

H Professional Development Coordinators' **K** **A N D B O O K**

A Guide for School-Based Professional Development Coordinators



Shuhudha Rizwan



School-Based Professional Development Coordinator's Handbook

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Forward

It is widely accepted that quality teaching can be fostered best when school-based professional development (SBPD) of teachers is institutionalized in the school system. Continuing professional development would allow the schools to empower the teachers and build a learning culture in the school.

The SBPD has to be tailored to suit the teachers. The professional needs of teachers have to be addressed in the SBPD activities. Teachers need to have opportunities to update their knowledge and teaching skills throughout their careers.

It is important to recognize that SBPD employs a variety of learning methods in the training. Engaging teachers as learners in a collaborative approach would allow the teachers to experience the value of active learning and its enrichment. Teachers need to have the opportunities to demonstrate their teaching skills as part of their training. They need to exchange ideas and share best practices with others in the profession as part of the SBPD.

The Centre for Continuing Education (CCE) strives to support the schools to establish SBPD across the nation. It inspires the schools to become learning organizations with the empowerment of the school staff.

This booklet is a significant contribution made by the author for the professional development of teachers in the Maldives. It provides clear guidance for the professional development coordinators to work towards establishing SBPD in their respective schools. I recommend it as a useful reference for those who wish to support the establishment of SBPD in the Maldives.

Adam Shareef Umar
Deputy Director General
(Head of CCE)

Forward

Introduction to School-based Professional Development

Introduction

The provision and improvement of quality education is one of the most important policies of the Maldivian government. In order to implement this policy, a particular attention is given for providing professional development support for the school personnel. With the introduction of teaching license, requiring every teacher to complete a minimum of 15 hours of professional development every year has created a great demand for the professional development of teachers in more than 300 schools across the country. As a strategy of addressing this need, CCE has now changed our direction of providing professional development support for schools. After several years of doing it at the central level, we are now advocating and inspiring school based professional development to be established in the schools.

This Handbook has been designed to support the School-Based Professional Development Coordinators in their roles of coordinating training and conducting PD programmes in their schools. This book also is aimed to provide solutions to some of challenges of implementing effective professional development by sharing some international best practices. It is presumed that this book will support schools in ensuring that School-Based Professional Development (SBPD) can be both successful and practical.

Acknowledgements

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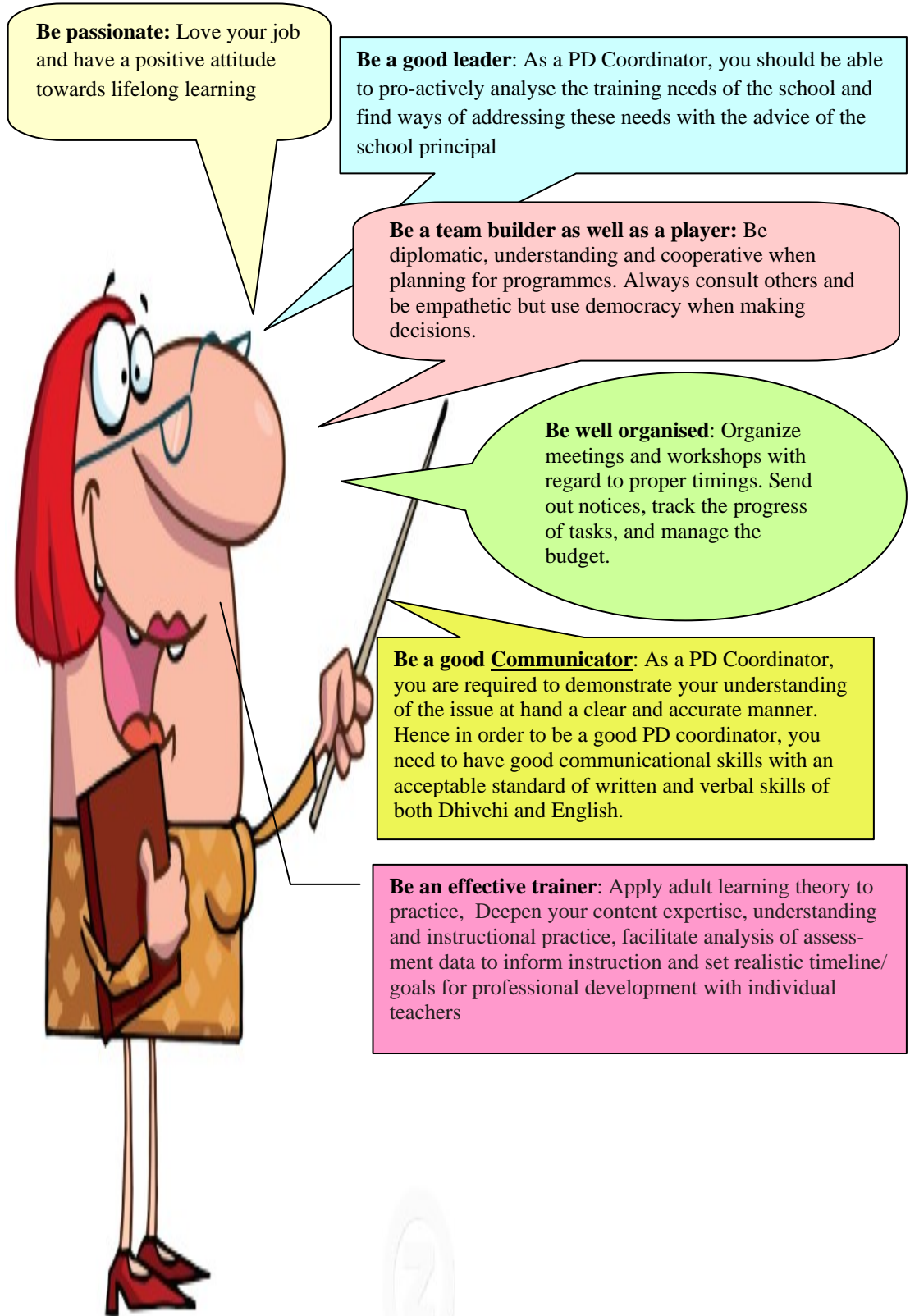
School-based Professional Development —*The best strategy for raising standards, improving morale and staff retention*

