Evaluation of the GTC's Teacher Learning Academy (TLA): Impacts on teachers, pupils and schools

Pippa Lord
Emily Lamont
Jennie Harland
Holly Mitchell
Suzanne Straw

Published March 2009

Contents

Executive Summary

About this evaluation

Introduction and context

The National Foundation for Educational Research (NFER) was commissioned by the General Teaching Council for England (GTC) with additional support from the Training and Development Agency for Schools (TDA) to evaluate the impacts of the GTC's Teacher Learning Academy (TLA) for teachers, their colleagues, pupils and schools. The evaluation is based on findings and evidence from evaluators' mapping of 30 TLA presentations, and case studies carried out in 18 schools (nine schools in Phase 1 of the work and nine schools in Phase 2 of the work).

Since the beginning of the decade, increasing emphasis has been placed on the role of CPD in enhancing teaching quality, including a range of investment and policy-based initiatives to promote teacher CPD. A plethora of evidence exists highlighting the positive impacts of continuing professional development for teachers' practice, for pupils' learning and for school improvement (e.g. Bolam and Weindling 2006; Cordingley *et al*., 2003; Harland and Kinder, 1997; Hustler *et al*., 2003; Moor *et al*., 2005a).

This evaluation is set in the contexts of: the new imperatives on schools to evaluate and evidence the impact of professional development activity on school improvement outcomes; the revised professional standards and performance management arrangements for teachers; and recent evidence-based policy-developments around collaborative, reflective and individualised approaches to CPD.

The findings will be of interest not only to those involved with the TLA and within the policy advisory team of the GTC, but also to policy-makers at the TDA, as well as to other bodies with a stake in teachers' professional development (such as teacher unions, DCSF, UCET, etc).

The Teacher Learning Academy (TLA)

The GTC's Teacher Learning Academy (TLA) offers professional recognition of teachers' learning, development of practice, and improvement work. Six

core dimensions are at the centre of the TLA's approach to teacher learning, reflecting what is known from the evidence about effective and impactful CPD. These are: engaging with a knowledge base, coaching and mentoring, planning your learning, carrying out your plan, sharing your learning and influencing practice, and evaluating your learning and its impact.

The TLA is built upon the notion of impact. At Stage One of the TLA, the intention is for teachers' professional development to have an impact in their own classroom. At Stage Two of the TLA, teachers' work is expected to have an impact on other colleagues. In further Stages of the TLA (Stages Three and Four), impacts should be felt on the school, other schools and the wider professional community. Teachers approach their TLA participation as a learning journey for which they prepare and plan, record progress in a learning journal and review progress with the support of colleagues. The six core dimensions underpin the learning journey and encourage teachers to consider and evaluate their project and its implications for themselves, their colleagues, their pupils and their school.

Evaluation: aims, design and key issues

In recognition of the well-documented issues relating to evaluating and attributing the impacts of CPD activity, the GTC requested that the NFER develop and undertake the trial of the notion of an 'impact trail' in this evaluation of the TLA. This attempts to go beyond the simple 'black box' model of inputs and outputs and assumed attribution and causation.

The aims of the evaluation were to:

- identify the impacts of teachers' involvement in the TLA on their professional knowledge and practice and on their pupils' learning, as well as on their colleagues and the wider school
- identify and explore the evidence to substantiate whether these impacts had occurred (in particular, to what extent the impacts can be substantiated beyond self-report)
- identify the factors contributing to those impacts
- examine the contribution/attribution of the TLA to the impacts
- develop a first draft of a toolkit for identifying a range of impacts and the evidence to support them.

The evaluation design involved evaluators' exploration and audit mapping of individual TLA presentations and in-depth case studies in 18 schools. A summary of the evaluation methodology is set out below.

- The evaluation team developed a Matrix of possible impacts resulting from TLA presentations and the types of evidence which could be used to demonstrate these impacts.

- The Matrix was then used to map the different types of impacts and evidence reported by teachers in a sample of 30 TLA presentations, and was refined and amended accordingly.

- Case-study schools were then selected for more detailed evaluation and were invited to take part. In each case-study school, evaluators focused on one TLA project.

- Each case-study school was assigned a 'link evaluator' who conducted either one or two visits to the school and maintained ongoing contact with the participating teacher. During the visit/s evaluators:

  ➢ explored impacts, evidence, factors affecting impact, and the attribution of impacts, through semi-structured discussions with the teacher and the TLA/CPD leader in the school

  ➢ carried out a series of semi-structured interviews with other senior colleagues, teaching colleagues, pupils and parents, as appropriate

  ➢ collected a range of other evidence in relation to the identified impacts (e.g. documentation, before and after comparisons, assessments, examples of work, etc).

- After each visit, the evaluator-analysis for each case study involved the following:

  ➢ a case-study template was completed, using all of the data collected about that case (i.e. multiple perspectives and incorporating all of the sources of evidence explored in that case study)

  ➢ evaluators revised the impact-evidence Matrix (developed prior to the visit) for the case study, in the light of all the data collected about that case

  ➢ data analysis involved codifying the impacts, evidence and factors into an 'impact trail' depicting the sequence and attribution of impacts (in Phase 1 of the work these trails were also validated with the TLA teachers themselves during the second visit)

  ➢ additionally, in Phase 1 of the work, practitioners' perceptions of the value of tools and guidance to support the evaluation of impacts from CPD activity were explored (this informed the development of a toolkit for teachers and CPD leaders)

  ➢ additionally, in Phase 2, the evaluation involved a detailed exploration and probing of one or two types of evidence per case study.

- The analysis also involved the evaluators combining all of the matrix data into an overarching matrix (in order to explore, for example, which types of evidence substantiate which types of impact).

The 18 case studies included:

- eight Stage One, seven Stage Two, two Stage Three, and one Stage Four TLA projects
- seven primary schools, nine secondary schools and two special schools
- 14 female case-study teachers and four male case-study teachers
- a range of project foci including: nine focusing on teaching and learning in the classroom, three focusing on curriculum and resource development, and six focusing on management and leadership (three of these were specifically on coaching and mentoring for Initial Teacher Training (ITT) students).

A range of time had elapsed since the completion/submission of projects and the first case-study visit, from five months to 27 months. This included:

- ➤ three TLA projects that had been completed less than six months prior to the case-study visit, nine where the time elapsed was between seven and 12 months, five where the time elapsed was between 13 and 24 months, and one which had been completed more than 24 months previously
- ➤ at Stage One, the average time elapsed was 12.5 months (range 6–23 months); at Stage Two, the average time elapsed was just under 12 months (range 5–27 months); at Stages Three and Four, the average time elapsed was 11 months (range 7–15 months).

All of the case-study schools were already supportive of, and actively engaged in, the TLA.

Impacts of TLA involvement: key findings

- The 'impacts' of TLA involvement have been explored and attributed through a methodology developed in this evaluation. This led to the finding that the TLA has had clear and direct impacts on the practice of teachers; on policies or strategies in school; and clear and direct impacts on pupils' learning.
- The most commonly cited impacts of the TLA were impacts on teachers, followed by impacts on colleagues, schools and then pupils. Impacts on wider groups were cited less frequently. This is not surprising, given that most TLA activity is school- or classroom-based and encourages teacher

learning and development. In addition, the case-study sample primarily included Stage One and Stage Two projects, where wider impacts beyond the school are not required.

- For teachers, improvements or developments in their teaching practice and an enhanced capacity to reflect on practice were cited and evidenced most often. Actual professional or career development, developments in knowledge and understanding, developments in teachers' confidence and access to resources and materials were also frequently evident.

- For pupils, enhanced enjoyment, motivation and engagement in learning were cited and evidenced most often. Increased achievement, participation in new learning opportunities and enhanced knowledge and understanding were also frequently evident.

- Impacts on colleagues closely mirrored impacts on the TLA teachers, although they were less frequently identified. For example, improvements or changes in teaching practice, new knowledge and understanding, and access to resources were identified most often.

- Impacts on schools included new approaches or structures for CPD, school development or improvement, heightened school status, improved coaching and mentoring skills and networks with other schools.

- The majority of impacts on other groups were on parents, other schools and other institutions (e.g. HEIs).

- The foci of the TLA projects did not affect the number or extent of impacts on teachers. However, impacts on pupils, schools and colleagues varied by foci. For example, impacts at the school level were more commonly found in projects focusing on leadership and management.

- The Stage of the TLA presentation did not affect impacts on teachers and colleagues. However, in line with the TLA's 'Sphere of Influence'[1], presentations at the higher Stages tended to have more impacts on the school and wider groups.

- Around one-third of impacts identified and evidenced in the case-study phase were unintended positive consequences of TLA participation. The majority of unintended impacts were on the TLA teachers themselves, particularly in relation to professional development. It appears that teachers do not anticipate that their projects will result in such wide-ranging impacts, particularly where not required by the verification criteria. These may nonetheless be the result of the TLA process, of how TLA recognition is used by teachers and their schools or of TLA projects being effective in producing 'spin-off' impacts that are not anticipated at the outset.

- Impacts on teachers and pupils tended to occur early in TLA projects. Impacts on colleagues occurred in later waves, and impacts for schools most often occurred after a teacher had submitted their project to the Academy.

