



## Evaluation of the impact of the Teacher Effectiveness Enhancement Programme

### Report No.3

April - August 2006

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## 1. Evaluative research background

1.1 The following key research questions guide this evaluation:

1. Who is involved in the implementation of TEEP, and in what way?
2. What is the impact of TEEP on changes in observable classroom activities, and why have these changes been adopted and not others?
3. What is the impact of TEEP on changes in pupils' learning experiences, and how do pupils view these changes?
4. What is the impact of TEEP on pupils' learning outcomes?
5. How does the impact of TEEP relate to the four factors of the environment of TEEP implementation, i.e.
  - the ownership of the TEEP intervention
  - the type of provider of TEEP training
  - the age of the learners targeted by the TEEP intervention
  - the nature of the target group for TEEP implementation.

1.2 The research team continues to consist of Martin Braund, Fred Lubben and Chris Otter as researchers, Judith Bennett as consultant advisor, and Joanna McDonald as Project Administrator. This is the last term of involvement of Fred Lubben and Chris Otter. Starting from 1 October, Judith Bennett will take over as Principal Investigator. The recruitment of a Research Officer is underway.

### Patterns emerging from the data

## 2. Evidence for Research question 1:

2.1 The reporting period is the third term of Phase 2 of the TEEP Project. During this term 98 teachers have been involved in Level 1 training. This is nearly 70% of the TEEP training provided the previous term and five times the average termly training provision during Phase 1 (see Table 1). No training has been provided at levels 2 or 3.

**Table 1: TEEP training provision**

TEEP training level	Phase 1		Phase 2		
	Total (years 1-3)	Termly average	Reporting period (Term 3)	Total (terms 1+2+3)	Termly average
Level1	204	22.7	98	333	111.0
Level 2	51	5.7	0	26	8.7
Level 3	12	1.3	0	3	1.0
<b>TOTAL</b>	<b>267</b>		<b>98</b>	<b>362</b>	
<b>TOTAL = 629</b>					

2.2 During the reporting period, almost all TEEP Level 1 training is provided in the secondary sector (see Table 2) with more than a third at post-16 level, in particular for teachers of vocational subjects.

**Table 2: TEEP training provision for different school levels**

Level of teaching	Phase 1			Phase 2									
	Level 1	Level 2	Level 3	Term 1			Term 2			Term 3			
				Level 1	Level 2	Level 3	Level 1	Level 2	Level 3	Level 1	Level 2	Level 3	
None	11	10	5	2			6	1					
Primary	7			3	1	1*	12	2			3		
11-16	101	20	3	65	6		78	6	1		39		
11-18	61	20	4	13	6		38	3	1		42		
FE+6th	23	1		4			12	1			14		
PGCE	1			2									
<b>TOTAL</b>	<b>204</b>	<b>51</b>	<b>12</b>	<b>89</b>	<b>13</b>	<b>1</b>	<b>146</b>	<b>13</b>	<b>2</b>	<b>98</b>	<b>0</b>	<b>0</b>	
		<b>267</b>			<b>103</b>			<b>161</b>			<b>98</b>		

2.3 The distribution of Level 1 training over the different school sectors is the same for Phase 1 and Phase 2, i.e. close to 80% of the participants are from the secondary sector, just over 10% from FE and 6<sup>th</sup> Form Colleges, and about 5% from the primary sector.

### 3. Evidence for Research Question 2

3.1 The TEEP coordinator at Beccles and Martin Braund have used the classroom observation schedule independently, simultaneously observing several lessons. They discussed the resulting data in order to increase the reliability of the observations.

3.2 As a result of these discussions a 'guide' for the observation schedule has been constructed (Appendix 1) providing more extensive descriptions and/or examples for some of the categories.

3.3 For the main data collection phase the following observational data have been collected in five of the seven case studies, i.e. Hull, Beccles, York (primary), Birmingham Catholic Partnerships, Birmingham (primary):

- Two lessons each of eight Hull teachers (in three schools) have been observed. Meanwhile, these teachers have started TEEP training in July 2006.
- Two lessons each of eight teachers in four schools of the Beccles cluster have been observed. Meanwhile, these teachers have started their TEEP training in July 2006.
- Two lessons each have been observed for eight teachers in three schools of the Birmingham Catholic Partnership. They will start TEEP Level-1 training in October 2006.
- Two lessons each have been observed of two teachers at Poppleton Road Primary School, York. They will start TEEP Level-1 training in October 2006.
- Two classes each have been observed for two teachers at Holy Family Primary School, Birmingham. They will start TEEP Level-1 training in October 2006.
- Access has been secured to York College and Bishop Auckland College, for observations early in the autumn term 2006.