Ofsted, 2006

Personal Qualities of a Professional Development Coordinator

Section One

Professional Development Coordinator



Roles and Responsibilities of a PD Coordinator

Being the professional development coordinator, you will be assigned with the following roles and responsibilities

- Formulating a Professional Development policy for the school with advice of the school head.
- Analyzing the professional development needs arising from the performance management cycle.
- Designing and coordinating a professional development plan based on the school's needs as well as individual professional development plans for individual teachers.
- Proposing the plans to the concerned authorities (CCE, TRC, PEU) for approval and seek funding, where necessary.
- Seeking and evaluating the range of opportunities for professional development that can be facilitated within the school and which are available elsewhere (E.g. neighboring schools, TRC, CCE, etc).
- Informing staff about the possible professional development opportunities and supporting them in taking responsibility for their own professional development
- Planning and coordinate activities such as workshops for professional development to be conducted within school and ensuring that these programmes are run effectively.
- Coordinating and recording the evaluation of the effectiveness of PD programme undertaken by staff. This information must be used for future planning as well as reporting the TRC for approval.

Section One

Professional Development Coordinator



Motivate them to participate in the learning process

What is a needs analysis?

Needs analysis is a number of activities conducted in the school to identify problems or issues related to teaching and learning and to determine what kind of trainings are needed by teachers to improve teaching and learning in the school. A needs analysis is usually the first step taken to start training and is essential because a needs analysis can specifically define the gap between the current and the desired behaviours. Apart from this, needs analysis also determines causes of poor performance, content and scope of training and the desired training outcomes.

A whole school training needs analysis can take different types and methods of data collection. The following table gives you a framework for a very comprehensive needs analysis. However, you can bring some changes to this framework as it fits your school and its needs.

Section One

Professional Development Needs Analysis

How to conduct a needs analysis

1. Determine the Design of Your Needs Analysis

Decide on the methods i.e. interviews; focus groups, observations, etc. by assessing advantages and disadvantages for methods

2. Collect Data

Conduct interviews, administer surveys and questionnaires, conduct focus groups or observe lessons

3. Analyze Data

- Conduct qualitative or quantitative analysis
- Determine solutions and recommendations