---

[1] The Sphere of Influence is part of the TLA terminology. It refers to the expected widening of influence as the Stages of the TLA ascend.

- In most cases, the impacts of TLA projects were sustained, and are clearly evidenced by current practice or developments.

- The TLA core dimensions and requirements led directly to some of the impacts in the case studies. The requirements also extended the strength and breadth of impacts beyond those that would have been recognised had the project taken place outside of the TLA structure2.

- The TLA requirements themselves are being reflected as impacts in the school, impacting positively on a reflective school culture, enhancing evaluation of professional development and encouraging peer-sharing approaches.

Evidence to demonstrate impacts: key findings

- The following twelve broad types of evidence (presented in order of frequency) supported the identification of the impacts detailed above:

  ➢ TLA case-study teacher self-reports (i.e. in their TLA presentations, reflective journals, and in NFER interviews)
  ➢ staff perceptions and feedback
  ➢ teaching and learning resources (including lesson plans and schemes of work)
  ➢ performance review reports
  ➢ pupils' views
  ➢ classroom observations
  ➢ school policy and planning documents (including school improvement plans (SIP) and school CPD plans)
  ➢ assessment records of pupils' learning and progress
  ➢ events/activities
  ➢ parents' views
  ➢ examples of pupils' work
  ➢ publications.

- Many different types of impact were evidenced by the case-study teachers' self-reports. 'Softer' and personal outcomes for teachers, such as their increased capacity to reflect on practice, and changes to their motivation, values and beliefs were *particularly* evidenced through such self-report.

- Encouragingly, independently gathered views from colleagues and line managers often corroborated teachers' self-reports (apart from the more personal outcomes for teachers noted above). They also highlighted further evidence of impact that case-study teachers were not always aware of:

  ➢ colleagues provided a perspective on the development of their own attitudes and commitment to CPD, changes to their own skills and practice, and their increased capacity to reflect, not always seen by the TLA teacher

---

[2] The factors contributing to impacts are explored more fully in Section 4.

> ➢ school leaders highlighted fresh perspectives on school improvement that the TLA teacher was not always aware of, and changes to the school's approach to CPD (sometimes also known by the TLA teacher).

- Interestingly, school policy and planning documents provided evidence of impact more frequently than assessment records of pupils' learning. School-level documents viewed by independent evaluators showed that the teachers' TLA work had, for example, influenced school CPD approaches (e.g. a new coaching and mentoring approach), school behaviour management policies, and a new culture of pupil involvement (e.g. developing school councils and the use of pupil podcasts). It may be important for school leaders to share school-level evidence with teaching staff as a way of encouraging a more collaborative approach to evaluating and evidencing impact.

- Assessment records of pupils' learning in the classroom provided evidence of impact on pupils' progress (for example, through before and after tests, and using Assessment for Learning (AfL) approaches). Unsurprisingly, national assessment data rarely provided evidence of impact that could be confidently attributed to the TLA work. Although such data could indicate longer-term impact, there would be constraints in attributing any positive trends to the TLA (or indeed, to any intervention) as national testing only takes place at certain time points, and many other variables (e.g. other initiatives, pupils' maturation etc.) will contribute to pupils' attainment. In any case, the time scales within which most of the case-study projects were operating did not coincide with national assessments on pupils.

- Teachers' more prevalent use of classroom-level assessment data (e.g. ongoing data on pupils' progress and AfL approaches) to examine impact over and above national assessment data is encouraging, as it means teachers are not opting for the 'black box' approach to assessing impact. It will be important for school leaders to be aware of classroom approaches to evidencing pupils' progress, given schools' imperative to evaluate school and pupil performance.

- Teaching and learning resources provided evidence of changes in practice, particularly where 'before and after' materials (e.g. lesson plans) could be explored. When viewed alongside an evaluator, resources also acted as a prompt for teachers, and indeed pupils, to further discuss impacts.

Factors affecting the impacts of the TLA: key findings

- Factors that facilitate impacts of TLA projects included: school-based support for the TLA, school-based support for the project focus, school CPD ethos, collegiality, opportunities for dissemination, the provision of time to carry out the project, write it up and disseminate learning, and the TLA teacher themselves (in terms of their role and motivations).

- All of the six TLA core dimensions were important in facilitating impacts, and were perceived to lead to more impacts than might otherwise have

been achieved if the projects had been carried out as part of another form of CPD. And, even where the TLA project was carried out for some other form of CPD (e.g. in one case, Leading from the Middle), linking this to the TLA resulted in additional benefits and impacts. In particular, the emphasis of the TLA core dimension on 'evaluating the impact of a change activity' was noted for producing considerable additional impacts through teachers' self-evaluation and reflection.

- Inhibiting factors were identified less readily. Particular inhibiting factors related to: inadequate information and awareness of the TLA, competing school priorities, limitations of time, colleagues' varied receptiveness to change and new learning, the applicability of the project, and lack of opportunities to disseminate.

- The facilitating factors may usefully be borne in mind when planning TLA projects or launching the TLA in schools, especially if a wide range of impacts is desired. In particular, the spread and sustainability of impacts is facilitated by: school support for CPD and the TLA, emphasis on the core dimensions (or other similar structure), school support for the project focus (e.g. relevance to a personal or school improvement need or projects with school-wide focus), a positive school CPD ethos, the provision of time, and opportunities for collegiality and dissemination.

Sequencing, attributing and evidencing impact

Case study illustrations in the main report depict the sequencing, attribution and evidencing of impacts. The case studies show that the sphere of influence or spread of impacts is related to the TLA Stage (as reported in section 2 of this report). They also show that a range of different types of evidence are available in relation to each impact (in addition to self-report), providing opportunities for triangulation and corroboration of the evidence. Certain impacts, particularly affective outcomes for teachers, do not have much additional evidence beyond self-report – these impacts rely on the insights and reflections of the teacher themselves (as highlighted above). One of the case studies highlights particular evidence in relation to impacts on pupils (e.g. pupil podcasts), whilst another highlights distinctive evidence of impacts on schools (e.g. resources and materials being developed around TLA-style recognition for non-teaching staff, and school leadership documents being used for coaching and mentoring between staff).

Participants' views on the impact evaluation tools

During Phase 1 of the evaluation, teachers, school TLA/CPD leaders, headteachers, TLA verifiers and GTC TLA advisers gave their views on the impact evaluation tools being developed by NFER for the purposes of this study and beyond. The tools considered included: an impact-evidence matrix, flash cards of impacts, evidence sources and factors, and summaries of impact trails.

There were variable responses but the added value for teachers and schools in using such tools should be highlighted. The tools can be used to assist planning, to record impacts, to promote a sense of achievement, and to provide evidence of impact, which is important for a) individual teachers' performance management and career progression and b) school improvement and professional standards.

Conclusions

The following conclusions on the areas considered for this evaluation – impacts, evidence, factors and attribution – can be drawn.

Impacts

- This evaluation has identified a range of common impacts on teachers from their TLA professional development activity, for example increased confidence, motivation, development of skills and knowledge, and changes in practice. Unlike findings from other research on CPD (e.g. Harland and Kinder, 1997), this evaluation did not suggest that there was a hierarchy to these impacts, or that one type of impact must be gained before another type can occur. **The uniqueness of each individual TLA project means that there are many permutations of impact sequences and trails**.

- Teachers did not always anticipate that their projects would result in such wide ranging impacts as those found in this evaluation. Many of the **unanticipated impacts were on the teachers themselves** – particularly on their professional learning and skills regarding their **capacity to reflect on practice and self-evaluate**, **peer learning, and sharing** and disseminating that learning. Such professional development skills link closely with the skill areas required in the new performance standards for teachers, and with skills for collaborative approaches to CPD.

- Impacts continued to occur once the TLA project had been submitted for recognition. This was due to **continued work** following on from the teachers' learning in the TLA project, to embed and disseminate learning and practice.

- The **TLA approach to enquiry-based learning** makes a particular contribution to outcomes. It engenders certain kinds of impacts around **reflection and evaluation** – especially self-evaluation – and these impacts have allowed the individual teachers involved in the case studies to **develop in their careers**. For schools, the TLA process seems to have encouraged a particular **openness amongst staff to share their learning**, with impacts around increased peer learning and sharing within schools that are specifically attributed by staff to the TLA.

- The **TLA requirements** themselves were being reflected as **impacts** in the school, impacting positively on a reflective school culture, enhancing evaluation of professional development and encouraging peer-sharing approaches. Recent research shows that professional development approaches works best when the selected approach fits with an existing school culture and ethos (Lord *et al*., 2008). Schools with a strong tradition of mentoring and coaching, or with a research or enquiry-led culture for CPD seem to particularly gain from TLA-style CPD.

Evidence

- Given the additional evidence of impact identified by evaluators through interviews with a range of staff and through exploring documentation, resources and assessments in detail, a clear conclusion overall from this evaluation, is that it *is* possible to **capture and evidence a full range of impacts arising from teachers' professional development activity**.

- However, staff at different levels in school are not fully aware of the impacts from an individual's professional development activity elsewhere in the school. For example, school leaders' views, and school policy and planning documents viewed by independent evaluators, showed that the teachers' TLA work had influenced school CPD approaches, school behaviour management policies, and, in one school, a new culture of pupil involvement. However, t**eachers were not always fully aware** of school-wide or school-level impacts.

