



# Effective Collaboration Makes Teachers Learn Better: A Study of a School-Based Professional Development Program

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**Abstract:** The aim of the study is to observe the effects of school-based, continued professional development model of collaboration on teachers' efficiency. The results of the study establish that school-based, collaborative professional development activities provide a continued, job-embedded learning environment that impacts the overall school ethos, teacher effectiveness and student learning. Although it is a daunting task to break down the already existed barriers of seclusion in school, the study advocates the value of professional development programs if teachers are provided well-structured, collaborative and supervised opportunities for their professional development. The study indicates some added considerations for future research. Continued study of a primary school can also prompt additional information about the influence of collaborative professional development on student learning, that can be measured by student attainment pointers over a continued period.

**Keywords:** collaboration, experiential learning, action learning, teacher efficacy, job-embedded professional development.

## INTRODUCTION

The aim of the study is to observe the effects of school-based, continued professional development model of collaboration on teachers' efficiency. The fundamental question for this study was, "What is the impact of collaboration on teachers' instructional practices and teacher efficacy?" The specific questions that directed this case study included:

1. Has teacher efficacy increased because of instructional collaboration?
2. What experiences do teachers have with collaboration as a model for professional development?
3. What has been the value of action learning set for teachers?

The study is conducted in a primary school. During the orientation with the school head and teachers, I noticed that the school administration has only emphasized classroom observation as an instrument to help teachers develop their professional skills. Siddiqua, A (2019) says that the notion of classroom observation has been intimately linked with being a pure examination and judgment of teachers' abilities and dispassionately appraises and calculates right or wrong according to the observer's preconceived ideas and beliefs. Therefore, such observations never serve the purpose of helping the teachers to develop their professional skills.

There has been no concept of school-based professional development activities for teachers in the school. All the training events such as workshops, curriculum coordination meetings, induction courses, and short courses have been arranged outside the school at

the regional office and only the teachers selected by the school head are sent to attend those events. All such development activities have always been made compulsory for teachers to attend and are conducted by 'experts' from outside their school. In Hunt's (1987) words, they are 'outside-in rather than 'inside-out' forms of professional development, so often fail to involve the teacher. Therefore, involve the risk of not winning their commitment in professional development. The teachers who attend different training events are novice teachers whereas, most of the senior teachers generally refuse to attend those events. They say that these training events do not cater to their needs, so they are not beneficial for them.

Collaborative development activities are never planned to address teachers' needs, whereas a few teachers talk about their classroom problems with their friends at school or senior colleagues while sitting in the staffroom and learn alternative ways of doing things in their classes as Brookfield (1988) says, "Our colleagues at work, function as helpers in our development of critical thinking skills. Helpers assist us in breaking out of our frameworks of interpretation." I agree with Brookfield (1988) here when he says, "Trying to understand the motives for our actions or attempting to identify the assumptions undergirding our objective, rational beliefs are like trying to catch our psychological tail. We twist and turn in a frantic attempt to grasp hold of ever more elusive suspicions about the reasons for our actions and colleagues are a real help in identifying those reasons." Though, the staff room culture is not always supportive of such teachers; they narrate that the discussions with their friends help them find alternative ways of doing things and help them develop their professional skills.

## **LITERATURE REVIEW**

Literature defines a comprehensive framework for staff development as Williams (1982) says, "Staff development is the process by which individuals, groups and organizations learn to be more effective and efficient." Cawood and Gibbon (1981) define staff development as a process of growing through experiential involvement by a teacher. This is not a short-term process. It is a constant, never-ending developmental activity. Morant (1981) says, "It is the education intended to support and assist the professional development that teachers ought to experience through their working lives."