3.4 As yet the observation data have not been analysed.

3.5 We adopted an interview schedule aimed at soliciting teachers' views on the strengths and weaknesses of the implementation of TEEP, and their reasons for adapting TEEP strategies the way they did.

#### 4. Evidence for Research questions 3

- 4.1 The student questionnaire contains items that have been matched to four main TEEP areas (Classroom Climate; Classroom Management; Interactive Teaching; Range of T/L Styles) in order to evaluate effect in all of these areas. Equally, individual items are linked to the 6 components of the TEEP cycle in order to generate recommendations for TEEP training. Where relevant, the questionnaire draws on the Classroom Learning Environment Scales (CLES).
- 4.2 The student questionnaire was piloted in Y7, Y8, Y10 and Y11 classes in three schools in Hull. These classes are not taught by Hull teachers included in the main sample of the TEEP evaluation. A total of 188 pilot questionnaires from 11 classes were returned.
- 4.3 The fact that no teacher comments were received suggested that the administration of the questionnaire is seen as non-problematic. However, response patterns suggested the need for modifications in the layout and wording of some items, and the reduction of the total number of items to fit one side only (see Appendix 2).
- 4.4 Teacher guidelines (with overhead) have been produced for use by the teacher administering the questionnaire.
- 4.5 Pre-post TEEP comparison of individual pupil responses requires the same sets of pupils to fill out the questionnaire in both cases. Thus, questionnaires will only be distributed for new sets early next term, even for teachers in Hull and Beccles who will have had their first TEEP training by then.

#### 5 Evidence for Research question 4

- 5.1 During the reporting period the project did not focus on this research question.

#### 6 Issues of concern and suggested action

- 6.1 It is noted that the new TEEP Research Officer has declined to take up the post:  
**Decision:** **Judith** will contact Personnel to consider the suitability of other applicants, and if not to have the post re-advertised.
- 6.2 It is noted that during the first year of Phase 2, the provision of TEEP training has increased considerably. The proportion of primary and college teachers, however, has remained at around 5 and 10% respectively. There is still a feeling amongst several primary teachers that the TEEP approach is mainly suitable for the secondary sector.  
**Decision:** *Dee may want to consider this issue in TEEP promotion drives.*
- 6.3 The sample size of teachers and schools is skewed and smaller than planned at this stage.

TEEP Environment	Location	# schools		# teachers	
		intended	actual	Intended	actual
LEA, TEEP consultants, KS2	B'ham II	3 (KS2)	1 (KS2)	12 KS2	2 KS2
	York I	1 (KS2)	1 (KS2)	4 KS2	2 KS2
Pyramid of schools, KS2/KS3	Beccles	1 (KS3)	3 (KS3)	4 KS3	8 KS3
		3 (KS2)	-	12 KS2	
Established, TEEP consultants, KS3	B'ham Catholic partnership	3 (KS3)	3 (KS3)	12 KS3	8 KS3
LEA, ASTs, KS3 science	Hull	3 (KS3-Sc)	3 (KS3-Sc)	12 KS3-Sc	8 KS3-Sc
FE institutions	York II	1 (KS5)		5 Coll M/Voc	-

(incl Voc subjects)	Manchester	1 (KS5)		5 Coll	-
TOTAL:		16 schools	11 schools	66 teachers	28 teachers

Several factors have contributed to the nature of this sample, mainly:

- Insufficient time allocated to piloting;
- the failure to access Colleges;
- the reluctance of primary schools to commit more than two teachers for TEEP training, and subsequently use the trained colleagues for internal school training;
- the lack of participation of middle schools in the Beccles pyramid.

**Decision:**

- (i) *The focus of the evaluative research at primary level will be adjusted, seeing that the required sample size for the original research question can not be achieved. The new research question will focus on the process of CPD adoption at primary level (How is the TEEP approach integrated in primary schools? What are the aspects of the school management and CPD provision hindering and facilitating the adoption of TEEP?). The two primary schools currently in the sample provide case studies of very different practice. The **new research officer** will, on appointment, design this research aspect further.*
- (ii) *For the secondary level, additional pre-post TEEP classroom observations will be conducted for at least four more teachers each within the three existing case studies (Hull, Beccles, Birmingham Catholic Partnership). **Martin** will identify note plans for training further teachers in Hull and Beccles. **The new research officer** will ask Diane about plans for training of additional teachers at Holy Trinity, St Paul's and Archbishop Illsley during spring or summer term 2007.*
- (iii) ***Joanna** will collect names of teachers from the two FE colleges who will undergo TEEP training from the College contact persons. If appointed in time, the **new research officer** will observe pre-TEEP classes. If not, only post-TEEP classes will be observed together with a teacher self-reporting interview about any differences with pre-TEEP teaching. This strategy will also be followed if the number of 16+ teachers entered for TEEP training this year is small. Classes of already trained teachers at York College will be observed together with the self-reporting interview.*

