
Garet et al., 2011

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RCTs of intensive PD

Group A

Group B

Garet et al., 2011

RCTs of intensive PD

Group A

3

Group B

120 hours

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Jacob et al., 2017

RCTs of intensive PD

Group A

Group B

3

Jacob et al., 2017

Problems

Hill, Beisiegel and Jacob, 2013

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Effective professional development

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Darling-Hammond, Hyler
and Gardner, 2017

Effective professional development

34/35

2018

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Darling-Hammond, Hyler
and Gardner, 2017

Effective professional development

31/35

30/35

34/35

31/35

32/35

35 34

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Darling-Hammond, Hyler
and Gardner, 2017
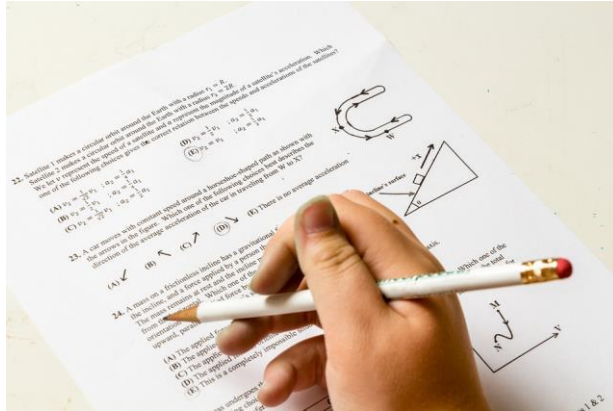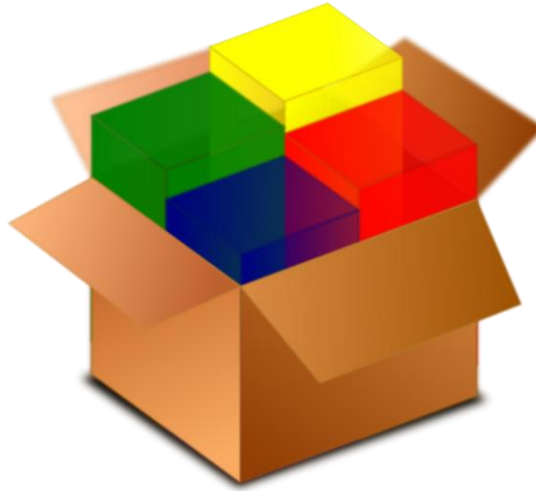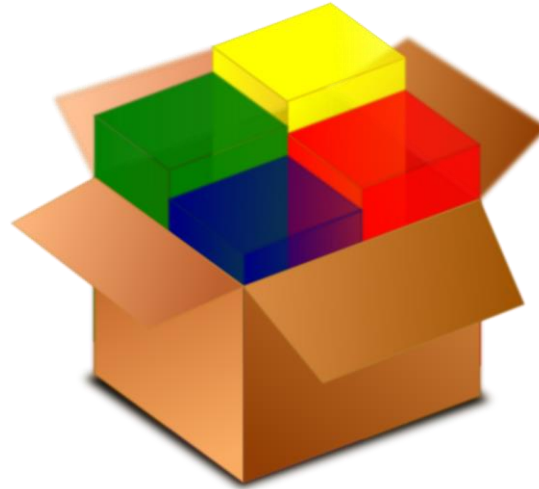
New questions

- Online or not?

Hill, Beisiegel and Jacob, 2013
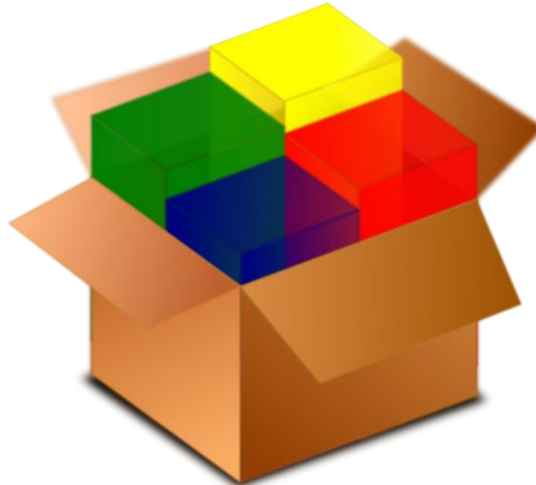
Problems

Allen et al., 2011;
Allen et al., 2015

Kraft and Blazar, 2016

I: The consensus

II: Problems with the consensus

III: Where next?