### **Experiential Professional Development**

In recent years, "Reflection on action" has been found a significant tool for professional development, whether used as a tool for self-direction (Minott, 2010), or increased teachers' understanding about their classroom problems through sharing experiences. Since traditional models of teacher development have contracted, teachers are now encouraged to become an active participant in their learning through reflective practices (Clarke & Hollingsworth, 2002). This emphasis on reflection and teachers becoming active participants in their own learning academically resides on experiential learning. Experiential learning is a term used to organize different forms of learning methods, including problem-based and inquiry-based learning. However, the focus remains on an existing experience upon which teachers reflect and act. The landscape of experiential learning is appropriately understood by Kolb (1984).

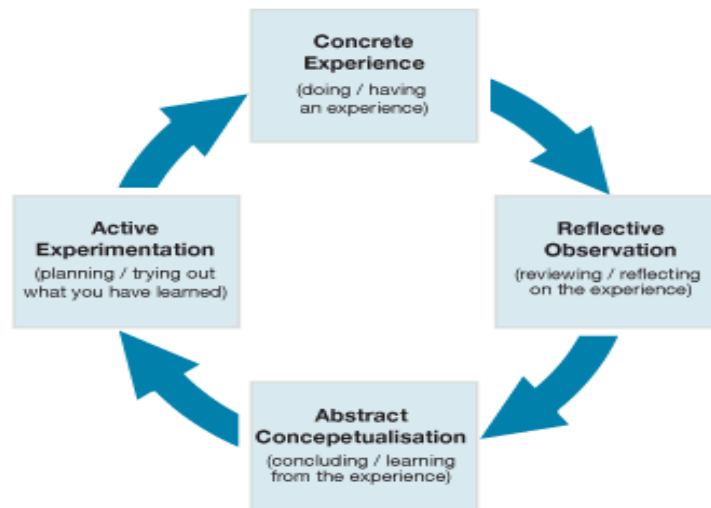


**Figure 1: Kolb's (1984) Learning Cycle**

Kolb (1984) clearly puts forward experiential learning cycle as: a teacher's action results in experience, encourages reflection on that experience, a conclusion is drawn from reflection and a new action emerges from this reflection. It is worthy of recalling here that Dewey (1933) stated that not all experiences result in learning. Experiential learning is a route of change within the individual. For everyone, it is unique as one draws upon his own experiences as a basis to involve with the new learning. Teachers are found likely to reflect on their experiences that focus on classroom teaching and report a change to their professional practice. However, a clear structure is required that links reflection activities to planned changes in professional practice while providing appropriate stimuli for reflection. Though there is some evidence that existing approaches to classroom-based professional development are effective and can address personal beliefs of teachers and develop effective practices, the question of how to effectively introduce new practices in the early stages of professional development remains the same. The effective use of experiential learning at the early stages of professional development might offer a solution to many teachers.

### **Collaborative Professional Development**

Educators provide many arguments to support collaboration for effective professional development and narrate its significant impact on teacher's efficacy and student attainment outcomes. "Lesson Study" is one of many preferred collaborative approaches for teacher's professional development within the same school (e.g. Ono and Ferreira, 2010, Norwich and Ylonen, 2015). Lesson study as a collaborative approach provides an opportunity to a teacher and a critical friend to evaluate student learning and identify opportunities to develop a practice to meet learner needs. Lieberman (1995) also arguments the significance of teachers or colleagues within a single school learning with and from each other. Contextual factors that may hinder the impact of traditional professional development approaches can potentially be addressed through these collaborative lesson studies. In addition, it is an opportunity where teachers engage in conversation, collaboration and observation, which Fullan (2001) identifies very crucial for effective changes to professional practice. Though many positive outcomes have been found using this approach, there are significant

contextual factors that may hinder its effectiveness due to the time-intensive nature of this professional development activity.

DuFour, Eaker, and Dufour (2005), present a Professional Learning Community model for faculty's professional development. They state: "The use of PLCs is the best, least expensive, most professionally rewarding way to improve schools. In both education and industry, there has been a prolonged, collective cry for such collaborative communities for more than a generation now. Such communities hold out immense, unprecedented hope for schools and the improvement of teaching." (In Gajda & Koliba, 2008, p. 134)

This model provides a collaborative platform to teachers to develop instructions, assessment, and examine student work. Teachers also collaborate to look for necessary learning outcomes and work together to establish the best course of action for students who have varying needs or need support to grasp the essential learning outcomes or objectives.