6.4 According to an earlier decision the Haringey case study is to be replaced by either Sunderland, or (as a fallback) an extension of the number of teachers/schools in Hull. Similarly, it was decided that the Manchester College case study will be replaced by Northumberland College.

**Decision:** *In the light of the decisions above, Sunderland will not be followed up, and Northumberland College is being replaced by Bishop Auckland College.*

6.5 A guideline for the observation has been drafted as a base for training of TEEP coordinators for lesson observations.

**Decision:** ***Martin** will circulate the draft guideline to TEEP coordinators in Hull, Beccles and Birmingham, and to Dee for comment.*

6.6 The feedback from the pilot of the student questionnaire suggests that modifications are needed.

**Decision:** ***Joanna** will send off the one-page questionnaire plus teacher guidelines for the administration of the questionnaire to sample teachers in Hull, Beccles and Birmingham through their coordinators. **Martin** will help drafting the covering letter.*

6.7 TEEP may charge a fee for the training, starting September 2006. This may have implications for the participation rate in TEEP training. The Case study schools for the TEEP impact evaluation are exempted from these fees. This may mean that the participation (and impact?) data are not representative.

**Decision:** *Schools participating in the evaluation will continue to obtain the TEEP training free-of-charge. In the report we will need to note this as part of the context.*

6.8 Teacher interviews will coincide with the post-TEEP observations.

**Decision:** *Fred will amend the interview schedules for teachers and school-based CPD coordinators (Appendix 3) in readiness for their use together with the post-TEEP observations.*

## 7 Research activities during the reporting period

The actual activities are reported against the planned activities for the reporting period.

7.1 Updating data base with TEEP activity during the term: **completed**.

7.2 Securing access to Dudley, Birmingham, York I (prim), York II (College) and new FE College: **completed**. *Dudley Primary school has been replaced by a Birmingham primary school (Holy Family) where access was secured. Access to York College and Bishop Auckland College is secured, but no individual teachers have been identified.*

7.3 Developing a 'guide' for the observation schedule: **completed**.

7.4 Training of the TEEP coordinator in Hull in the use of the observation schedule: **replaced by equivalent**: *the Beccles TEEP coordinator has been trained.*

7.5 Collecting pre-training observational data in classes of teachers in Hull, Beccles and at least two more Case studies, selected according to confirmed plans for TEEP level 1 training: **completed and bettered**. *Observational data have been collected in an additional three Case studies.*

7.6 Piloting of the student questionnaire on views of their learning environment: **completed**.

7.7 Collecting questionnaire responses from students in schools in Hull, Beccles and two more case studies: **postponed for strategic reasons** (see 4.5 above).

7.8 Drafting a teacher interview schedule: **completed**

## 8 Planned research activities in the next term

The following activities will be undertaken during the next term (September - December 2006):

- a. Updating the data base with TEEP activity during the term;
- b. Collect pre-TEEP observational data from teachers in York II (College) and Bishop Auckland College, selected according to confirmed plans for TEEP level 1 training;
- c. Collecting questionnaire responses from students in schools in Hull, Beccles, Birmingham Catholic Partnership, York I (prim), Birmingham (prim);
- d. Training of the TEEP coordinators in the use of the observation schedule.

## **Evaluation of the Impact of the Teacher Effectiveness Enhancement Programme (TEEP)**

### **A guide to the observation of lessons**

#### **Overview**

In each TEEP evaluation research cluster teachers' lessons are observed three times, twice before level 1 TEEP training has taken place and once after it has been completed. The exact arrangements for the selection of teachers and lessons to be observed are determined according to the different nature and size of each evaluation cluster.

It is the intention that teachers in schools, normally the TEEP coordinator or leader, carry out some observations of lessons as well as researchers. This has the advantages of helping to spread increasing workloads as more clusters come on stream during the evaluation period and to help participating schools develop an understanding of how TEEP training impacts on teacher and pupil behaviours.