4. Provide Feedback

- Write report and make oral presentation

5. Develop Action Plan

- Use results as the basis for training design, development and evaluation



PD activities can be fun

Methodologies

Study type and description	Method of data collection	Method of data analysis
<p>SWOT Group discussion on brainstorming about the current strengths, weaknesses, opportunities and threats of the school</p>	<p>Focus group grouped again into 4 smaller groups and each brainstorming on one of the 4 components of SWOT. Make notes from the contents of the group presentations (See Appendix A)</p>	<p>Qualitative analysis Determine solutions and recommendations</p>
<p>Survey A simple method of gathering data in which teachers are asked what kind of training they need for their PD</p>	<p>Interviews Survey forms (See Appendix B) Focus groups (See Appendix C for sample questions)</p>	<p>Qualitative analysis for interviews and focus groups Quantitative analysis for survey forms Determine solutions and recommendations</p>
<p>Performance Analysis Direct observation of performance determine the knowledge, skills, and abilities of individuals</p>	<p>Lesson observations using structured observation forms (See Appendix D) Lesson observations with detailed notes on the observations Window observations of teacher performances</p>	<p>Both quantitative and qualitative analysis depending on the tools used. If you are using rating scales, then analysis should be quantitative but if it is a description of performance, qualitative analysis should be employed. Determine solutions and recommendations</p>
<p>New innovations Analysing current pedagogical innovations</p>	<p>Interviews with experts Desk research on current pedagogical reforms</p>	<p>Determine recommendations</p>



All PD activities are not workshops

Section One

Professional Development Needs Analysis

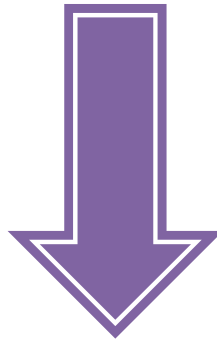
Analyzing data and prioritizing needs

Data from different sources should be analyzed differently. However, basically there are two methods of data analysis, i.e. qualitative and quantitative. As a first step for either of the two methods of data analysis, it would be very easy if you could organize yourself in such a way that all data is spread across one sheet of paper. Spreading all the data across an excel sheet would be very useful especially if the data is quantitative. Excel would help you to do different calculations and draw charts or graphs easily with quantitative data. The table below shows one way of spreading a lot of information on one sheet.

Grade	Participant	PD Needs	Other issues	Suggestions	Other information
3	Teacher	Continuous assessment methods	Limited internet access	Workshops, mentoring	Need to know more about portfolio assessment
2	Parent	Testing procedures	Low scores in environmental studies	Workshops for teachers on how to test students in different ways	1/3 rd of the students in the class failed in Environmental studies this time

Section One

Professional Development Needs Analysis



After analyzing needs, it is necessary to recognize the findings in relation to the availability of resources (both human and material) for addressing these needs. This process is called prioritizing of needs. This requires the PD Coordinator to be the champion of the project to address the PD needs and to present the PD Needs Report in a comprehensible manner. In this way, action is more likely to be taken rather than the report gathering dust on a shelf (See Appendix E for a needs analysis done by a school)



Make your workshop activity based. Lecturing the whole time bores people

Writing a Proposal

A pre-workshop proposal is a tool designed to persuade your school management, TRC or CCE to accept your programme as an effective experience for teachers for enhancing their professional capacity. A proposal may also help you seek funding and backing for the successful implementation of the programme. The following section describes the different headings you can include in your proposal and what to include under those headings (see Appendix E for the sample format).

The Workshop Title

The title of workshops of this nature should not be too long. When giving a title to your workshop, be sure that it is catchy and hook up the readers' as well as prospective participants' interest. However, you also need to make sure that the title is not so vague that the people have no idea what it is all about

Introduction

In the introductory paragraph, you need to answer the what, when, why, who and how of the programme very briefly. However, be sure that you make your introduction vibrant and as short and sweet as possible (about 100 words are ideal). Since this is the gate for promoting your workshop, it needs to "sell." The reader should be convinced and also would have the interest in finding out more about your programme.

Objectives

The programme objectives precisely explain what teachers should have learned or accomplished by the end of the programme. Be specific! A well-written objective explains exactly what participants should be able to do or understand by the end of the programme. For example, by completing the workshop, participants will be able to make practical use of the Blooms Taxonomy of Educational Outcomes for writing their lesson plans and help the development of their students' cognitive abilities.

When writing your objectives, it is also important to remember that you should not use your objective to promise more than you can deliver. This may lead a disapproval of your programme, however attractive and promising the other parts of the proposal are.