Fullan, (2001) similarly, emphasizes the significance of collaboration to promote continuing adult learning when he says, "The ability to collaborate—on both large and small scale—is one of the core requisites of postmodern society... [In] short, without collaborative skills and relationships it is not possible to learn and to continue to learn as much as you need to be an agent for social improvement." (In DuFour & Eaker, 1998, pp. 17-18)

Collaborative opportunities for professional development tend to encourage change that goes beyond individual classrooms. Girvan et al, (2016), found that "sustained and intensive" professional development corresponds to student attainment outcomes. Job-embedded professional development opportunities that focus upon shared collaboration are crucial to school development.

### **Action Learning**

Effective implementation of the new teaching strategies and techniques requires teachers to apply them in their practice and further reflect on their experiences because reflection and review become a process of documenting the journey of change as well as locating its specific outcomes (Whitaker 1993). Job-embedded learning approach empowers the teachers to explore problems and questions that do not have instant answers (Weinstein 1995, McGill and Beaty 1995). Action learning practices a reflective action cycle to help the teachers learn individually and as a group. Therefore, over a period of time teachers can identify a variety of solutions that are suitable for themselves and their organization. This practice is built on the principles of experiential learning (Kolb, 1984), 'reflection-in-action' (Schon 1983) and 'double-loop learning' (Argyris and Schon 1978). Within and around the action learning model, it is found that teachers tend to develop mentoring relationships, do problem-solving, and build learning communities within the organization (Hill, 1996).

### **Models of Professional Development**

Literature narrates different processes and consequences of providing opportunities to help teachers develop their professional skills. Sparks and Loucks-Horsley (1989) present five models for teacher development. Whereas Hargreaves and Fullan (1992) and Bell and Day (1991) define three models. The table given below sketches these models.

**Table 1: Brief outline of the models of professional development**

|   | Sparks and Loucks-Horsley (1989)                                                                                                                                    | Bell and Day (1991)                                                                                                                            | Hargreaves and Fullan (1992)                                                                                  |
|---|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------|
| 1 | Individually guided<br>Individuals have the ability to best judge their own learning needs and are able enough to self-direct and self-initiate their own learning. | Individualistic<br>Focus on the isolated individual teachers' needs                                                                            | Knowledge and skills-based<br>Focus on teachers' knowledge                                                    |
| 2 | Observation/evaluation<br>Another observer can enrich reflection on one's practice                                                                                  | Group<br>Focus on the group as well as the individual teacher                                                                                  | Personal development<br>Focus on the teacher as an individual and 'person'                                    |
| 3 | Involvement in development/improvement processes<br>Individuals learn effectively when they have a problem to solve or a need to know.                              | School development<br>Teachers make choices about needs, priorities, and provision at the whole school as well as individual and group levels. | Ecological development<br>Focus on the contribution of professional development to organizational development |
| 4 | Training<br>Individuals can learn and change their behaviours and replicate them in their classrooms.                                                               |                                                                                                                                                |                                                                                                               |
| 5 | Inquiry<br>Teachers can frame effective questions about their practice and find objective answers to those questions.                                               |                                                                                                                                                |                                                                                                               |

All the above-mentioned approaches to improving the teaching force not only focus the professional growth of teachers but the growth of the organization too as Wright (2000) says, "Teacher development activity can help teachers learn more about their students and themselves as people within what could easily become a purely functional classroom world. It can even help teachers to rediscover their purpose as educators and as people who can help others learn. In a management context, teacher development can also make a genuine contribution to the growth of a "learning organization."

