

- What we know about effective professional development.
- How R&D aligns with PD.
- Sharing and celebrating our R&D findings.

- Using an impact framework
- Fixing a baseline: What do we know about our *best current practice*?
- What types of evidence can we gather on 'non-Verbal' feedback?
- Deciding a research question: What evidence can we gather that will be valid? What will be an efficient way of measuring change?
- Starting with the end in mind: what will the final project look like?

## Verbal Feedback project 2019

### Reflect

1 day (incl VF)

### Ask

1 day (+1 day, VF)

### Innovate

½ day (+ ½ day VF)

### Investigate

½ day (+ ½ day VF)

- Making a tentative claim: what is the evidence currently saying?
- Expected, unexpected, overheard and contrary evidence.
- How can we transfer knowledge from R&D? (Preparation for final session)

- Types of evidence – how do we test them for validity and reliability?
- Pitfalls of evidence collection.
- Collecting evidence without adding to workload
- Assessing ethical risk.

UCL Access & Widening Participation  
 Ross McGill  
 Teacher Toolkit  
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