Workshop Organization

In this part of the proposal, you can write one or two paragraphs explaining the duration of the workshop, venue, total number of hours to be covered, session durations, number of participants and why this particular group of participants is chosen as the target. You may also include your plans for follow-up after completing the workshop and how they will be conducted. Sometimes it is helpful to include some background information about the facilitators, especially if they are from outside the school or if that particular capacity of the person is not well known.

Section One

Writing a Pre-workshop Proposal

Content and daily schedule

This part can be done as a table (see Appendix F) and it should include session titles (summarizing the session), date, time and facilitator's name.

Certification

This is where you should very precisely explain the criteria for awarding certificates and who is responsible for doing it. It is very important that you go according to the [Professional Development Policy](#) of the Ministry of Education when deciding the criteria for certification.

Workshop Evaluation

In this part of the proposal you need to explain how you are going to evaluate the effectiveness of the workshop and what tools will be used to do this. You may attach sample of evaluation forms (see Appendix F and G) in order to explain more about your evaluation method. You also need to explain how data will be analyzed, whether it is qualitative and/or quantitative and how the analyzed data will be interpreted.

Estimated Budget Breakdown

This is an estimation of the overall cost that will be involved in for conducting the programme. This part of the proposal should be very clearly seen as it is one of the major factors which would contribute to the successful approval of the programme or receiving funds for conducting it. Hence the detailed budget breakdown may be illustrated in the form of a table and should be divided into categories such as stationary, refreshments, transportation, etc (see Appendix F).

Material List

It is necessary to include a list of materials that will be required for conducting the workshop. The material list serves two important functions, i.e. to convince the funding body or the approval agency and to cross-check the materials which are already available in the school so that in helps reducing costs. When writing up the material list, it is also important to include the estimated prices of the items so that it helps you not to exceed the allocated budget.

Section One

Writing a Pre-workshop Proposal



Group Work— A very effective method of adult training

Writing the Post-event Report

After completing the workshop, you need to write a report about the workshop to be submitted to the school office, TRC and CCE. This report should indicate whether the expected outcomes of the programme have been met and how it was done. In order to do this, you need to describe what was done, for whom, by how much, and by when. You also need to evaluate the workshop to determine whether you have succeeded in achieving objectives in terms of your experiences as well as the participants' (see Appendix H).

The simplest way of writing your report is re-writing the proposal in past-tense using your actual experiences. The title, introduction and objectives may not change at all unless you have brought some major changes to the programme in the last minute.

Workshop organization and daily schedule should be written according to the exact way those things happened. You may also include some successes, challenges and recommendations in the section for organization with reference to specific events.

In the section for certification, you need to write the criteria for certification, who awarded the certificates and how many people achieved them. You may also very briefly explain how the certificates were given away, whether it was a ceremony and who gave away the certificates.

Workshop evaluation need to be presented in the way it was proposed in the proposal. Here you need to have charts, graphs and verbal descriptions of the findings and how they are interpreted.

Instead of Estimated Budget Breakdown, in a post-event report should have the Costing of the workshop, which describes the actual spending for the proposed items together with the amounts estimated and amounts received (see Appendix H).

The post-event report also need to have a list of participants of the workshop (who completed the workshop) including their full names, National ID card numbers, school and designations. This information is required for the PD database of CCE.

Section One

Post-event Report



All PD activities should be aimed at improving the quality of teaching and learning

In the United Kingdom

In the year 2006, a survey of 29 schools showed that continuing professional development (CPD) can help raise standards, improve morale and contribute to better staff retention. The results of this survey also showed that the best practice was found in schools where the management staff understood the potential of CPD their schools' improvement.

In these schools, CPD was conducted in a logical chain of procedures, which involved the analysis of needs, provision of suitable activities and evaluation of impact. The best planning considered the benefit the CPD would have for the whole school and also for individual teachers. In these schools, teachers and other staff enjoyed high quality CPD, which had been conducted to meet their schools' and individual needs. Such schools integrated CPD programmes with their improvement plans and found that teaching and learning kept on improving while the schools' standards rose. They used a wide range of activities as CPD programme, which included coaching and mentoring. They did not simply view CPD as training but as opportunities for school improvement and raising standards.

In Germany

An inner-city school in Germany had problems with children from a large Turkish minority, especially those from an Islamic background. With the help of a colleague in another school who had spent several years in Turkey, a Turkish parent who was a teacher herself, and the Imam of the Islamic community school they conducted a staff development programme from which the staff members learned to understand the differences in religion, culture, and tradition, and to devise some small school projects to enhance mutual understanding and tolerance without attempting to suppress cultural differences.