The York evaluation team has developed a schedule for observations of lessons and this has been piloted and redrafted before being used in over 50 'live' observations so far. Independent, simultaneous observations of lessons have been carried out by a researcher and a teacher (a TEEP cluster coordinator) and have been compared so as to train that teacher to carry out observations on his own. This has the advantage of helping to assure consistency in the use of the schedule by different observers (and hence reliability of data). From this work we identified a need to produce guidance to help teachers and others using the observation schedule.

Section 1 is guidance on how to fill in the sheet as a continuous record of a lesson. Section 2 provides exemplification of the observation categories used in the schedule.

#### **1. How to use the TEEP evaluation lesson observation schedule**

##### **1a. Recording at the time intervals**

The top part of the recording sheet is divided into three sections; mode of organisation, teacher behaviour and pupil behaviour. The observer should tick appropriate boxes on the sheet in each section at the end of each five minute period until the lesson ends. We have found that experienced teachers/observers develop a 'feel' for when the teacher is about to change emphasis, to set a new task or to enter a new phase of a lesson. It is therefore advisable to have some flexibility about exactly what is recorded at each of the five minute points. Any ambiguities in interpreting what has been recorded at these points should be avoided by the use of field notes and numbered references (see below).

##### **1b. Keeping field notes**

We have found that to best represent the flow of the lesson and the details of what goes on (for both pupils and the teacher) it is advisable to record a set of field notes at the same time as completing the recordings at each time interval. It is not necessary to describe everything that goes on but a running account helps to exemplify the decisions the observer took against what was ticked on the sheet. As well as field notes, a system of circled numbers next to ticks can be used (see the example provided – *note this will be added later*). These numbered ticks can then be referenced to a 'bulleted' list at the bottom of the schedule. These numbered points should be limited to key transitions or decisions in teaching and critical actions or behaviours that significantly affect pupils' learning.

##### **1c. Completing the boxes for TEEP principles**

At the bottom of the schedule are five boxes, each referring to one of the underpinning principles of TEEP; assessment for learning, accelerated learning, thinking for learning, effective use of ICT and collaborative problem solving. In section 2 some examples of what might be recorded in each box are provided. It is not necessary that all boxes have something in them (though it is not impossible that a post TEEP training lesson

might contain examples in all five principles!). What is entered into the boxes can also be referenced to numbered ticks and/or to bulleted points on the schedule and in field notes.

## **2. Exemplification of the observation categories**

The next (8) pages show some explanations and examples, and in some cases non-examples, of what might be seen in lessons against each of the fill-in categories and boxes on the observation sheet.

**Mode of Organisation**

Category	Notes	Example	Non-example
Whole class	Tick when the teacher requires the whole class to engage in an activity.	Teacher uses a Q&A session at the start of the lesson.	Pupils individually attempting to answer the same written question set by the teacher
Small group	Tick when pupils are required to work as groups. It is helpful to enter a number (not in a circle) next to the first tick to show the number of pupils in a group, e.g. 2, 3,4,6,8 etc. Although the category is for 'small' group, any size below that of the whole class can be used, though in practice this rarely exceeds 8.	Pupils working in pairs to carry out practical work.	Pupils individually answering written questions but seated in a group.
Individual	Tick if pupils are required to work on a task on their own even though they may be seated as a group.	Pupils individually answering questions or carrying out an individual practical task e.g. looking and recording own observations of an animal with a hand lens.	Two pupils observing an animal using a microscope to compare what they have seen.
Teacher controls behaviour	Tick if the teacher has to intervene to tell pupils to be quiet, to admonish an individual or to deal with a specific incident of poor behaviour.	Teacher halts in giving an introduction or set of instructions because pupils are inattentive (minor case)  The teacher excludes a pupil from the lesson for violent or abusive behaviour (major case)	
% of class engaged at point of observation	Enter a number to show the percentage (as an approximation) of pupils that are listening or appear to be concentrating on the task they have been given.	90% - Most pupils in a class of 30 are listening to the teacher, mostly with faces turned towards him/her. Three pupils are talking or looking out of the window.	