At different levels
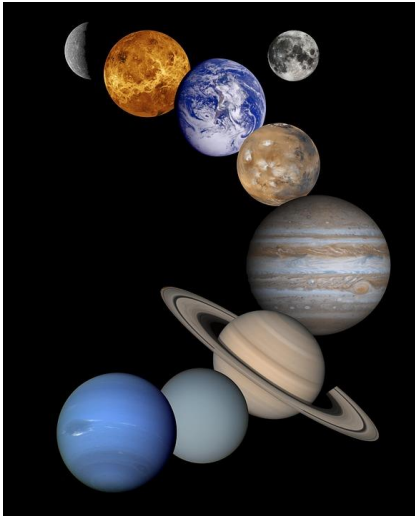
System

Research

Design

System

Research

Design

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Pedagogical content knowledge

Ball, Thames and Phelps, 2008

Less talk

Jacob et al., 2017

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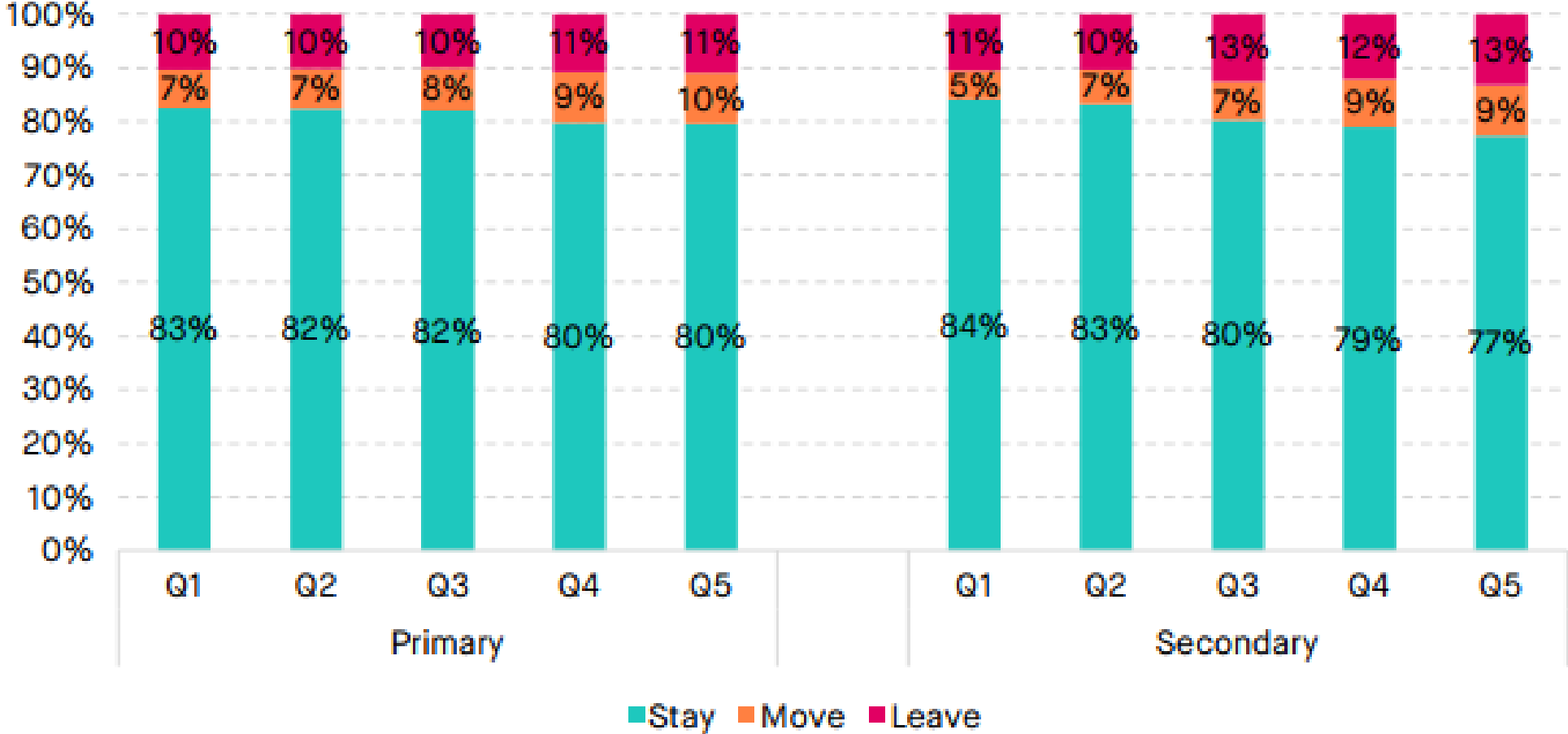
More practice