- **Schools did not appear to have a systematic approach to evaluating CPD and its impact**. However, school and CPD leaders were particularly keen to have a system or tools that could be applied to all staff and for all types of CPD in order to record and monitor the impacts of CPD within their school.

- Teachers' more prevalent use of **classroom-level pupil assessment data** to examine impact, as an alternative to national assessment data, is encouraging, as it means teachers are not opting for the 'black box' approach to assessing impact.

- In this evaluation, the evidence to support impact was strengthened through independent evaluators being able to bring together previously separate views and to investigate documentary evidence in depth. **The evaluation task took time and required technical analyses**. It is not envisaged that such technical analyses would ever be required of teachers,

given their busy working lives. However, some of the approaches used by teachers to evidence impact were **very robust, and, crucially, not especially onerous**. Examples include: simple before and after approaches to evaluating impact – ideally where the same questions/issues are evaluated with the same participant group before and after an intervention; asking for pupil feedback on post-it notes; using parent comment books as on ongoing source of parent feedback; and comparing current documentation with previous similar documentation to explore changes in practice.

- However, it is worth noting that a need for better use of '**before and after**' (pre- and post-) methodologies was highlighted by evaluators, and acknowledged by teachers and CPD leaders themselves.

Factors that enhance impact

- In order to ensure the potential for exploring impact and the evidence of impact of TLA projects, this evaluation was based on case studies with schools that were already supportive of, and actively engaged in, the TLA. The factors that facilitate the spread and sustainability of impacts include: **school-level support for CPD and the TLA**, school support for the **project focus**, the provision of time for the participating teacher, and opportunities for **peer learning and dissemination**.

- The **TLA core dimensions** helped to provide additional impacts from teachers' development work and were particularly associated with aiding their reflection and evaluation of their professional development activity.

- The evaluation shows that there is much scope for individual teacher's professional development work to impact on the wider school. **Topics focusing on teaching and learning in the classroom** can have equally far reaching **impacts within the school** as those that **focus on management issues**. (Interestingly though, projects focusing on management and leadership seemed to have considerably fewer impacts on pupils than those with a teaching and learning focus.)

Attribution

- This evaluation tested the notion of an 'impact trail' methodology in order for independent evaluators to identify, evidence and attribute impact. Undertaking TLA professional development frequently instigated an 'impact trail', indeed many impact trails, from an individual's work. By investigating each avenue that presented itself, and by seeking out other evidence to support impacts, **the impact trail methodology has helped to move away from a simple 'black box' notion of evaluating impact**.

- Although it is hard to prove the absolute additionality of TLA CPD to impacts, as it would be for any form of CPD due to the range of other influences which can lead to positive outcomes in schools, many of the

outcomes reported here would not have occurred in the absence of the TLA. The TLA, in particular, has enhanced outcomes around teachers' reflectivity, their capacity to self-evaluate, and wider dissemination than would otherwise have occurred. The TLA approach to enquiry-based learning can also usefully combine with other forms of CPD and strengthen and increase the outcomes realised.

Recommendations

The following recommendations for teachers, for school and CPD leaders, for GTC TLA partners, for those involved in CPD programme design, and for policy-makers involved with teachers' professional development are presented.

> ### For teachers carrying out professional development activity
>
> - Teachers should consider how they will evaluate the impact of their TLA projects at the planning stage, as required by the verification criteria. This should include a focus on evidence from sources other than just self-evaluation. They should consider the range of evidence they could collect to demonstrate impacts (e.g. before and after assessments, lesson plans, pupils' views through discussion groups, conversations with colleagues).
>
> - Teachers may wish to underpin their broader professional development activity with some of the key concepts of the TLA (e.g. by drawing on the TLA core dimensions, and particularly the reflection and evaluation of professional development activity), as these seem beneficial to supporting outcomes.
>
> - Teachers should plan to re-visit their TLA projects some time after they have been written up in order to identify further impact. This will aid their own understanding of impact, and may provide evidence that can contribute to their performance management targets.
>
> - Teachers should be pro-active in making links between the impact of professional development and performance management, in order to enhance their career progression. In these TLA projects, many of the teachers gained skills that link closely with the skill areas required in the new professional standards for teachers.
>
> - Teachers should consider how to better gather school-wide evidence of impact, in order to enhance a whole school and collaborative approach to professional development evaluation (part of TDA's current strategy for teachers' CPD).

For school leaders and CPD leaders

- School and CPD leaders should support self-initiated, individualised CPD projects, such as those carried out for the TLA. The evaluation shows that there is much scope for individual teacher's professional development work to impact on pupils and the wider school.

- School leaders, line managers and classroom teachers should consider how to combine their different perspectives and sources of evidence in order to ensure that impacts in the classroom, in the department and at school level are recognised and their potential maximised. In particular:

  ➢ School and CPD leaders should share school-level evidence with teaching staff as a way of encouraging a more collaborative approach to evaluating and evidencing impact.

  ➢ School and CPD leaders need to be aware of and encourage classroom-based approaches to evidencing pupils' progress, given schools' imperative to evaluate school and pupil performance.

- CPD leaders may wish to use elements of the TLA process to underpin other professional development activity in the school. In doing so, however, they should be mindful of recent research findings which show that the introduction of new professional development approaches works best when the selected approach fits with an existing school culture and ethos.

- When planning enquiry-based learning through the TLA, especially where it is new to a school, CPD and school leaders should be aware of the factors that facilitate the spread and sustainability of impacts, in particular, a school ethos that is supportive of enquiry-led CPD.

- School TLA leaders/CPD leaders should encourage TLA participants' commitment to reviewing their projects and any further impacts some time after the project has been written up. This would help identify further impacts, and would aid schools' collaborative approach to evidencing impact (e.g. through learning conversations, consultations with staff, etc).

For GTC and other TLA partners

- TLA partners should promote the professional learning outcomes that teachers can gain from participating in the TLA. This might encourage greater participation in the TLA, as such outcomes link closely to the new professional standards for teachers.

- Indeed, TLA partners should highlight the full range of impacts that can occur (including wider school impacts) as a result of a TLA project when recruiting teachers to the TLA.

- TLA partners should also promote the contribution that the TLA process particularly can make to outcomes. These include impacts around reflection and evaluation – especially self-evaluation – and an openness amongst staff to share their learning.

- TLA partners should promote the practical approaches to evaluating and evidencing impact that were identified in this evaluation (e.g. pupil feedback notes, before and after questions, comparison of pre- and post- documentation, etc).

- TLA partners should publish guidance to encourage participants and schools to review their projects and any further impacts some time after writing them up for the TLA.

For policy-makers involved with teachers' professional development

- Policy-makers involved with other CPD programmes should consider the impact trail approach used in this evaluation to evidencing impact. This includes probing impacts at pupil, teacher and school levels, in the short, medium and long term.

- This evaluation suggests that reflective and enquiry-led forms of CPD like the TLA, well founded in terms of both its conceptual base and the management of its implementation, can and do have profound and lasting impact on teaching quality and pupil achievement. In developing strategies for CPD, the GTC and TDA should consider whether there is a need to resource a national strategic approach to enquiry-led CPD.

1   About this Evaluation

1.1   Introduction

This report presents the findings from NFER's evaluation of the outcomes of the Teacher Learning Academy (TLA) for teachers, their colleagues, pupils and schools. It is based on evaluation findings and evidence from evaluators' mapping of 30 TLA presentations, and case studies carried out in 18 schools (nine schools in Phase 1 of the work and nine schools in Phase 2 of the work).

Through this evaluation of the TLA, the implications for schools' evidencing of impact, the new professionalism in teaching, and collaborative and reflective CPD are considered. The findings will be of interest not only to those involved with the TLA and within the policy advisory team of the GTC, but also to policy-makers at the TDA, as well as to other bodies with a stake in teachers' professional development (such as teacher unions, DCSF, UCET etc).

This section describes:

- professional development: the current policy context
- the Teacher Learning Academy (TLA)
- the evaluation: aims, design and key issues
- the structure of this report.

1.2   Professional Development: the current policy context

Since the beginning of the decade, increasing emphasis has been placed on the role of CPD in enhancing teaching quality, including a range of investment and policy-based initiatives to promote teacher CPD. In 2001, a national strategy for CPD set out the government's commitment to increase the funding available through national initiatives and through money going direct to schools, such as through the Standards Fund (DfEE, 2001). In 2005, funding and responsibilities for CPD for teachers were devolved directly to schools: 'Decisions about professional development activity will be taken by schools and teachers themselves, be informed by performance management and be linked to plans for school improvement' (Secretary of State for Education).

The intention was that schools and their workforce became the key drivers for CPD. The 2008–09 TDA remit letter from the Department for Children Schools and Families (DCSF) tasks the TDA to work with the DCSF to ensure high quality teaching and learning in every classroom by securing a sufficient supply of new teachers and effective continuing professional development The TDA is also tasked to lead on the development of a new qualification for teachers – a masters in teaching and learning.