### Impact of Training on Job Performance

Dean (1991) says that 'Teachers are more effective when they have adequate theoretical backing for what they do and can use their theoretical knowledge to improve their practice. They need knowledge of theories of learning and teaching and skill in applying them. Joyce and Showers (1988) also emphasize, "The purpose of training is not simply to generate the external visible teaching 'moves' that bring that practice to bear in the instructional setting, but to generate the conditions that enable the practice to be selected and used appropriately and comprehensively". They further mention changes in approaches, transfer of training, and 'executive control' as supplementary products. Joyce and Showers (1988) narrate the training components, their combinations, and the impact on job performance as given in the following table.

**Table 2: Training components, their combinations, and their impact on job satisfaction**

| Training components and the combination                 | Knowledge | Skill  | Transfer of training |
|---------------------------------------------------------|-----------|--------|----------------------|
| Theory                                                  | Low       | Low    | Nil                  |
| Theory, demonstration                                   | Medium    | Medium | Nil                  |
| Theory, demonstration, practice                         | High      | Medium | Nil                  |
| Theory, demonstration, practice, and feedback           | High      | Medium | Low                  |
| Theory, demonstration, practice, feedback, and coaching | High      | High   | High                 |

Source: Based on Joyce and Showers (1988)

## **METHODOLOGY**

I worked with 10 volunteer teachers who teach English at a primary level. The rationale for choosing volunteer participants was to provide them with a challenging, reflective and safe, learning environment that might empower them to develop their professional skills as Clark (1995) argues that professional development activities are more likely to be effective when they are voluntary rather than forced. The rationale for working with the teachers who teach the same subject was to provide them an opportunity to help other participants with content if needed as Siddiqua (2019) quotes Labrie *et al.* (2000), "Reflective conversations facilitate learning in a better way if participants teach a common subject." A consent form was used to request teachers to become the project participants and were assured of confidentiality of data and anonymity by using pseudonyms. Participants were also informed that the data collected during the project will not be shared with the school management. Participants were given a comprehensive brief about how to compile their reflective logs.

## **PROCEDURES**

The project lasted for nine weeks altogether. The implementation phase included three stages. The outline of the procedure is presented in the table given below.

**Table 3: Outline of the procedure**

| Stages | Activity                                                                                          | Type/mode of activity                                                                  | Data gathering tool/<br>Evaluation                                                                                | Duration             |
|--------|---------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------|----------------------|
| 1      | The orientation of the project<br>Need analysis                                                   | Individual task<br><br>Group task                                                      | Professional development inventory (See Appendix 1)<br>Group poster on three major areas for professional support | Week 1               |
| 2      | Workshop on the area agreed upon with teachers<br>Introduction/orientation of action learning set | Small group activities, discussions, hands-on experience, trainer talk<br>Presentation | Workshop evaluation form (See Appendix 2)<br>Teachers' oral responses                                             | Week 2<br><br>Week 3 |
| 3      | Meetings of action learning sets                                                                  | Group task                                                                             | Teachers' reflective logs                                                                                         | Week 4-9             |

### **Implementation Stage I**

I conducted an introductory session with teachers and asked them to identify their key issues or areas that they need to develop using a professional development inventory. (See

Appendix 1) These professional development inventories helped them to identify their areas for professional development. Further, working in groups they shared their issues and found out three key issues as a group and made a poster. These posters helped me to find the focus for the area of professional support. The area that came up from all teachers was “managing differentiated group tasks for students in a mixed ability class.” The professional development inventory along with group discussion and posters proved to raise initial self-awareness about the area of teaching to develop and further formulate their agendas as McCormick and James (1983) suggest, “effective change is influenced by the genuine commitment of those required to implement it.’