**Lesson Characteristic for the teacher behaviour**

Category	Notes	Example	Non-example
Previous knowledge is taken into account	Teacher asks a question or sets a task to elicit the current state of pupils' knowledge or to check knowledge or understanding from a previous lesson as a prelude to what follows.	<i>Can anyone remember from last lesson how indigestion tablets work? Write down the names of three examples of paintings by pre-Raphaelite artists.</i>	Pupils are given some test questions based on teaching in a previous lesson. Pupils' answers are collected in and the lesson proceeds to a new and different topic.
Students are encouraged to participate	The task or activity requires pupils to be personally physically and/or intellectually engaged in doing something to advance their learning or to complete a task.	A music class sits in a circle and each child in turn adds rhythmic sounds to the beat of a samba.  In a technology lesson pupils devise their own design brief for making a key ring.	A pupil copies a diagram from a book.  Pupils copy notes from the board.
Students are encouraged to find their own meaning	This box should only be ticked when you find an example that allows pupils to transfer learning from one context to another. As in the category above this assumes active intellectual engagement, i.e. <i>thinking</i> .	Pupils mix two chemicals together and observe changes. They have to arrange cards showing the names of reactants and products to form an equation for the reaction.  After reading a chapter of a book in which the central character is autistic, pupils annotate a picture to show how this person sees the world.	Pupils copy out an equation from the board that describes a reaction they have observed.  Pupils read a text about autism and select three characteristic alternative perceptions that autistic people might have.
Students are encouraged to reflect on what and how they learned	The key word here is 'reflect'. This should require more than just collecting pupils' reactions or attitudes, though this is important. It is likely that these will also be examples of assessment or thinking for learning.	The 'big picture' of a history lesson on the French revolution is shown and pupils have to say what kind of thinking hat is best suited to the part where they have to imagine they are in a particular role.	The teacher asks how many pupils enjoyed an activity.

Category	Notes	Example	Non-example
Questioning is inclusive	The teacher must do more than selecting individuals to answer questions. Inclusivity tends to involve open rather than closed questions, creates a climate for accepting incorrect factual statements and might use techniques such as whiteboards to give all pupils a chance to respond.	<p><i>I want each of you to write one surprising fact that you learned today.</i></p> <p><i>Turn to your partner and tell them one thing that Christopher found frightening in the chapter you read. When you have done that swap around.</i></p>	
Encourage student-constructed questions	There should be evidence that pupils are required to devise questions either orally or in written form.	<p><i>Read the newspaper article about research on the effects of chewing gum. What questions would you like to ask the scientists about how they did their research?</i></p>	
Differentiation is being used	Differentiation may be by task, outcome or the degree of support or assistance given to pupils.	<p>In performance of a samba the music teacher gives rhythmic parts and instruments according to progress and pupils' musical abilities (obvious example).</p> <p>A maths teacher travels the class giving assistance in response to perceived difficulties (weak example)</p>	<p>A TA sits with a pupil with learning difficulty helping him/her to complete the task set for most pupils in the class.</p> <p>An able pupil finishes a maths worksheet and is provided with more problems at a similar level of mathematical demand.</p>

Category	Notes	Example	Non-example
Teacher intervention helps new learning	You are looking for something that <i>raises the cognitive demand</i> within a learning activity. This is what good scaffolding or teacher questioning should do by providing enough challenge without 'giving the game away'. An outcome might be that a pupil suddenly 'gets it now'. What the teacher did helped a pupil(s) to reach a new understanding or to 'join up' their thinking.	<p>In the performance of the Samba (above), the teacher realises that three rather boisterous boys cannot keep rhythm. She intervenes giving them a different instrument (differentiation by support/equipment) and then using hand signals until they start to keep time.</p> <p>Pupils have arranged themselves as a food chain and the teacher introduces a new animal that is eaten by two different other animals. The pupils are required to solve this by devising a food web.</p>	
Collaborative learning is encouraged	True collaboration requires more than cooperation to complete something. The collaborative effort will often be evidenced by quality discussion where ideas, opinions and solutions are aired, discussed and then form the basis of decisions.	<p>A group have to devise a catchy slogan for saving water. Each member of the group contributes to ideas and the final product.</p> <p>A group uses evidence cards to help them decide if an organism is plant, animal, both or neither. As each card is placed into a category, pupils must justify their claims. The group has to reach a consensus choice and justify it.</p>	A group of four pupils are asked to make a poster of the water cycle. They each cut out parts from a pre-prepared worksheet and one pupil creates and colours in a title. There is little or no conversation as they do this and no challenges to or discussion about where parts are placed.
Individual learning is encouraged	I'm stuck on this one. Is this an individual engaged on learning or is it something more?	Example?	