Images: [Marcello Casal Jr/Abr](); [Hao Xing]()

Attrition

Attrition

Figure 4: Proportion of teachers leaving the profession and moving schools, by school FSM quintile

Allen, Mian and Sims, 2016

Leadership support

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Culture

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Kraft and Papay, 2014
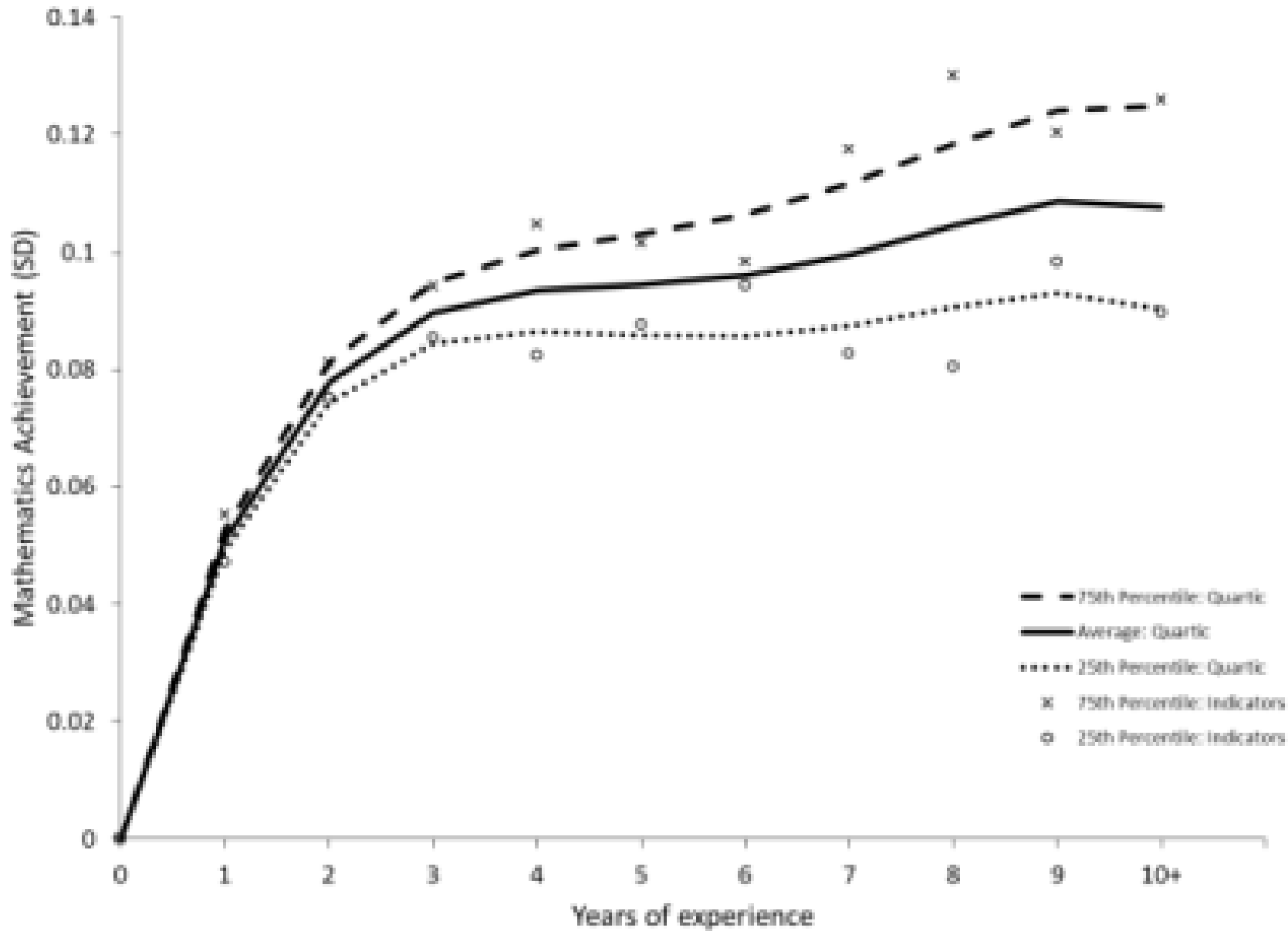
Look at behaviour psychology