A plethora of evidence exists highlighting the positive impacts of continuing professional development for teachers' practice, wellbeing and motivation (e.g. Harland and Kinder, 1997; Kinder and Harland, 1991; Moor *et al*., 2005a, Harland *et al.*, 2006). It is also acknowledged that where teachers' skills, knowledge and understandings are enhanced, the teaching and learning experience for pupils is consequently improved, leading to raised standards and school improvement (e.g. Hustler *et al*., 2003; Bolam and Weindling 2006; Cordingley *et al*., 2003; Moor *et al*., 2005a).

A policy emphasis on impact

Evaluating and evidencing the impact of professional development is becoming increasingly important in schools and is now a key activity expected as part of **school improvement** [http://www.tda.gov.uk/teachers/continuingprofessionaldevelopment/cpdleadership/evaluate_impact/why_evaluate_impact.aspx]. Evaluating the impacts of CPD on practitioners and the consequent impacts on pupils is a means of identifying what contributes to improvement and ensuring that development work is appropriately focused and cost effective.

The new professional standards and performance management arrangements for teachers (see p.4) require teachers to demonstrate their capabilities, knowledge development, understanding, skills and professional attributes (http://www.tda.gov.uk/teachers/professionalstandards.aspx). As a result, the need to identify and attribute the outcomes of professional development activity is becoming increasingly important, particularly given the increased investment in teachers' CPD and the links between performance and pay (http://www.tda.gov.uk/teachers/performance_management/context.aspx).

Teachers' new knowledge, skills and attitudes, will, when put into practice, ultimately affect and benefit pupils' learning and achievements. Therefore, it is important to **recognise teachers' own learning** as part of the outcomes of their professional development. A number of authors have developed **typologies of impact from CPD**. Joyce and Showers (1980) proposed a model of outcomes focusing around the teacher and their practice, with outcomes on: i) awareness of new skills, ii) ordering knowledge of underlying concepts and theories, iii) development of new skills and iv) application of concepts and skills to practice. Harland and Kinder (1997) developed a **hierarchy** of INSET outcomes where provisionary outcomes, information and new awareness represented the lowest order of change; followed by motivational, affective and knowledge/skills outcomes; through to value congruence, institutional outcomes and changes in practice as the highest order of change. More recently, in his five levels for evaluating professional development, Guskey (2002) proposes that teachers go through a process of understanding their own reactions, learning and development *en route* to **'higher' levels** of changes to practice and, indeed, to pupil learning outcomes.

Attributing outcomes, particularly pupil learning outcomes, to the particular intervention or activity that teachers have undertaken is challenging. Issues in establishing a causal link between CPD provision and outcomes for pupils include the contribution of other initiatives and activities within the school, and the contribution of other factors such as pupils' learning with other teachers, and pupils' maturation over time (TDA, 2007, Coombs *et al.*, 2007) Whilst the passage of time is important to achieve change for pupils (e.g. any changes in teachers' practice are likely to take longer to impact on pupil outcomes), this emphasises even more the challenges highlighted above (Flecknoe, 2000; Guskey, 2002; Muijs *et al.*, 2004; Robinson and Sebba, 2005).

The TDA have devised an impact evaluation toolkit (http://www.tda.gov.uk/upload/resources/pdf/i/impact_evalaution.pdf) (see section 1.4.3 for information on a toolkit developed by NFER as part of this particular TLA study, for use in evidencing the impact of CPD). The TDA toolkit provides the rationale and a set of principles for the effective evaluation of the impacts of CPD. It also suggests questions that could be considered in dialogue between a teacher and their performance manager prior to CPD activity, such as establishing the expected outcomes and ways to recognise and evidence the outcomes of CPD including a timeline for exploring short,

medium and long term outcomes. The toolkit also provides questions to be considered after the CPD activity, including, progress made towards outcomes, any unexpected outcomes achieved, and assessment of the cost-effectiveness of CPD in relation to time and finance. The TDA also provide a list of possible impacts that teachers might expect to see as a result of professional development activity in order to help them reflect on the achieved impacts in their setting. These impacts include, for example, changes in subject or process knowledge, improved reflection on practice, more confidence in managing and influencing colleagues, and the ability to lead change initiatives linked to pedagogy.
(http://www.tda.gov.uk/teachers/continuingprofessionaldevelopment/cpdleadership/evaluate_impact/how_to/staff_impact.aspx).

As a further example, the London Centre for Leadership in Learning, established by the Institute of Education have devised a similar structure of questioning and probing, designed to support the evaluation of impacts of CPD activity. These questions involve the practitioner considering who they would most like to impact on, the timescale for evaluating impacts, establishing anticipated impacts and a baseline picture and what evidence of change might be available in order to explore what impacts have been achieved. The questioning structure then encourages teachers to consider, given these factors, what CPD activity might best help them to achieve the impacts. Recommendations are made for the integration of such questions into the performance review process (e.g. see http://www.tda.gov.uk/teachers/continuingprofessionaldevelopment/cpdleadership/evaluate_impact/how_to/impact_levels.aspx?keywords=london+centre+for+leadership+in+learning).

Whilst **pupil attainment and performance** are important, other outcomes for pupils can be considered. In the TDA's Postgraduate Professional Development (PPD) scheme, for example, participants are now encouraged to consider relating practice and outcomes to the Every Child Matters agenda (as reported by Coombs *et al*., 2007). As well as schools evidencing impact, CPD providers are also expected to evaluate their programme's impact on practice in schools. This is a funding condition of the PPD programme, for example, where all PPD providers must now evaluate the impact of their provision on teachers, pupils and schools (TDA, 2007).

Links with new professionalism and performance management

In February 2008, revised professional standards for teachers in England were set, providing a framework for teaching careers and outlining progression possibilities. The professional standards cover career stages: Qualified Teacher Status; Induction; Post-threshold; Excellent Teachers; and Advanced Skills Teachers. Continuing professional development and performance management will be critical to progression through these standards in order to develop and evidence the professional attributes, knowledge and understanding and skills required at each stage.

One of our case studies involved consideration of professionalism for all staff, including support and welfare staff in a special school. In conjunction with the Assessment and Qualifications Alliance (AQA), TLA-equivalent accreditation was being developed for the professional development of support staff. A related development in the field is the introduction of a new Masters level professional qualification for teachers, currently being piloted and developed by the TDA, higher education institutions and schools. The Masters in Teaching and Learning qualification will aim to raise professionalism and standards in education by providing '*structured, high quality, practice-based professional development*' (http://www.tda.gov.uk/partners/mtl.aspx). The opportunity for practitioner research and progression provided via the Teacher Learning Academy may well link with, and support teachers to engage with, the new Masters in Teaching and Learning.

Influence of research on CPD policy and activity

Recent research on CPD has been influential in the development of government policy and especially in the GTC's own policy advice and its professional services.

For example, developing teachers' ownership of their learning (Cordingley *et al*., 2003; 2005a; 2005b; 2007) offers teachers scope to identify or refine their own learning focus (linked to the school improvement plan) and to take on a degree of leadership in their own CPD. The TLA encourages such teacher ownership, although it does not stipulate links with performance management, individual or school improvement targets.

Furthermore, recent EPPI reviews (Cordingley *et al*., 2003; 2005a; 2005b; 2007) have been highly influential on policy. They show that **collaborative and sustained professional developme**nt, over at least one term and preferably two or three, can have positive effects on: **teachers' attitudes** to their pupils and the curriculum; teachers' **repertoires and strategies** and their ability to match their teaching approaches to pupils' different needs; teachers' commitment, beliefs, attitudes and **confidence in making a difference** to their pupils' learning; teachers' commitment to CPD; and, crucially, to **outcomes for young people** themselves in terms of their learning and motivation.

In contrast, CPD that does not involve collaboration as a learning strategy is linked to a narrower range of changes and to weaker benefits for pupils and teachers.

Many of the collaborative and sustained approaches which lead to the above benefits include aspects that are also key to the TLA. These include **peer support** (including learning conversations as found in the TLA), **specialist support** (as offered through workshops in the TLA), and recognition of teachers' **individual starting points** (recognised through teachers' individual learning journeys and the TLA Stages). Interestingly, a focus on **pupil learning** and pupil outcomes is also important to the impacts of collaborative and sustained CPD (Cordingley *et al*., 2003; 2005a; 2005b; 2007). Whilst the TLA might encourage this through classroom-based professional development activity, this is not a criterion of the TLA. Indeed, the projects included in our case studies range from those focusing on teaching and learning in the classroom (including some with a clear emphasis on pupil learning, e.g. using accelerated learning techniques to teach number order and recognition to children in a Reception class), to those focusing on management and leadership (e.g. research and presentation to teachers in grammar schools across the local authority on how data can be used effectively in grammar schools).

Processes for **sustaining** CPD over time to enable teachers to embed the practices in their own classrooms are also important to impacts (Cordingley *et al*., 2003; 2005a; 2005b; 2007). These include informal day-to-day discussions between teachers and, crucially, teachers **sharing or disseminating work they would have to do anyway** (such as lesson planning, designing schemes of work, and curriculum development) – again, a key element of the TLA.

A recent review by NFER (Lord *et al*., 2008) shows that teachers' **mentoring and coaching** activities can particularly contribute to a collaborative and reflective culture within schools, and that long-term or sustained CPD activities also often include mentoring and coaching (Boyle *et al*., 2005). A synthesis of research and evaluation projects also provides support for the recent policy promotion of **collaborative and reflective CPD**, as well as of CPD approaches involving mentoring and coaching (Bolam and Weindling, 2006). As noted above, coaching and mentoring or peer support is an important aspect of the TLA.