### **Implementation Stage II**

During implementation phase II, I planned a single workshop for teachers to provide them with the theoretical bit of the content as Joyce and Showers (1988) determine, “Depending upon the outcomes, training might include exploration of theory, demonstration or modelling of a skill, practice of the skill under simulated conditions, feedback about performance, and coaching in the workplace.” Their study specifies that this combination of components is necessary if the outcome is skill development. I conducted a workshop on the topic “managing differentiated group tasks in the classroom.” During the workshop, I presented what theory says about providing differentiated learning opportunities according to the learning styles of students as Hargreaves and Fullan (1992) say, “Children with differing abilities and needs within the same class may not receive equal opportunities to learn if the style of teaching is inflexible or if it does not allow tasks to be differentiated and adjusted within the class, so they are appropriately matched to the varying needs of all pupils.” During the workshop, teachers were provided opportunities to have hands-on experience and planned a lesson with a differentiated task for students in groups. After the workshop, I gave teachers the evaluation form to evaluate the effectiveness of the workshop. (See Appendix 2) I found that my objectives were met as the teachers were able to plan a lesson centered on a differentiated group task. Though, the evaluation form did not tell me about the effectiveness of the resources and sequence of activities and opportunities to work collaboratively during the workshop. After the workshop, I introduced ‘Action Learning Set’ to the teachers and asked them to get together in sets of 4-6 to decide the set members themselves and hand me a list of participants of each group. Teachers were also briefed about writing their reflective logs to review the effectiveness of action learning sets.

### **Implementation Phase III**

After being set up in action learning sets, the groups got together for two lessons a week and this continued for six weeks (though teachers were encouraged to continue the set if they wish to). The set meetings were aimed at teachers working together on problems they face while incorporating or managing differentiated group tasks in their lessons. Teachers were encouraged to keep a record of important events in their reflective diaries as Craft (1996) states that these logs provide an on-going record to be kept and can provide access to what cannot be observed. Here, during implementation phase III, I also explained my role to the senior management of the school that it is the participants who possess the subject

matter expertise; my role would be to encourage them to set their desired outcomes and monitor and steer the process (where appropriate).

## **RESULTS**

The results of the study establish that school-based, collaborative professional development activities provide a continued, job-embedded learning environment that impacts the overall school ethos, teacher effectiveness and student.

### **Decision Making and Goal Setting**

Teachers had complete control over the whole process since the beginning of the project. It was the participants themselves who determined the specific area of their teaching that they plan to develop and frame their agendas for change in the classroom. This way, the workshop could serve not only as a learning experience in itself but may enhance the learning value of all occasions when teachers are exposed to new ideas. They chose members of their action learning sets themselves. In each learning set participants not only shared the responsibility to help establish goals but worked collaboratively to accomplish them. One of the set members said, "All of us make decisions. Our group includes different people who have some wonderful ideas. We all have students with varying needs and encounter different experiences in day-to-day life in classrooms. We all have different sets of beliefs and ideas, but I am always appreciated when I share my ideas or suggest a different strategy to my group members. When the group has to make any definite decision, it is made by consensus, and I appreciate that. [Unedited work of the participant]"

### **Learning through Experience**

Teachers learned through reflecting on their own experience, sharing it with set members, seeking alternatives from them and further building on their own and other's experiences as one participant said, "I see my learning happening in a spiral manner. I took my problem to my set members, we all discussed the problem in detail, and everyone gave different ideas that I further took back to my class to implement and see its effectiveness. I tried different alternatives or new ideas given by my set members in my class. Afterward, I was better able to confirm or sometimes reject or challenge the ideas and went to try something new every time. Sometimes I went a bit different from the routine practices of my school as well. I would say that in this way I understood myself very well and knew what others' beliefs are." [Unedited work of the participant]"

Action learning set provided an opportunity or space to individual participants to further understand their own and others' perspectives. Action learning set also gave a forum, within which the teachers frequently raised questions, confirmed, challenged or refuted current conventions about embedded workplace practices. This way they developed real alternatives that can potentially work within the same school. On some occasions, it empowered the participants to see how barriers could be broken down between functional apparatuses of the organization - a capability considered by Dotlich and Noel (1998) to be a strength of the method.

## Co-operative Learning

As teachers worked together in collaborative action learning sets, they developed trusting and collegial relationships that enabled them to be deeply reflective of their work in the classroom. Bolster & Henley (2005) say, "Finding a strategy that encourages and/or supports individual teachers to change their behaviour and/or to tailor their instruction so that more students are successful is a challenge" in the school environment (p. 3)."

