
The sustainability of professional development

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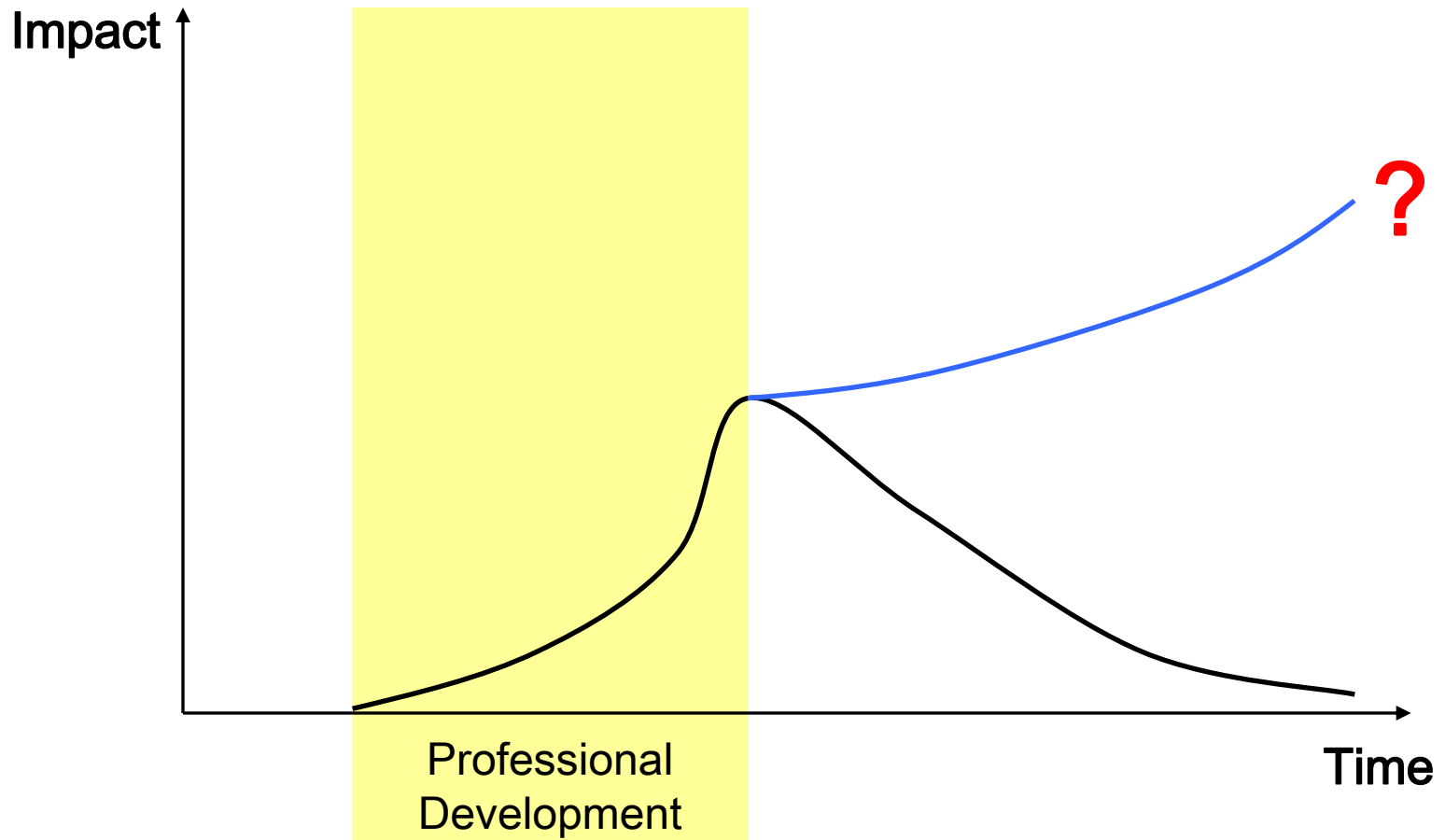
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Approaching

At the end of a professional ~~development~~ ^{growth} seminar ...



Approaching II



General Questions

- **Short-term Impact**

Which short-term impact can be observed?