Category	Notes	Example	Non-example
Inductive learning is encouraged	Inductive reasoning involves using knowledge about something previously experienced or known to make a statement or prediction about something else.	Pupils are given a method to work out simultaneous equations. This is applied to a number of problems.	
Deductive learning is encouraged	Deductive reasoning is when thinking follows a logical sequence that is internally consistent and coherent (and with the evidence available). The result is often the formation of a generalisable relationship.	<p>The teacher encourages pupils to use results of an investigation of the insulation properties of different materials to make pattern statements – they conclude that it is not just the thickness but the amount of air that a material contains that determines how good an insulator it will be.</p> <p>Pupils are given sets of numbers (e.g. 2 4 6 10 16 26) and asked to identify a pattern in the sequence describing their reasoning</p>	

**Lesson Characteristic for the pupil behaviour**

Category	Notes	Example	Non-example
Pupils listening to the teacher	Most often in a whole class introduction or plenary session or when the teacher is giving instructions.		
Pupils listening to a pupil	Most likely in group discussions or when a pupil is giving feedback to the rest of the class or as an envoy to or representative of another group.		
Pupils answering questions	Questions might be oral or written and set by the teacher or in text. Pupils might also generate questions to be answered by other pupils.		
Pupils asking questions	Pupils' questions may be spontaneous or produced as a result of being asked to come up with a question. Questions that ask the teacher (or someone else) what is to be done or how to do something may be more common than genuine enquiries aimed at discovery and new learning.	<p><i>Sir – I'm stuck ... what is it that we have to do?</i></p> <p><i>How long would it take a spaceship to get to Mars?</i></p> <p><i>If you tipped a whole load of blue paint into some yellow – would you get a darker green or would it just be blue?</i></p>	

**The TEEP principles (1)**

Category	Notes	Example	Non-example
Assessment for learning	There should be an attempt to use assessment strategies that involve pupils actively in thinking about the effectiveness of their performance in terms of discussed and agreed criteria.	Pupils agree (with the teacher) a set of criteria by which they can assess the quality of each other's graphs. Graphs are swapped and assessed by pairs of pupils who then give feedback to each other on how graphs might be improved.	
Accelerated learning	There should be evidence of stimulation for learning that draws on different senses creating a positive learning environment. Contexts should provide opportunities for learning in different ways and through different modes (VAK etc).	Pupils are challenged to explain how plants make food to another group by use of a poster that includes only signs, symbols and arrows. The success of this is measured by the number of questions asked by the receiving group.	
Thinking for learning	There should be examples of teacher actions that encourage pupils to reflect on the ways in which they learn, e.g. by matching task demand to one or more of deBono's thinking hats. The use of concept maps and other graphic organisers that encourage the use of higher order thinking skills might also be evident.	<p>Pupils are set tasks for a lesson and they go through them thinking in pairs what colour of thinking hat relates to each task.</p> <p>Pupils are given labels and connecting statements to make concept maps of breathing and respiration. When completed they take their map (as experts) to another group (as non-experts) and explain it to them. The non-experts must say what they understand from this and must reflect on how well the experts explained it to them.</p>	

**The TEEP principles (2)**

Category	Notes	Example	Non-example
Effective ICT	More than just a collection of PowerPoint slides. There should be evidence that the quality and level of pupils' learning is a consequence of the use of ICT. Examples might include the use of simulation or modelling software and interactive whiteboards used by pupils to assemble, sort and analyse information in fast and attractive ways.	A spreadsheet model of pond pollution manipulated by several pupils to test the effects of different pollutants on populations of fish and other animals and plants.	The teacher plays several examples of music through widows media player without any reference to the pace, style or quality of pupil tasks.
Collaborative problem solving	Contexts should include authentic, attractive or real-life situations in which a collaborative decision on action or the design and production of a system or artefact is the result.	Pupils design a bus that can be boarded and used by people with motility problems according to a set of criteria that they agreed.	Pupils are set an investigation to prove that light is needed for plants to make food. Most of the decisions are taken for them via a worksheet of instructions and the answer is pre-known and is therefore not set as a problem.

## Appendix 2: A TEEP pilot questionnaire

There were 188 returned questionnaires from across 3 different schools from Y7, 8, 10 and 11.

Of these returns

- 14 had some questions not answered. This was usually either the whole of one side of the questionnaire or the bottom third of the second side of the questionnaire.
- 17 of the respondents gave the same response to all questions. This was usually done by running a pen or marker down a single column without lifting the pen from the paper.
- 19 respondents failed to give all their personal details. On a number of occasions pupils had given their names then crossed them out.
- 26.6% of returns were null and void.
- % of valid returns is very school and class dependent.

The question order could be rearranged for pupils to ensure even coverage of responses.

One pupil added a comment directed at their teacher 'but you are still a good teacher'. This pupil obviously thought the class teacher would read the completed questionnaires.