The notion of a professional learning community (PLC) is also important to collaborative and reflective enquiry: '*An effective professional learning community (PLC) has the capacity to promote and sustain the learning of all professionals and other staff in the school community with the collective purpose of enhancing pupil learning. Reflective professional enquiry was integral to the work in a PLC*' (pp.131 and 136, Bolam *et al*., 2005). Certainly, where multiple TLA work is being carried out in schools, a reflective CPD culture is engendered (see section 2.8 on impacts on school culture).

1.3   The Teacher Learning Academy (TLA)

The GTC's Teacher Learning Academy (TLA) offers **professional recognition of teachers' learning**, development of practice, and improvement work. Teachers' learning, the application and sharing of their learning, and being able to evaluate the impact of their learning, are important aspects of the TLA. Indeed, **six core dimensions** are at the centre of the TLA's approach to teacher learning. These are: engaging with a knowledge base, coaching and mentoring, planning your learning, carrying out your plan, sharing your learning and influencing practice, and evaluating your learning and its impact (http://www.gtce.org.uk/tla; www.teacherlearningacademy.org.uk; www.gtce.org.uk/shared/contentlibs/gtc/141488/238288/tla_briefing.pdf).

The **impact** of teachers' learning, for themselves, and for others (**including pupils**), is an important aspect of the TLA. At Stage One of the TLA, the intention is for teachers' professional development to have an **impact in their own classroom**. Other colleagues in their department or key stage could also benefit from their learning. At Stage Two of the TLA, teachers' work is

expected to have an **impact on other colleagues** (e.g. in their year group, key stage, department and/or the whole school). In further Stages of the TLA (Stages Three and Four), impacts should be felt **on the school**, other schools and the wider professional community (http://www.gtce.org.uk/publications/pub_tla/teacher_resources/?sort=dateDESC).

Teachers approach their TLA participation as **a learning journey** for which they prepare and plan, record progress in a learning journal and review progress with the support of colleagues. The six core dimensions underpin the learning journey and encourage teachers to consider and evaluate their project and its implications for themselves, their colleagues, their pupils and their school. In their final presentation, teachers include their project plan, a learning journal and a reflective account of their learning journey. Teachers undertaking TLA Stage Two, Three or Four are required to provide a reflective account of one or more **learning breakthroughs** which were critical in their learning (www.gtce.org.uk/tla; www.gtce.org.uk/shared/contentlibs/gtc/141488/238288/tla_briefing.pdf).

The new professionalism in teaching, performance management and new professional standards all have important synergies with the TLA, which provides recognition of teachers' professional and career development.

1.4 Evaluation: aims, design and key issues

1.4.1 Key issues and aims

In recognition of the well-documented issues relating to evaluating and attributing the impacts of CPD activity, the GTC requested that the NFER develop and undertake the trial of the notion of an 'impact trail' in this evaluation of the TLA. This attempts to go beyond the simple 'black box' model of inputs and outputs and assumed attribution and causation.

Many researchers cite the **difficulties with 'attributing impact'** or establishing causal links of professional development activity, particularly to pupil outcomes (TDA, 2007; Coombs *et al*., 2007). **Other variables and factors** will be in play, particularly the further away one gets from the direct focus of the activity, and over time. Indeed, the teachers involved in this TLA

evaluation raise these issues (see section 2.7 on attribution), as do participants in other CPD activity, such as the TDA PPD programme:

> *There is promising evidence of impact directly on pupils, although issues concerning timescale (i.e. it is too early in many cases to judge the impact on pupil learning experiences) and the difficulty of establishing causal links have rightly been raised ...*

> *Many respondents helpfully explain the problematic nature of judging the impact of PPD in schools and the difficulty of establishing a causal link between the provision and impact on pupil learning experiences, including attainment, particularly because there are many other initiatives aimed at school improvement* (TDA, 2007).

Guskey's model of five levels for evaluating impact helps participants to **go beyond the 'black box'** notion of exploring impact (i.e. looking at attainment results only). Guskey suggests working backwards from level 5 (the pupil learning outcomes) through each successive level to 'what set of experiences will enable participants to acquire those knowledge and skills' (i.e. level 1). This notion of exploring impact through various levels, near and far, and over time, so that impacts for teachers, pupils, colleagues and schools are all captured, has been used in this TLA evaluation in the form of an **impact trail**. For every claimed impact, its attribution to the TLA activity carried out has been explored.

Set in this context, the aims of the evaluation were to:

- identify the **impacts** of teachers' involvement in the TLA on their professional knowledge and practice and on their pupils' learning, as well as on their colleagues and the wider school
- identify and explore the **evidence to substantiate** whether these impacts had occurred (in particular, to what extent the impacts can be substantiated beyond self-report)
- identify the **factors** contributing to those impacts
- examine the **contribution/attribution** of the TLA to the impacts
- move towards **developing a toolkit** for evidencing impact.

1.4.2 Evaluation design

The evaluation design involved evaluators' exploration and audit mapping of 30 individual TLA presentations in order to scope the types of impacts and

evidence being identified in submissions. This was followed by two phases of in-depth case study work with 18 TLA teachers and their schools. Each case study involved working closely with the TLA teacher and their colleagues to explore the impacts, evidence and contributing factors to those impacts. In each case, a selection of the available evidence for the impacts was explored in order to investigate the types of evidence obtainable to substantiate self-reports and to gather further viewpoints. The methodology employed is summarised below.

- The evaluation team developed a **Matrix** of possible impacts[3] resulting from TLA presentations and the types of evidence which could be used to demonstrate these impacts.

- The Matrix was then used to **map** the different types of impacts and evidence reported by teachers in 30 TLA presentations[4], and was refined and amended accordingly.

- **Case-study schools** were then selected for more detailed evaluation[5] and were invited to take part. In each case-study school, evaluators focused on one TLA project.

  Each case-study school was assigned a 'link evaluator' who conducted either **one or two visits** to the school and maintained ongoing contact with the participating teacher. During the visit/s evaluators:

  ➢ explored impacts, evidence, factors affecting impact, and the attribution of impacts, through **semi-structured discussions** with the **teacher** and the **TLA/CPD leader** in the school
  ➢ carried out a **series of semi-structured** interviews with **other** senior colleagues, teaching colleagues, pupils and parents, as appropriate
  ➢ collected a **range of other evidence** in relation to the identified impacts (e.g. documentation, before and after comparisons, assessments, examples of work, etc).

- After each visit, the evaluator-analysis for each case study involved the following:

---

[3] This was informed by existing research and evaluation on the impacts of continuing professional development (CPD) activity i.e. Cordingley *et al*., (2003); Harland *et al*., (1997, 2006); Kinder and Harland (1991); Moor *et al*., (2005a, 2005b, 2006).
[4] In order to identify presentations for mapping, the NFER drew up a sample frame based on a long list of presentations identified by the GTC as coming from schools with a number of TLA presentations and those where enough time had elapsed to justify looking for further impact. The sample frame ensured that the presentations mapped covered: a range of TLA stages (as far as possible, note that there are far fewer Stage Three and Stage Four presentations than those at Stages 1 and 2); the primary, secondary and special school sectors; a range of project foci (e.g. teaching and learning, curriculum and resource development, and leadership and management development); and male and female teachers.
[5] Case-study schools were identified from the matrices, to ensure coverage of the above variables, as well as coverage of the range of impacts and types of evidence (either explicitly or implicitly in teachers' presentations) across the case-study sample as a whole.

➢ a **case-study template** was completed, using all of the data collected about that case (i.e. multiple perspectives and incorporating all of the sources of evidence explored in that case study)

➢ evaluators **revised the impact-evidence Matrix** (developed prior to the visit) for the case study, in the light of all the data collected about that case

➢ data analysis also involved codifying the impacts, evidence and factors into an '**impact trail**' depicting the sequence and attribution of impacts (in Phase 1 of the work these trails were also validated with the TLA teachers themselves during the second visit)

➢ additionally, in Phase 1 of the work, practitioners' perceptions of the value of **tools and guidance to support the evaluation of impacts** from CPD activity were explored (this informed the development of a toolkit for teachers and CPD leaders) (see section 1.4.3 and section 5.2)

➢ additionally, in Phase 2, the evaluation involved a **detailed exploration and probing** of one or two types of evidence per case study.

• The analysis also involved the evaluators combining all of the matrix data into an overarching matrix (in order to explore, for example, which types of evidence substantiate which types of impact).

Table 1.1 on the following page presents an overview of information about the 18 case studies. Full details of the evaluation methodology are provided in Appendix 1.