• Social norms

• Implementation intentions

• Habit

Don't start with this

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	INSET input		
3rd order	Provisionary	Information	New awareness
2nd order	Motivation	Affective	Institutional
1st order		Value congruence	Knowledge and skills
	Impact on practice		

Harland and Kinder, 1997

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System

Research

Design

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Programme design in five stages

1	• What can work in a school?
2	• Which bits make a difference?
3	• Let's try this across multiple schools
4	• Out to the market
5	• Meta-analysis

Hill, Beisiegel and Jacob, 2013

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Programme design in five stages

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Hill, Beisiegel and Jacob, 2013

Online or not online

Group A

Group B

Russell et al., 2009

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Online or not online

Group A

Group B

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Russell et al., 2009

System

Research

Design

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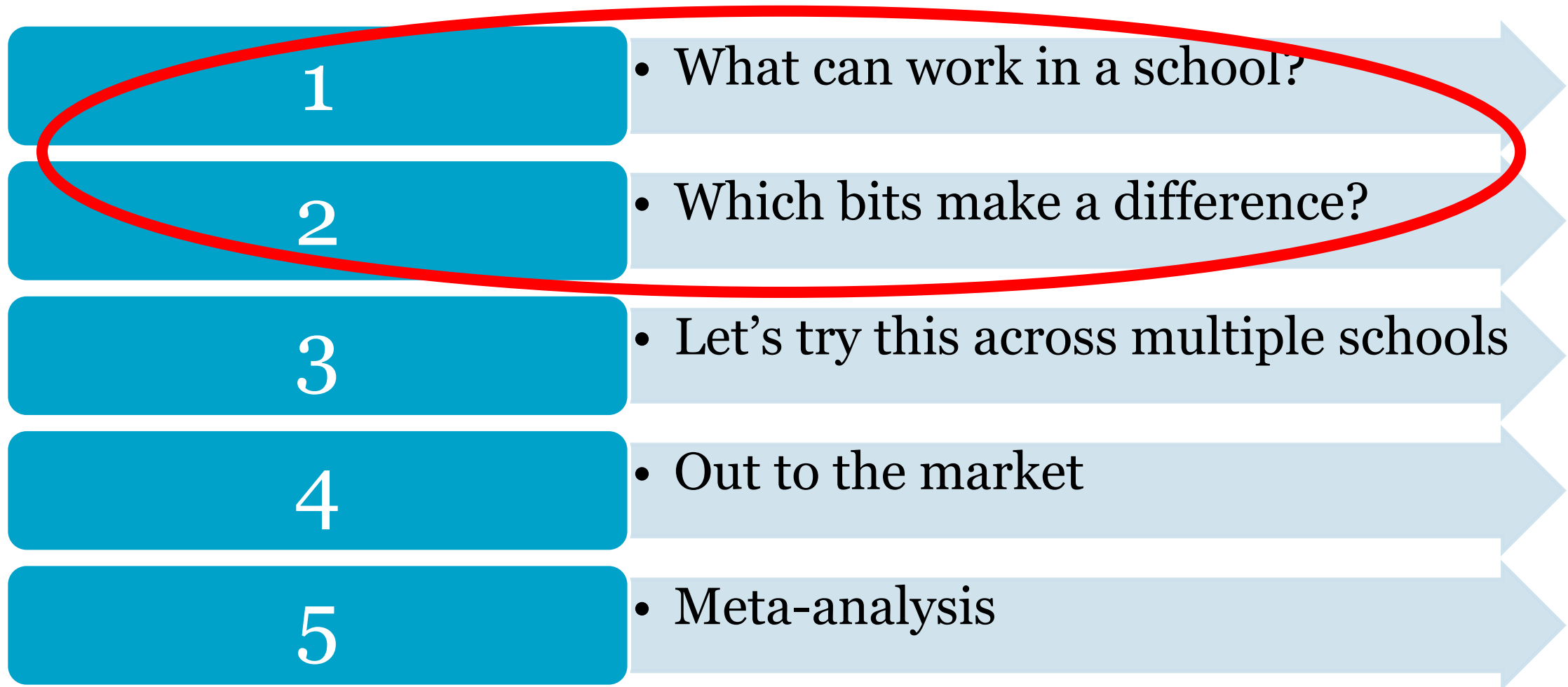
System