Section Two

International
Best Practices
and Case
Studies

In the Netherlands

The Netherlands has a strong policy advocating equal opportunities in education. Staff members, the principal, and the deputy at one school decided to devote the year's in-service effort to the issue of gender-specific interaction in teaching. They engaged a team of four specialists from the education department in the neighboring university who used a variety of methods, including mini-lectures and video observation to help the teachers modify the way they interacted with students.

In Slovenia

The staff members at a school in Slovenia wanted to focus on educating gifted children. After comparing their goals with their resources, they decided it was realistic to begin with the science department. They sent a group of science teachers to an in-service course at the local university to become familiar with new teaching material. (Those teachers would then introduce the material to their colleagues.) Other teachers contacted the organizers of summer science camps. Others began planning for an extracurricular science club.

Section Two

International Best Practices and Case Studies

In Denmark

Staff members at a primary school in Denmark decided that due to changes in society and family patterns-their "school start" routine no longer suited their students. As a strategy for change, once a week for half a year, the entire staff got together, studied the current literature, talked with guest lecturers, and developed a new pattern for familiarizing children with school life. Their efforts created changes in the curriculum, the extracurricular activities of the school, and its physical ambience as well.

In Hong Kong

In order to integrate cooperative learning in the school curriculum, teaching of cooperative learning was introduced to in-service teacher education. However, the evaluation of these programmes did not show a considerable positive change as these programmes are provided by external staff developers and they were not effective in attempting to add cooperative learning to the repertoire of the teachers. As a strategy of addressing the issue in a different way, a 6-phase model of school-based staff development was introduced.

These phases are described as

1. setting objectives,
2. participation in workshops,
3. collaborative lesson preparation,
4. peer observation,
5. post-lesson conference and
6. reflection.

The success of this 6-phase model is that it gives ownership to teachers in working in collaboration with their peers as well as staff developers in planning and implementing an innovation.

In Thailand

School-Based Training for In-service Teacher Development is based on following principles:

- The training is seen as a developmental process based on the real situations and actual needs of both the schools and the trainees, with the ultimate aims of enhancing the trainees' capacities in organizing the learning process and the students' capacities.
- The Training takes place in the school or sometimes in the community with the school being responsible for the training project.
- Facilitators are teachers or groups of teachers, who are learning reform leaders with expertise and experience in SBT teacher development.
- Participation is voluntary and both trainers and trainees join efforts in conceptualization, planning and carrying out line training.
- The Training involves actual practice, availing of different teaching and learning methodology, training materials, media and activities, which can be applied to real classroom situation.
- The training is often repeated on a continuous basis and avails of a variety of methods, involving regular group meetings and individual consultations with the view to collectively finding solutions to problems and enhancing the students' learning.

Section Two

International Best Practices and Case Studies

In Norway

In Norway, a counselor for preschool teachers suspected that many of her clients needed to make their teaching more meaningful. After negotiating with her clients, she initiated a project that involved staff members from 17 kindergartens and preschools in her region. As they worked to develop new teaching approaches, they became aware of how much knowledge and expertise they already possessed. Self-esteem increased, and a strong network developed. This activity shows that "school-based" does not necessarily mean "focused on a particular school." Schools may share an initiative to avoid reinventing the wheel.

Frequently Asked Questions (FAQs)

Q. Should PD activities be only conducted on the PD Days allocated in the Academic Calendar?

A. No. It is desirable to have as many PD activities as possible in your school, depending on your needs and time flexibilities. It is also important to note that just 3 days of PD activities may not be enough for effective professional development of a school.

Q. Is it necessary for teachers to participate in PD activities if they have already completed 15 hours?

A. Yes, it is. Every one of us needs to be lifelong learners and the more we learn the better professionals we become. Our professional development should not be limited to the minimum required number of hours.

Q. The SBPD guideline of CCE states that we cannot award certificate of participation for programmes which are less than 10 hours long. So how can we award certificates for programmes conducted on PD Days, which are usually 5 hours long?

A. The certificate awarding can be made flexible by your proposal. You can make one proposal for all the 3 PD days together in such a way that you have a 5 hour programme on each day. This way, you issue certificates upon the completion of 15 hours for the whole programme. Another way of doing it is proposing to start the programme on a PD Day and completing it during that week or the coming weekends.