Each action learning set developed its own life where the facilitator only structured the process of the set; it was the participants who were building the outcomes to explore different situations and identify opportunities for improving their practices and roles within the organization. Since the participants were different with unique needs and expectations, the specific experience may not be repeated or calculated in advance. Reflection encourages dialogue and drawing on others to extend one's learning; a concept that Hammond and Collins (1991:167) describe as a 'co-operative spiral'. Each action learning set was a platform where participants had the opportunity to tell their story; the role of the facilitator was to assist the participants to construct questions that can enable the speaker to consider alternative perspectives relating to their situation and formulate ideas for future action. A participant said, "After attending the workshop, I worked in an action learning set that we made according to our own choice. We all were very enthusiastic to work in a set. It proved a unique experience for all of us. There was a dialogue every time in our set where we accepted and rejected each other's ideas. In this way, we not only enhanced our learning but indirectly helped others to extend their learning. We all had time to share our classroom stories that we were not given a chance earlier. [Unedited work of the participant]

## Effects on Teachers' Confidence and Trust

Confidence building was a valuable gain according to the teachers as a participant said, "I used to panic when I didn't know how to explain or give a definition of a new word in class. But now I think it is OK checking the meaning of a word in a dictionary in front of the class when I have some doubts about the definition or usage. I found that discussing our very own classroom problems in an action learning set makes you feel vocal and confident." [Unedited work of the participant]

The participants believed that their confidentiality would be maintained, and they always acknowledged the value of any person's contribution even though they did not always agree. A participant said, "My experience of working in a set was really good. There was no pressure of being rejected or ridiculed while discussing my lessons with my set members, whereas I had such feelings during the lesson observation feedback sessions with my school head. While sitting in my set, I always felt very comfortable to ask different questions and alternatives of doing various activities. My colleagues always appreciated my contributions." [Unedited work of the participant]

## Responsibility for Student Learning

Despite the short time frame of the action learning set, the teachers claimed that their horizon has broadened in three ways. First, they now have a more in-depth perspective of viewing students' learning styles. Second, they see the need for re-examining their views

about the status of a teacher in the classroom. Third, they have learned to view the process of teaching and learning more from the viewpoint of the students, i.e. more student-centeredness. That is why they kept modifying their ways of teaching based on the needs of the students. When teachers analyzed student learning and measured the effectiveness of their instructions, it became obvious that if collaborative professional development opportunities are provided to expand instructional practices, they have an impact on the way teachers view their responsibility for student learning. Teachers also mentioned that they got a lot of input on various teaching strategies aimed at improving students' motivation, classroom interaction, and learning outcomes. Teachers felt encouraged to apply different strategies in their classrooms. A participant said, "I loved the whole class teaching earlier because it was easy for me to plan similar tasks for all students. During my discussions in action learning set, I heard very successful stories of my colleagues and thought of planning and implementing differentiated tasks. Providing differentiated tasks to my students according to their learning styles has re-invented my lessons." [Unedited work of the participant]

### **Effect of Collaboration on Instructional Practices**

When teachers were asked, "How did collaboration affect your instruction?" Answers to this prompt established that teachers have built collegial relationships during the time they participated in the action learning set. Data also shows that teachers have increased their sensitivity towards students' learning and have developed feelings of professional accountability. While describing her relationship with set members, one participant said, "I find that my instructions are perhaps closer to my colleagues. In the fact, I can go to them and feel free to ask them questions about what they're doing and how I can integrate that into my classroom practices." [Unedited work of the participant]

This shows that collaborative environment is part of the change that has shaped a climate of instructional consistency in this primary school.