Professional support

Accountability & evaluation

Promotion

£

School

Design PD that fits plans

Teacher

Meet & enquire

Mentor & be mentored

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Jensen et al., 2016

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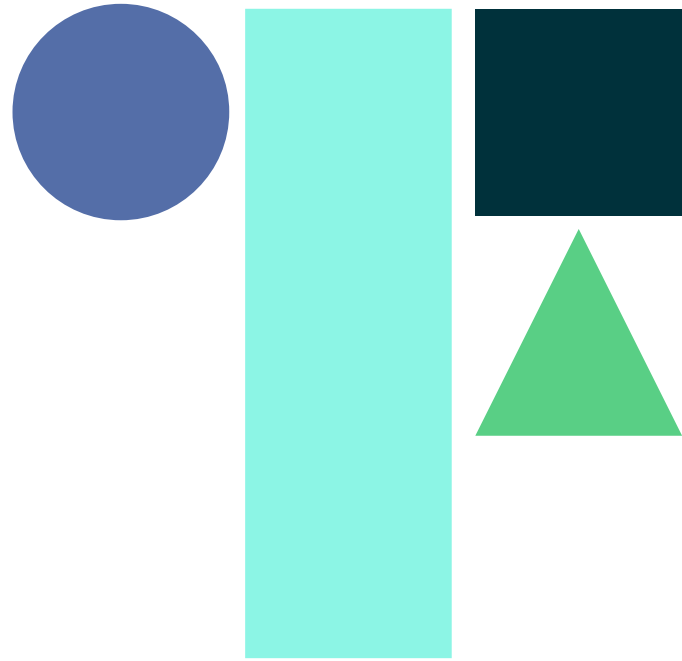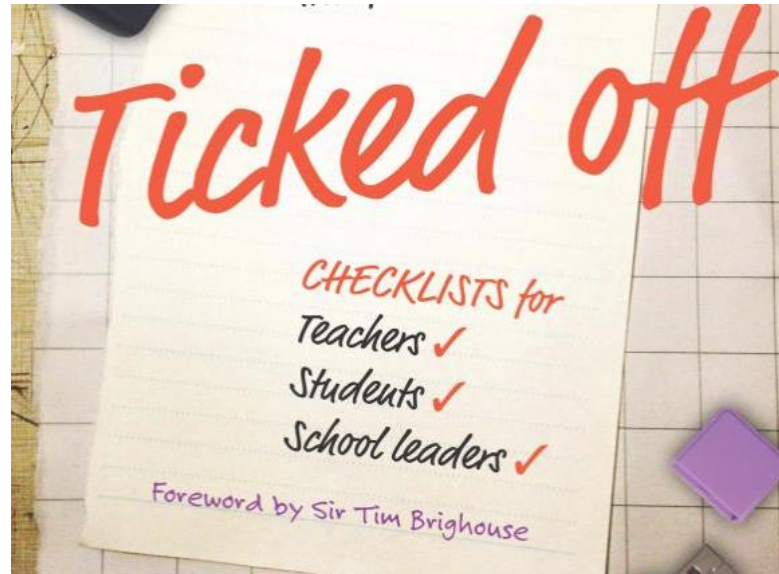
Thank you

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References

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- Darling-Hammond, L., Hyler, M. E., Gardner, M. (2017). Effective Teacher Professional

- **Why does good professional development still fail?**

- We have ideas about what good professional development looks like – it takes time, it focuses on learning, its collaborative. Yet a series of recent, randomised-controlled trials have tested professional development using these models across a number of years, and found limited impact on teacher practices and no impact on student results. This session explores the reasons why these approaches appear to have failed – and what we should do next.