### Recommendations

In light of the above I propose the following amendments:

1. Teachers will be given guidelines for the administration of the questionnaires, and an acetate (attached).
2. Teachers introduce the reasons for the questionnaire, giving pupils enough time to complete their personal details before starting on instructions on how to answer the questions. Teachers stress confidentiality of the answers and place the completed questionnaires in a sealed envelope in front of the class.
3. Provided teachers follow the provided procedure I would be quite happy to see the wording at the top of the questionnaire unchanged except for the following:  
Delete 'Your ideas will be confidential. They will not be shown to your teacher'. Insert 'Your teacher will not see your answers so please be completely honest'.
4. We consider a 'prize' draw for all respondents completing the questionnaire properly.
5. We try to reduce the number of questions to fit one page:  
I suggest the following
  - i. Remove Q8. This question could be interpreted as either classroom or personal problems (I think the latter is outside of the remit of TEEP)
  - ii. Delete Q9 (subsumed into Q6?)
  - iii. Have *either* Q22 or Q23
  - iv. Delete Q34 (covered in Q32)
  - v. Have Q1 or Q11
  - vi. We could delete Q15 since it is covered by specific examples in Q16-19.
  - vii. Could Q20 and Q21 be reworded to produce one question?

# TEEP Questionnaire

Gender .....

This happens...				It helps learning ...		
A lot	Sometimes	never		A lot	A little	Not at all
☺	☹	☹	1. The room is friendly and welcoming.	☺	☹	☹
☺	☹	☹	2. The lessons have interesting beginnings.	☺	☹	☹
☺	☹	☹	3. The lessons are linked to what I already know.	☺	☹	☹
☺	☹	☹	4. The teacher helps me with my work.	☺	☹	☹
☺	☹	☹	5. The teacher corrects bad behaviour in class when necessary.	☺	☹	☹
☺	☹	☹	6. I understand <i>what</i> I am going to learn in the lesson.	☺	☹	☹
☺	☹	☹	7. I understand <i>why</i> I am going to learn something in the lesson	☺	☹	☹
☺	☹	☹	8. I understand what I need to do in order to be successful in class.	☺	☹	☹
☺	☹	☹	9. In lessons we use things like video, film, music.	☺	☹	☹
☺	☹	☹	10. In lessons I use ICT for research, quizzes or simulations.	☺	☹	☹
☺	☹	☹	11. I help the teacher to decide which activities are best for me.	☺	☹	☹
☺	☹	☹	12. In class I can ask if I'm not sure I understand what we are doing.	☺	☹	☹
☺	☹	☹	13. In lessons I work on my own.	☺	☹	☹
☺	☹	☹	14. In lessons I take part in whole class discussions.	☺	☹	☹
☺	☹	☹	15. In lessons the teacher asks me questions that make me think.	☺	☹	☹
☺	☹	☹	16. In lessons the teacher gives me enough time to answer questions.	☺	☹	☹
☺	☹	☹	17. In class I am encouraged to ask questions.	☺	☹	☹
☺	☹	☹	18. In class I show what I have understood by making something (like presentations, posters, films, photographs or audio tape).	☺	☹	☹
☺	☹	☹	19. In class I talk to other people about how to solve problems.	☺	☹	☹
☺	☹	☹	20. In class I explain my ideas to other people.	☺	☹	☹
☺	☹	☹	21. I get a chance to decide how well I have succeeded in a lesson.	☺	☹	☹
☺	☹	☹	22. In class I get a chance to think about how I learn.	☺	☹	☹
☺	☹	☹	23. In class we summarise the main points at the end of the lesson.	☺	☹	☹

Thank you!

## Pre Intervention TEEP questionnaire

Dear Teacher

Thank you for agreeing to allow your pupils to take part as respondents to our questionnaire. The questionnaire is designed to allow us to evaluate aspects of the TEEP (Teacher Enhancement Effectiveness Programme). It is intended to issue the questionnaire pre and post TEEP training.

In order to maximise the usefulness of replies would you please ensure the following procedure is followed when handing out and collecting the questionnaire in.

Read the following statement to the pupils

'Soon I am going to give you a questionnaire for you to fill in. This is for people at the University of York. They are interested in your opinions about what happens in your (subject e.g. science) lessons and will use your answers to help teachers help you learn better in lessons. No one in the school here will see your replies. As soon as they are collected in I will seal them in this stamped addressed envelope and put them in the post.

It is really important that we all complete the questionnaires properly. In fact everyone who completes the questionnaire properly will be entered into a prize draw to win xxxxx.