### **Group Dynamics**

Though teachers worked collaboratively in their sets, sometimes following or establishing group dynamics was a real anxiety for teachers. Teachers complained about the limitations of working within the structures given by others and sometimes they found that they do not have any control over other's work. A participant said, "It is very difficult to combine many people's ideas. Working within other people's deadlines and expectations is too difficult." [Unedited work of the participant]. Teachers also learnt to deal with strong personalities in their action learning sets. A few teachers who had strong personalities occasionally served to disrupt the work of the group, shifting the focus from teaching and learning to complaints about student behaviours. The teachers who shared these difficulties in their interviews noted that they have learned how to refocus their collaborative group by referring to the group's norms but still found it a struggle to sustain the efficiency of their group. Teachers also felt that they were not being given an equal opportunity to contribute to the group discussions. A participant said, "Too many cooks - very difficult to ensure equal input. Needs to be more systematic to ensure that everyone's ideas are brought to the table. Some took over in the absence of the set leader." [Unedited work of the participant]

## **DISCUSSION**

Reflecting on the above-mentioned findings, it is identified that;

1. It is essential to provide teachers numerous learning opportunities in order to make the experience more effective.
2. The design and content of the action learning programs are vital to their success.
3. Poor evaluation tool (workshop evaluation form) fails to measure the required outcome.
4. In groups, where one participant or one perception takes over, the group inclines to produce outcomes that are not very innovative or insightful.
5. Innovative facilitators are necessary to lead the group.
6. There is a risk of poor follow-up on project outcomes.
7. Collaborative opportunities need to have several means of accountability to ensure stable progress to student learning aims.

The results of this study prove the requisite for collaborative professional development in primary school. Teachers in this study stated that this model of professional development was the most valuable model for professional learning they have experienced and shared many ideas and beliefs regarding the value of shared intelligence, and instructional effectiveness that resulted from their work in collaboration with their peers.

The lessons that are learnt during the implementation of the collaborative, job-embedded professional development project are as follows.

1. It can help to solve complex and urgent problems.
2. Produces tangible outcomes as a return on students' learning.
3. Helpful to develop skilled facilitators, or to develop effective teams.
4. It can help to create a culture of learning in schools.
5. Teachers are only motivated for learning when it is directly relevant to their everyday lives.
6. Teachers can experiment with the efficacy of framework and techniques on real problems and can comprehend themselves if it is useful or not.
7. Teacher's efficiency improves when they participate in collaborative professional development activities.

Follow-up on project outcomes is crucial to sustain the impact of collaborative, job-embedded professional development activities. Peer-observation and evaluation can be used as a follow up activity so that teachers further work collaboratively and see the implementation of the differentiated tasks in the classroom and continue learning.

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## **APPENDIX 1: PROFESSIONAL DEVELOPMENT INVENTORY**

Name: \_\_\_\_\_ Date: \_\_\_\_\_

1. What are the main tasks for which you are responsible?
2. What are the main priorities for the coming year as a classroom teacher?
3. Please include below where you feel you would benefit from additional professional development. (You may find the attached list helpful as a prompt.)

Adapted from: Craft, A (1996) *Continuing Professional Development: A practical guide for teachers and schools*.

## **APPENDIX 2: WORKSHOPN EVALUATION SHEET**

| Sr# |                                                                                  | Agree | Disagree |
|-----|----------------------------------------------------------------------------------|-------|----------|
| 1   | The objectives of the day were identified and made sufficiently clear.           |       |          |
| 2   | The stated objectives were adequately achieved within the time constraint.       |       |          |
| 3   | The stated objectives were appropriate for my current needs.                     |       |          |
| 4.  | To what extent was the general planning of the day satisfactory?                 |       |          |
| 5.  | To what extent were the venue and arrangements satisfactory?                     |       |          |
| 6.  | What did you intend to achieve by attending this professional development event? |       |          |
| 7.  | Did you find it useful in achieving these objectives? (And how?)                 |       |          |
| 8.  | How could the content have been made more valuable for you?                      |       |          |
| 9.  | How might the sessions have been better managed?                                 |       |          |
| 10. | What kind of follow-up would be useful for you?                                  |       |          |

Adapted from: Craft, A. (1996) Continuing Professional Development: A practical guide for teachers and schools.