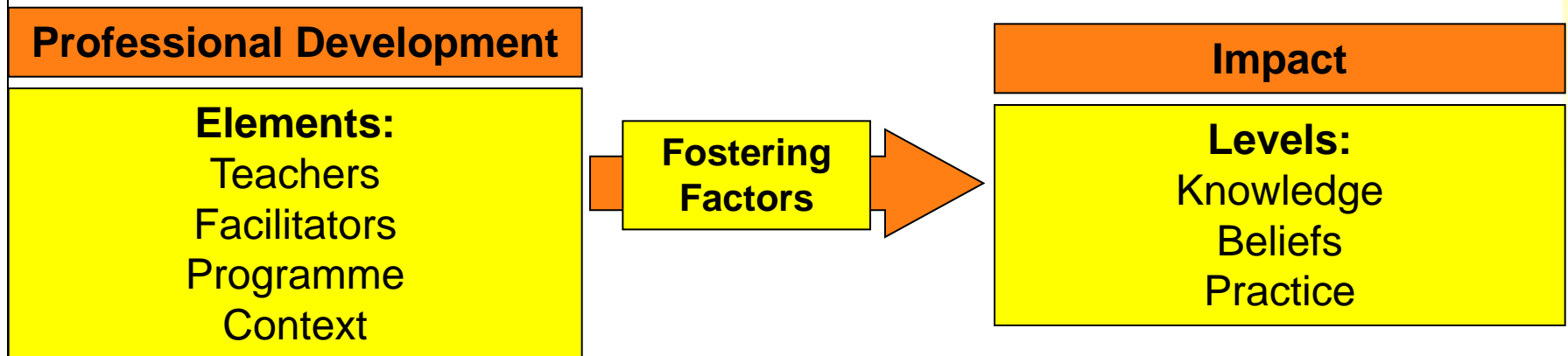
- **Sustainable Impact**

Which sustainable impact can be observed?

- **Influencing Factors**

Which factors foster or hinder the (sustainability of) impact?

IPD-Model: Overview



IPD-Model: Levels of Impact

	In-School Levels					Beyond-School Levels			
	Teachers	Pupils	Colleagues	Principals	Parents	Schools	Media	Policy	Scholarship
Knowledge									
Beliefs									
Practice									

IPD-Model: Fostering Factors

- **Teachers:**
 - Teachers' needs and interests
 - Ownership
 - Networking
- **Facilitators:**
 - Knowledge
 - Trust
 - Inquiry stance
- **Context:**
 - School-based support
 - Ressources
 - Beyond-school support

IPD-Model: Fostering Factors

- **Programme:**
 - Practical Orientation
 - Balance: CK, PK, PCK
 - Inquiry-based learning
 - Joint reflection
 - Evaluation and feedback

Rogers (2003): Diffusion of Innovations

Influencing Factors:

- **Relative advantage**
 - Resulting in perceived advantage?
- **Compatibility**
 - Consistent with needs, values, experiences?
- **Complexity**
 - Difficult to understand or use?
- **Trialability**
 - Providing opportunity for step-by-step implementation?
- **Observability**
 - Visible to others?

Questions

- Are there any hierarchical structures within the different levels of impact? Does one level require another one to occur?
- Are there any factors that promote certain levels of impact in a particular way?
- Are there any “universal” factors fostering sustainable impact?

Projects

- **Theoretical framework**
 - Developing theoretical models
 - Understanding change processes
 - Describing influencing factors
 - Explaining sustainable impact
 - Framing upcoming PD programmes

Projects

- **The survey**
 - In-service teachers (N ~ 900)
 - Former participants in various PD programmes
 - Up to 15 years ago
 - Austria, Germany (and other countries?)
 - Online survey

Projects

- **Tracking participants' PD**
 - Teachers (N ~ 150)
 - Participants in Austrian PD programme (1 year): IMST
 - Online survey:
 - Oct 2010: Expectations
 - Jun 2011: Impact
 - Interviews: Tracking changes over time
 - Jun 2011
 - Jun 2012
 - ...

Projects

- **Participants revisited**
 - In-service teachers (N ~ 40)
 - Former participants in Austrian PD programmes
 - Up to 15 years ago
 - Interviews

Expected Results

- Differentiated evidence from various perspectives
- New insights on different levels:
 - Quantitative surveys' results: **overview** of whole sample
 - Qualitative analyses' findings: **mosaic** of particular cases
- Overview and mosaic together
 - ⇒ better understanding of the sustainable impact of teacher professional development programmes
- Implications for upcoming professional development programmes'
 - planning
 - implementation
 - evaluation

Da capo





Thank You !