Now, I am going to hand out the questionnaires. Please do not write anything on them for now'.

HAND OUT QUESTIONNAIRES

PLACE THE ACETATE PROVIDED ON AN OHP TO REVEAL THE TOP SECTION OF THE QUESTIONNAIRE, NOT REVEALING THE QUESTIONS.

'Look at the questionnaire on the board and complete yours using your details'.

'Now put your pens down and watch'.

REVEAL THE WHOLE OF THE QUESTIONNAIRE ON THE ACETATE

'for each question I want you to do the following.

1. Read the statement (READ OUT STATEMENT 1, 'the room is friendly and welcoming').
2. Think about the statement and decide 'does this thing happen very often, sometimes or rarely/never'?
3. Once you have decided ring the answer to the left of the statement.
4. Then think about the statement again and decide if this thing helps you to learn a lot, learn a little or does not help you learn at all.
5. Once you have decided ring the answer to the right of the statement'.

IT WOULD BE USEFUL TO ACTUALLY MARK THE ACETATE WITH TWO RINGS AS A SAMPLE ANSWER AT THIS STAGE

'This questionnaire is about **your** opinion and so it needs to be your own work.

Working on your own I would like you to complete the questionnaire. Take your time; remember to think about each statement carefully before you give your answers. Remember it is your own work.

Please start now. If you have any problems with any of the questions or you are unsure about what to do ask me'.

ONCE COMPLETED COLLECT THE FORMS IN AND PLACE INSIDE THE ENVELOPE PROVIDED. SEAL THE ENVELOPE IN FRONT OF THE CLASS

**Appendix 3:****Interview schedule with TEEP teachers (post-TEEP lessons)**

Thank you very much for inviting me into your class, and for the time you've made available for this short interview. I have recognised several features of the TEEP training in the lesson I observed. In this interview I would like to hear your views about the aspects of TEEP you find easy and difficult to apply in your classes, and the reasons for this. This discussion will be confidential and the reporting will be anonymous, so I hope you can be as frank as possible.

**(TEEP glossy leaflet in view)**

1. Looking back, before you started on your TEEP training, how did you expect this to affect your classroom teaching?
  - (i) *To what extent were you already familiar with the TEEP learning cycle and the five elements underpinning TEEP? (refer to chart)*
  - (ii) *If any of these was already applied in class, could you give some examples.*
2. To what extent did those expectations come true? Has your classroom teaching changed in the way you expected?
3. Now coming back to the specific lesson we've just had: what do you think about your lesson? What were the high points, and what the lows?
4. To what extent was it a TEEP lesson?
  - (i) *How does it differ from the lesson you would have taught before you went on the TEEP training?*
  - (ii) *Would you say you intended to follow the TEEP learning cycle? (refer to TEEP leaflet)*
  - (iii) *If so, which of the 6 stages?*
  - (iv) *Which stages do you feel are easy to integrate in your teaching, which are more difficult?*
  - (v) *Could you give an example of a lesson where you tried to grapple with this?*
5. There are five underpinning elements for TEEP (**refer to TEEP leaflet**). In general, which of these do you find easy to include in your teaching, which ones are more difficult? Why?
  - (i) *How could it be made easier for you to integrate this in your teaching?*
6. What additional support do you think will strengthen the implementation of the TEEP approach in your classroom teaching?
7. Is there anything else you want to add about the way the TEEP training has impacted on your class teaching?

**Interview schedule with TEEP coordinators within each school (post-TEEP lessons)**

Thank you very much for the time you've made available for this short interview. I have seen several very interesting TEEP lessons in the school. In this interview I would like to hear your views about issues which help and hinder the implementation of the TEEP approach in your school. This discussion will be confidential and the reporting will be anonymous, so I hope you can be as frank as possible.

***(TEEP glossy leaflet in view)***

1. What were the reasons for the school to get involved with TEEP?  
*(i) Are these still the same reasons for involvement with TEEP?*
2. What aspects of TEEP have been adopted into the school's philosophy of teaching and learning?  
*(i) To what extent has the TEEP learning cycle been adopted by staff?*  
*(ii) What aspects of 'Effective teacher behaviour' (see chart) have been emphasised by school-wide staff development?*  
*(iii) What aspects of the 'Underpinning elements' (see chart) have been emphasised by school-wide staff development?*
3. What measures within the school have facilitated and hindered the impact of TEEP on classroom teaching?
4. If you were to go to another LEA and advise them on how to implement TEEP there, what would suggestion would you make?
5. Is there anything else you wish to mention about the impact of TEEP on classroom teaching in your school?