Table 1.1:   Information on the case-study sample

	TLA project focus	TLA stage	School type/phase	Gender	Length of time since completed project*
Case study 1	**Teaching and learning**: Using podcasting to improve students' performance in psychology by recording psychology revision materials	Stage 1	Secondary	Female	9 months
Case study 2	**Teaching and learning**: Development of home-school links and supporting parents to encourage and scaffold their children's reading (understanding and interpretation) with introduction of 'story bags', which included video clips of teacher modelling good practice in supporting children's reading	Stage 1	Primary	Female	12 months
Case study 3	**Curriculum and resources**: A curriculum development project based on early reading and writing/phonic progression. The project also focused on coaching and mentoring development	Stage 2	Primary	Female	7 months
Case study 4	**Management and leadership**: Development as a mentor of Initial Teacher Training students (ITTs)	Stage 1	Secondary	Female	13 months
Case study 5	**Curriculum and resources**: Planned and delivered resources to improve pupil self-esteem	Stage 2	Special	Female	9 months
Case study 6	**Teaching and learning**: Exploration of the effectiveness and impact of the introduction of interactive whiteboards on pupil progress	Stage 2	Primary	Female	27 months
Case study 7	**Management and leadership**: developing project management and coaching skills in the introduction of a Virtual Learning Environment (VLE)	Stage 2	Secondary	Male	8 months
Case study 8	**Teaching and learning**: development and use of interactive white boards to improve learning in maths	Stage 2	Secondary	Female	20 months
Case study 9	**Curriculum and resources**: Researching the benefits of using datalogging equipment in science lessons. The equipment has been used within the A2 level chemistry curriculum within a titrations topic (over four weeks) and, to a lesser extent, with Year 10 pupils	Stage 4	Secondary	Male	15 months
Case study 10	**Management and leadership**: Developing middle management and leadership strategies and skills as part of Leading from the Middle	Stage 3	Special	Female	12 months
Case study 11	**Management and leadership**: Research and subsequent presentation and training event delivered to internal and external senior colleagues on effective use of, and analysis of, data	Stage 3	Secondary	Female	7 months
Case study 12	**Teaching and learning**: Improving science teaching and learning by encouraging more enquiry-based learning, investigations and questioning from pupils	Stage 1	Primary	Female	23 months

Case study 13	**Teaching and learning**: Use of accelerated learning techniques to teach number order and recognition	Stage 1	Primary	Female	22 months
Case study 14	**Management and leadership**: Coaching and mentoring of Initial Teacher Training students (ITTs)	Stage 1	Secondary	Female	7 months
Case study 15	**Management and leadership**: Development of mentoring for Initial Teacher Training students (ITTs)	Stage 1	Secondary	Male	6 months
Case study 16	**Teaching and learning**: evaluated the use and implementation of a storybook approach to teaching Foundation Stage Religious education	Stage 2	Primary	Female	5 months
Case study 17	**Teaching and learning:** Development and use of online testing in science	Stage 1	Secondary	Male	8 months
Case study 18	**Teaching and learning**: Implementing the teaching of phonics in the Foundation Stage and KS1	Stage 2	Primary	Female	6 months

*approximate length of time in months since date of submission/presentation to the TLA and the date of the first evaluator visit.

As can be seen in Table 1.1, the 18 case studies included:

- eight Stage One, seven Stage Two, two Stage Three, and one Stage Four TLA projects

- seven primary schools, nine secondary schools and two special schools

- 14 female case-study teachers and four male case-study teachers

- a range of project foci including: nine focusing on teaching and learning in the classroom, three focusing on curriculum and resource development, and six focusing on management and leadership (three of these were specifically on coaching and mentoring for Initial Teacher Training (ITT) students).

A range of time had elapsed since the completion/submission of projects and the first case-study visit, from five months to 27 months:

- three TLA projects which had been completed less than six months prior to the case-study visit, nine where the time elapsed was between seven and 12 months, five where the time elapsed was between 13 and 24 months, and one which had been completed more than 24 months previously

- at Stage One, the average time elapsed was 12.5 months (range 6–23 months); at Stage Two, the average time elapsed was just under 12 months (range 5–27 months; at Stages Three and Four, the average time elapsed was 11 months (range 7–15 months).

This evaluation focused on exploring impact and the evidence for impact of TLA projects. Schools that were active within the TLA were therefore selected, in order to ensure the potential for impact. The impacts and features presented in this report are thus associated with schools' and teachers' active engagement in the TLA (as per our case-study schools). As discussed in section 4 on 'Factors affecting the impacts of the TLA', a school culture that is supportive of CPD (and of the TLA) bolstered the extent of positive impacts from projects. Other schools wishing to become more engaged in TLA-style CPD will be encouraged by the many positive messages regarding the value of such activity, but will need to ensure that teachers are supported by a school culture of CPD in order to maximise the outcomes of such activity.

1.4.3   The development of a toolkit for teachers and CPD leaders

The evaluation included the development of a draft toolkit for identifying a range of impacts and the evidence to support them. The toolkit provides teachers and CPD leaders with prompts to explore outcomes for teachers, pupils, colleagues and schools. It guides teachers to think about the full range of evidence sources that might be available to demonstrate impact. It also encourages teachers to document the sequence of outcomes that occur, both over time, and the pathways between those outcomes.

The TDA toolkit (see section 1.2) provides useful reflective questions for teachers to consider throughout the planning, implementing and evaluating cycle of professional development activity. The NFER toolkit attempts to support this, for example, by providing the physical tools to document impacts and evidence. These have been devised in a variety of formats (to aid different learning styles) including listed menus, a 2D matrix to map impacts against evidence, and a tool for sequencing impacts over time. The tools encourage teachers to think not just about how children and young people can contribute to the evidence base (as in the TDA toolkit), but also how colleagues and senior managers can contribute. A combination of such guides and physical tools may prove valuable for teachers.

In Phase 1, evaluators held a workshop with TLA verifiers to develop the first draft of the toolkit. They also gathered teachers', TLA/CPD leaders' and headteachers' views on the draft toolkit in the Phase 1 case studies. At the end

of Phase 1, evaluators then held a workshop with Phase 1 participants (teachers, TLA leaders and headteachers) and GTC TLA advisers, in order to refine and validate the tools. The views of teachers, TLA/CPD leaders, headteachers and GTC TLA staff on the tools are presented in section 5.2 of this report. The draft toolkit is presented in Appendix 4.

1.5 Report structure

This report presents the findings from both Phases 1 and 2 of the evaluation of the TLA. Following this introductory section, there are five further sections to this report in addition to appendices and references.

- **Section 2 Impacts of TLA involvement** – this section sets out the impacts of TLA involvement on teachers, pupils, their colleagues, their school, and wider groups (such as parents or other schools). It also explores any unexpected impacts of TLA involvement as well as the sequence or 'trail' of impacts, their sustainability and attribution to the TLA.

- **Section 3 Evidence to support impacts** – this section assesses the evidence available to substantiate impacts from the TLA (in addition to teachers' self-reports).

- **Section 4 Factors affecting the impact of the TLA** – this section examines the factors facilitating and inhibiting the spread and sustainability of impacts from TLA involvement, drawing out the specific contribution of the TLA.

- **Section 5 Case studies** – this section presents case study illustrations to draw together the impacts, evidence and factors in relation to individual TLA projects and depicts the sequencing, attribution and evidencing of impacts.

- **Section 6 Conclusions and recommendations** – this section draws together the main messages from the evaluation providing an assessment of the evidence of impacts of participation in the TLA set in the context of schools' imperatives to evidence impact, the new professionalism in teaching and collaborative, and reflective approaches to CPD.

- Appendix 1 – Full methodology

- Appendix 2 – Typologies of impact and evidence

- Appendix 3 – Impact frequencies

- Appendix 4 – Impact evaluation toolkit.

2   Impacts of TLA involvement

2.1   Key findings

- The 'impacts' of TLA involvement have been explored and attributed through a methodology developed in this evaluation. This led to the finding that the TLA has had clear and direct impacts on the practice of teachers; on policies or strategies in school; and clear and direct impacts on pupils' learning.

- The most commonly cited impacts of the TLA were impacts on teachers, followed by impacts on colleagues, schools and then pupils. Impacts on wider groups were cited less frequently.

- For teachers, improvements or developments in their teaching practice and an enhanced capacity to reflect on practice were cited and evidenced most often. Actual professional or career development, developments in knowledge and understanding, developments in teachers' confidence and access to resources and materials were also frequently evident.

- For pupils, enhanced enjoyment, motivation and engagement in learning were cited and evidenced most often. Increased achievement, participation in new learning opportunities and enhanced knowledge and understanding were also frequently evident.

- Impacts on colleagues closely mirrored impacts on the TLA teachers, although they were less frequently identified. For example, improvements or changes in teaching practice, new knowledge and understanding, and access to resources were identified most often.

- Impacts on schools included new approaches or structures for CPD, school development or improvement, heightened school status, improved coaching and mentoring skills and networks with other schools.

- The majority of impacts on other groups were on parents, other schools and other institutions (e.g. HEIs).

- The foci of the TLA projects did not affect the number or extent of impacts on teachers. However, impacts on pupils, schools and colleagues varied by foci. For example, impacts at the school level were more commonly found in projects focusing on leadership and management.

- The Stage of the TLA presentation did not affect impacts on teachers and colleagues. However, in line with the TLA's 'Sphere of Influence'[6], presentations at the higher Stages tended to have more impacts on the school and wider groups.

- Around one-third of impacts identified and evidenced in the case-study phase were unintended consequences of TLA participation. The majority of unintended impacts were on the TLA teachers themselves, particularly in relation to professional development. It appears that either teachers do not anticipate that their projects will result in such wide-ranging impacts, or TLA projects are effective in producing 'spin-off' impacts that are not anticipated at the outset.