Q. Who approves school based professional development programmes?

A. It is a mandate of CCE to approve all the professional development programmes conducted in the education sector, and hence CCE and TRCs, which function under CCE will approve the all SBPD programmes. This also includes approving proposals and certificates issued from other authorities.

Q. When should the proposals be sent to CCE or TRC?

A. It is advisable to send your proposals when there is enough time for you to bring in changes if required before conducting the programme.

Q. How to seek professional support from CCE for facilitating a programme?

A. It is always good if resource people from the school can be used for your programmes. However, you can always seek support from CCE by sending a letter of request for a resource person. CCE also provides training materials for schools that need assistance. You could always contact with TRC Coordinator of your atoll or the CCE coordinator allocated for your province.

Q. Who should sign in the certificates?

A. The school principal and the PD Coordinator should sign in the certificates of the leading teachers and other teachers. However, the TRC Coordinator or the Superintendent of Education for the province should sign in the principals' PD certificates.

Section Two

FAQs

Appendix A – SWOT Analysis

Group A

Strengths of our school

Please make a list of as many strengths as you can think about our school

Group B

Weaknesses of our school

Please make a list of as many weaknesses as you can think about our school

Group C

Opportunities in our school

Please make a list of as many opportunities as you can think about that we have in our school

Group D

Threats for our school

Please make a list of as many threats as you can think about that we have for our school

Appendix B – Needs analysis survey form

Name:	Teaching grade:
Subject(s):	Years of experience:
Designation:	Qualification:

Do you think continuing professional development support is important for you? ____

Which area of professional development is most needed by teachers of this school?

When was the last time you attended a professional development workshop/session? What was it about?

Which area of professional development is most needed by you? Rate the following according to your priorities!

Lesson planning	
Classroom management	
Teaching aids – making/using	
Resource management	
Teaching methods - Active learning	
ICT Skills	
Others (please specify)	

Which mode of training do you prefer? (Rate according to your preferences)

Online	
Workshop	
Small group meeting	
Coaching and mentoring	

Appendix C - Focus Group Questions for Professional Development Need Analysis

Questions for Senior Management Team and Heads of Departments

1. What do you think are the professional development needs for the academic staff of the school?
Prompt: content upgrading or teaching methodology
2. Can you prioritize them?
3. What are the differences in the professional development needs for locals and expatriates?
4. What are the differences in the professional development requirements for the primary and secondary teachers?
5. What are the differences in the professional development needs for new teachers, untrained teachers and experienced teachers?
6. Which of the above mentioned groups require more professional support?
7. What are the programs conducted within the last 2 years to address teachers' professional development needs?
8. What was the response from the participants to such a professional development program?
9. Does the school have any developmental plan?
10. Prompt: What involvements were obtained from teachers, students and parents in developing the plan?
11. How the concerned parties (teachers, students, parents...) were made aware of the plan?
12. Are there sufficient resources available to cater the professional development needs of teachers?
13. Prompt: How are the available resources managed?
14. Is there any plan to (long-term or short-term) to address in-service training requirements of the academic staff?

Questions for parents

1. What do you think about the school in general?
2. What do you think about the teachers in the school?
3. What do you think about the teaching?
4. What support can be provided to teachers to improve the school?
5. What do you think is/are the thing(s) or needs necessary for the improvement of the school?
6. In which subject(s) area(s) you think, teachers need more support?
7. What is the involvement of the parents in improving learning and teaching?
8. What are the areas that parents need to be more aware of school improvement?

Appendix C - Focus Group Questions for Professional Development Need Analysis

Questions for teachers

1. What help can be provided to teachers to improve teaching and learning?
2. What are the programmes conducted by the school for the development of teachers (with in the last 2 years)?
3. When was the last time you attended a professional development workshop/session?

What are your professional needs?

Lesson planning

Classroom management

Teaching aids – making/using

Resource management

Teaching methods - Active learning

Questions for students

1. What do you think about quality of teaching in this school?
2. What changes would you like in the way your teachers teach in the class?
3. What are your views about good teaching in general?