- Impacts on teachers and pupils tended to occur early in TLA projects. Impacts on colleagues occurred in later waves, and impacts for schools most often occurred after a teacher had submitted their project to the Academy.

- In most cases, the impacts of TLA projects were sustained, and are clearly evidenced by current practice or developments.

---

[6] The Sphere of Influence is part of the TLA terminology. It refers to the expected widening of influence as the Stages of the TLA increase.

- The TLA core dimensions and requirements led directly to some of the impacts in the case studies. The requirements also extended the strength and breadth of impacts beyond those that would have been recognised had the project taken place outside of the TLA structure[7].

- The TLA requirements themselves are being reflected as impacts in the school, impacting positively on a reflective school culture, enhancing evaluation of professional development and encouraging peer-sharing approaches.

Drawing on data collected in Phase 1 and 2, this section explores:

- the impacts of TLA involvement on teachers, pupils, their colleagues, their school, and wider groups (section 2.2)

- the impacts most often reported and evidenced (section 2.3.1)

- whether particular impacts are associated with the Stage or foci of the TLA presentation (section 2.3.2 and 2.3.3)

- the unintended impacts of TLA involvement (section 2.4)

- the sequence in which impacts tend to occur (section 2.5)

- impact sustainability (section 2.6)

- impact attribution (section 2.7).

2.2 A typology of impacts

Typologies of impact for each group (e.g. teachers, colleagues, pupils, schools and wider groups) were designed for Phase 1 of the evaluation. These were refined during Phase 2, and are now fully developed to capture all identified impacts of TLA involvement. For Phase 2, the impacts were grouped into broad categories, as set out below.

The typology of impacts on **teachers** is broken into six categories consisting of impacts on:

- **Teaching** (e.g. changes to practice, enhanced teaching skills, access to new resources and materials)

- **Leadership** (e.g. improved leadership/management knowledge, skills and resources)

- **Professional learning** (e.g. capacity to reflect on practice, capacity to evaluate learning, career development)

- **Interpersonal skills** (e.g. improved communication skills)

---

[7] The factors contributing to impacts are explored more fully in Section 4.

- **Values and beliefs** (e.g. more positive attitude/commitment to CPD, increased confidence, developed thinking/beliefs)
- **Workload** (e.g. impacts on workload and time)

The typology of impacts on **colleagues** and the department is also broken into five categories. These contain some of the same groupings as those for the case-study teachers, namely:

- **Teaching**
- **Professional learning**
- **Interpersonal skills**
- **The department** (e.g. impacts on the departmental approach to the curriculum, to leadership, to systems and procedures and to CPD)
- **Workload**

Impacts on **pupils** have been broken down into three broad categories, containing impacts on:

- **Learning** (e.g. enhanced pupil knowledge and understanding, improved progress and achievement)
- **Attitudes** (e.g. enhanced motivation, enjoyment and engagement in learning)
- **Personal and social development** (e.g. improved behaviour, wellbeing and social skills)

Impacts on the **school** are covered in five overarching categories:

- **Whole school improvement and innovation** (e.g. school development, new resources/facilities, curriculum changes)
- **Status** (e.g. raised school profile and status)
- **Approach to CPD** (e.g. increased capacity to reflect, amongst all staff, improved dissemination within the school)
- **Links with other schools** (e.g. greater working with other schools)
- **Other school-wide impacts** (e.g. improved home-school links, closer community links)

Impacts on **wider groups** include impacts on:

- **Parents** (e.g. improved links with schools, development of skills)
- **The community** (e.g. access to resources, materials and facilities)
- **Other schools** (e.g. developments in CPD, curriculum changes or innovations)
- **Other institutions** (e.g. impacts on HEIs and private companies')

The full typologies for each group can be found in Appendix 1.

2.3   Overview of impacts

Both positive and negative impacts of TLA involvement were considered. The only negative impact to be identified (reported by five case-study teachers) was an increased time demand and workload as a result of TLA involvement. However, teachers felt that the positive impacts that their TLA involvement generated far outweighed any time pressures that it incurred.

2.3.1   Overview of impacts on all groups

Analysis of Phase 1 and 2 case studies revealed that the **majority of impacts were on the teachers** (43 per cent of the impacts), followed by colleagues (24 per cent), schools (17 per cent) and pupils (14 per cent). Impacts on other groups (e.g. parents, other schools) (4 per cent) were the least frequently cited and evidenced. Appendix 3 provides a full breakdown of the frequency with which each impact in the typology was recorded across the 18 case studies. By way of summary, Table 2.1 sets out the most frequently identified impacts for each of these groups.

Table 2.1:   Impacts on teachers, pupils, colleagues, schools and other groups

Impacts on:	Number of case-studies*
Teachers	Changes to practice (16)
	Enhanced capacity to reflect on practice (16)
	Career development (15)
	Increased knowledge, understanding, awareness (14)
	Increased confidence (14)
	Access to new resources and materials (13)
	Developed skills (12)
	Enhanced motivation, inspiration, interest, enjoyment (12)
Pupils	Enhanced motivation, enjoyment, engagement in learning (14)
	Improved progress and achievement (11)
	Participation in new learning opportunities (8)
	Enhanced knowledge and understanding (8)
Colleagues	Changes to practice (12)
	Enhanced knowledge, understanding, awareness (11)
	Access to new resources and materials (11)
	Enhanced motivation, inspiration, interest, enjoyment (9)
	Developed skills (8)
Schools	New approaches to CPD (12)
	School development/improvement (8)
	Improved school status (6)
	Improved coaching and mentoring skills (6)
	Increased networks and links with other schools (6)
Other groups	Impact on parents (5)
	Impact on other schools (4)
	Impact on other institutions (e.g. HEIs) (2)

*The numbers in the table represent the number of case studies in which the impacts were cited and/or evidenced. There were 18 case studies in total.

The most frequent impacts on teachers were largely related to their **teaching and to their professional learning**. For example, impacts on their teaching practice, their capacity to reflect on their practice, and on their professional or career development emerged most strongly. Impacts on pupils largely related to their motivation and engagement in learning, and improved achievement. Impacts on colleagues were similar to those for teachers, but professional learning for colleagues featured less strongly. Rather, impacts on their teaching were evident most often (e.g. changes to practice, enhanced

knowledge and understanding, and access to and use of resources and materials).

For schools, the most frequent impact was on the **school approach to CPD** (e.g. changes to CPD structures). However, impacts were also cited on the school status and on school development and improvement. Finally, impacts on wider groups were evident in half (nine) of the case-study schools. These were most often impacts for parents, but also included impacts on other schools or institutions.

2.3.2 Is there variation in impacts by foci?

Data was examined to ascertain the extent to which impacts differed according to project foci. Projects were classified as belonging to one of four types:

1 – Projects relating to teaching and learning
2 – Projects focusing on curriculum and resource development
3 – Projects focusing on management and leadership development
4 – Projects focusing on coaching and mentoring of initial teacher education (ITE) students (or newly qualified teachers).

Figure 2.1 below sets out the average proportion of impacts on each group (i.e. on teachers, colleagues, pupils, the school, and wider groups) by TLA project focus.
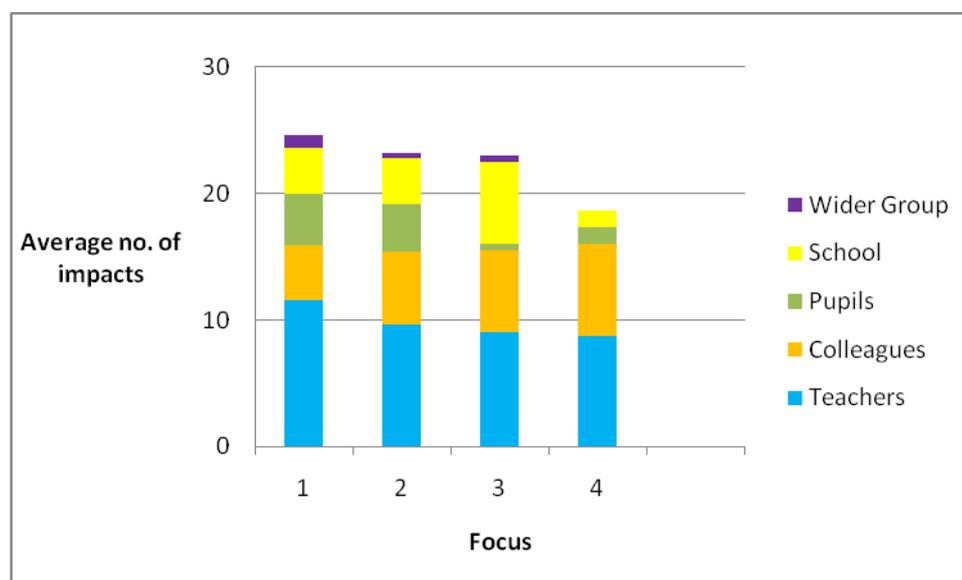
Figure 2.1: Proportions of impact by TLA project focus


Figure 2.1 demonstrates the following:

- Overall, there was very little difference in the average number of impacts reported for projects classified as belonging to either type 1, 2 or 3. On average, projects focusing on coaching and mentoring (type 4) produced the least impacts.