Appendix D – Lesson Observation Form

Teacher's name:		Date:		
Class:		Subject:		
Observer's Name:		Observer's designation:		
Rank:	4 = Excellent	3 = Fair	2 = Fair	1 = Needs improvement

COMPONENTS		RANK (4-0)	OBSERVER'S COMMENTS
PLANNING & PREPARATION	Development of lesson plan		Briefly explain how the lesson was conducted.
	Formulation of objectives		
	Development of learning aids		
	Development of learning activities		
PRESENTATION / TEACHING SKILLS	Use of set-induction		
	Applying explanation skills		
	Use of language		
	Use of learning aids		
	Applying teaching methods		
	Maintaining students' interest		
	Applying reinforcement		
	Use of questioning techniques		
	Applying closure		
CLASSROOM MANAGEMENT	Monitoring pupils activities		
	Dealing with behaviour issues		
	Maintaining classroom rules		
	Managing/ controlling class		
	Rapport with students		
	Managing teaching resources		
TEACHING EVALUATION	Objectives achieved		
	Evaluation techniques used		
	Timely feedback given		
	Sufficient work assigned		
	Students work marked		

OBSERVER'S FEEDBACK	
Please write down 3 main areas significantly good in this lesson	Please write down 3 main areas need to be improved in the next lessons

Appendix E – Sample Proposal Format

NAME OF THE ACTIVITY
DURATION (DATE)
VENUE

1. INTRODUCTION
2. OBJECTIVES
3. WORKSHOP ORGANISATION
4. PARTICIPANTS
5. WORKSHOP CONTENT AND DAILY SCHEDULE

Date	Time	Topic	Facilitator

5. CERTIFICATION
6. WORKSHOP EVALUATION
7. ESTIMATED BUDGET BREAKDOWN

S.No	ITEM	RATE (BASIS OF CALCULATION)			TOTAL BUDGET
		PAX	DAY/ TIMES	RATE (MRF)	
1					
2					
3					

8. MATERIAL LIST

Appendix F– Sample Daily Session Evaluation Form

Day and Date: Saturday, October 2, 2010

Session 1 – Classroom Management

Two important things I learnt from this session

.....
.....

Some doubts I would like to clarify more

.....
.....

Comments about the facilitator:

.....
.....

Any other comments:

.....
.....
.....

Session 2 – Assertive Discipline

Two important things I learnt from this session

.....
.....

Some doubts I would like to clarify more

.....
.....

Comments about the facilitator:

.....
.....

Any other comments:

.....
.....

Appendix G – Sample Workshop Evaluation Form

Name of the School

Island,
Republic of Maldives

Title of the Workshop

(Date) to (Date)

WORKSHOP EVALUATION

(Please tick the most appropriate number)

NO	Questions	High										Low										
		10	9	8	7	6	5	4	3	2	1	10	9	8	7	6	5	4	3	2	1	
1	How useful was the workshop for your overall development as a teacher?																					
2	How well did the workshop cover the areas of professional development related to your interest?																					
3	How much has the workshop motivated you to be more reflective?																					
4	How helpful was the workshop for you to be a better teacher?																					
5	How practical were the ideas and suggestions discussed in the workshop, in your opinion for the actual implementation in the school?																					
6	How helpful was the workshop in raising your awareness on different approaches and techniques related to improve teaching and learning in the school?																					
7	Overall, the workshop was usefulness																					

What would you like to say about session arrangement in the workshop?

.....

What did you like most about the workshop?

.....

What suggestions for improvement would you like to make with regard to future workshops of this nature?

.....

Appendix H- Sample Post Event Report Format

Name of the activity
Duration (Date)
Venue

INTRODUCTION

OBJECTIVES

WORKSHOP ORGANISATION

WORKSHOP CONTENT AND DAILY SCHEDULE

Date	Time	Topic	Facilitator

CERTIFICATION

WORKSHOP EVALUATION

BUDGET BREAKDOWN

No.	Item Detail	Amount Received	Amount Spent	Balance
Total				

MATERIAL LIST

LIST OF PARTICIPANTS

No.	Name	ID Card Number	Designation	Number of PD hours completed this year
1				
2				

Appendix I – Sample Certificate

بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِیْمِ

School Logo

Name of school
Island,
Republic of Maldives

Certificate of Participation

This is to certify that

Name of participant

has successfully completed

Name of the workshop (number of contact hours)

conducted for target gruoup

from Date to date year

Name

Principal

Name

Professional Development Coordinator

Date of issue

to inspiring
development is professional
anchor school-based from
year got the

Inspiring to Anchor School-based Professional Development