- Very little difference occurred in the number of impacts at the teacher level across the different foci. This suggests that the TLA will contribute to a similar number of impacts on the teacher regardless of their chosen project.

- There were considerably fewer impacts on pupils evident in projects focusing on management and leadership. Instead, these projects were more likely to result in impacts on the school than any other type of project.

- Impacts on colleagues were least likely to be evident in projects focusing on teaching and learning. This may be due to individual teachers focusing on developing their own teaching practice, rather than that of their colleagues.

These findings suggest that impacts for the different groups in the impact typology are associated with particular project foci. This might be useful for teachers to consider when choosing their TLA focus if they are hoping to bring about impacts for particular groups.

2.3.3   Is there variation in impacts by Stage?

Analysis was carried out to see whether the Stage of the TLA presentation affected the number and type of impacts. Given that, amongst the 18 case-studies, only one case-study teacher submitted at Stage Four, and two submitted at Stage Three, these have been grouped to form 'Stage Three and above'. Figure 2.2 below sets out the average proportion of impacts on each group (i.e. on teachers, colleagues, pupils, the school, and wider groups) by TLA Stage.

Figure 2.2: Proportions of impact by TLA Stage
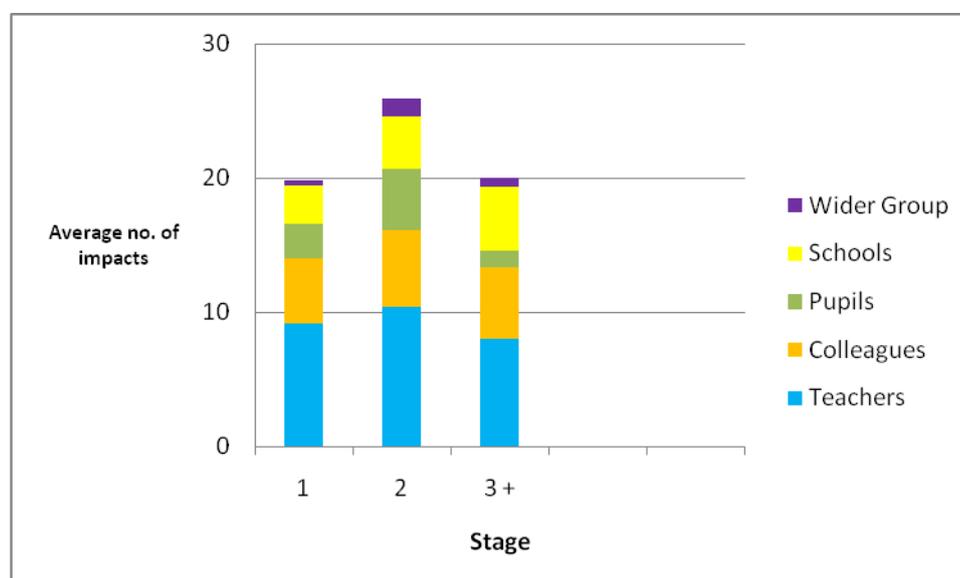
- On average, more impacts were reported at Stage Two than in Stage One and in Stage Three and above. For example, an average of six more impacts (25 per cent more) were reported each of the Stage Two case studies than those in Stage One or those in Stage Three or over.

- Interestingly, impacts at the school level increased in number as the TLA Stages increased. This suggests that higher Stage TLA projects are having more impact at the school level. This is in line with the TLA Sphere of Influence[8], which suggests that by Stage Three, impacts should extend to the teacher's own or other schools.

- Stage One projects appear least likely to impact on 'wider groups'. Again, this reflects the TLA Sphere of Influence which states that at Stage One, the impact of the teacher's work will mainly be seen in the classroom or on other colleagues.

---

[8] The Sphere of Influence is part of the TLA terminology. It refers to the expected widening of influence as the Stages of the TLA increase.

- There was very little difference in the number and type of teacher and colleague impacts recorded at each Stage. This suggests that the impacts of TLA projects on teachers and their colleagues are likely to be similar in number and of equal benefit regardless of the TLA Stage.

- Impacts on pupils were seen least often in case studies at Stage Three and above. Given that the two Stage Three projects in the case-study sample focused on topics related to leadership and management, this may be the reason why impacts on pupils appeared less frequently.

These findings suggest that there are some subtle differences in outcomes between the different Stages of TLA projects, particularly for pupils and schools. However, the number of impacts on teachers and colleagues are unaffected by the TLA Stage. In addition to the project focus, the outcomes appear to be associated with the sphere of influence for each TLA Stage, and therefore the scale and/or reach of the project undertaken. The number of outcomes may also be influenced by the timescales associated with each Stage, e.g. a Stage One project is likely to last from two or three weeks to half a term, whilst a Stage Two project is designed to last for two terms (i.e. fewer outcomes related to shorter projects). (Interestingly, the Stage Three and Four projects explored here do not overall have more numerous impacts than the projects at Stages One or Two. The topics of some of the projects undertaken at these higher stages are associated with the impacts for the school and colleagues around management and leadership. (The timescales for higher stages of the TLA are perhaps less associated with outcomes, whilst the expected sphere of influence and spread of impacts to the school level, colleagues and beyond is perhaps more influential on outcomes.)

2.3.4 Is there variation in impacts by phase of schooling?

There were eight primary schools and ten secondary schools in the case-study sample[9]. Some subtle differences occurred between the types of impact occurring at each phase of schooling, although the average number of impacts was the same for both.

- Impacts on colleagues were identified more frequently in the secondary case studies than in the primary case studies.

- Impacts on pupils were identified more frequently in the case-study primary schools.

---

[9] Note that the two special schools in this evaluation have been incorporated into these figures.

- Impacts on wider groups were more evident in the case-study primary schools. This may well be a result of closer links between parents and schools in primary education.

- Impacts on teachers and schools were equivalent in case studies in both primary and secondary schools.

2.4   Unintended positive impacts of TLA involvement

The Phase 1 participants were asked whether each of the impacts they were describing and evidencing were intended or planned impacts. For example, had they aimed to improve their colleagues' confidence, or was this an unintended positive impact? Analysis suggests that, overall, around one-third of the impacts (36 per cent) in Phase 1 were unintended consequences of participation in the TLA.

- The **majority of unintended impacts were impacts on the teachers** themselves. Almost half of all the teacher impacts described had not been anticipated. The most frequently cited unintended impacts were the **value of reflecting on practice** and **increased confidence**. **Career development** was also seen as a welcome, yet unintended, consequence of their participation in the TLA. It appears that the teachers undervalued the contribution that their project would make to their own development and career enhancement.

- The **lowest proportion of unintended impacts was for pupils**. (Only one-fifth of the impacts reported for pupils were unintended.) It therefore appears that teachers are focusing their projects on outcomes for their pupils, are considering these when planning their projects, but are perhaps underestimating the impact that their TLA project can also have on themselves.

- On average, one-third of the impacts for colleagues, schools and other groups were unintended consequences of the TLA projects. This suggests that teachers do not always anticipate the potential impact that their TLA projects can have on their colleagues and schools, and might not be considering these groups when planning or evaluating their projects.

- One key impact emerged as an unintended consequence for schools. The impact on the schools' approach to CPD was not anticipated by the case-study teachers, yet in over half of the case-study schools, new models of CPD or more commitment to CPD was a direct impact of the success of teachers' TLA projects and presentations. (It is worth noting that in most of these schools, other teachers also carried out TLA projects, and that the cumulative effect of the presentations may have contributed to this unintended impact.)

It appears that teachers do not anticipate that their TLA experience will result in such wide ranging or 'spin-off' impacts when they embark on their projects. This is significant for the development of the TLA, perhaps suggesting the need to strengthen the emphasis on professional learning for teachers involved. Overall, the high proportion of unintended impacts in the Phase 1 case studies may partly be due to the time that had elapsed since some of these projects were completed. Some impacts on professional development or the school, for example, can take longer to come to fruition, as can dissemination opportunities. This goes some way to reinforce the suggestion that there is value in revisiting TLA projects some time after they have been written up, in order to consider their impacts once more.

2.5   Impact sequences

During the Phase 1 case-study phase, the evaluation team explored in detail the order or sequence in which impacts of TLA projects tend to occur (i.e. the knock-on or 'spin-off' from one impact to another).

Three waves of impact development were recognised and are set out in Figure 2.3 below.

Figure 2.3: Stages of impact development

- Firstly, **immediate impacts** appeared as part of the process of undertaking work for the TLA.

- Secondly, the immediate impacts led to **subsequent impacts**, or fresh impacts emerged with new phases of the project (such as writing it up or sharing it with others). The majority of impacts occurred in this wave.

- In most cases, **later impacts** occurred in the sequence. These were often a result of wider dissemination of the project or of embedding learning and practice from the project in the school.

Different sequences of impacts emerged for each group (e.g. impacts on teachers tended to occur in the first two phases, whereas impacts on schools occurred in later waves). The sequences for each group are set out below.

2.5.1 Impact sequences for teachers

For teachers, **impacts largely occurred during the first two waves**. Initially, they were most likely to develop their teaching practice, their knowledge, their resources and their skills. Secondly, their teaching practice continued to improve, their confidence built up, and they began to reflect on their practice. In the final wave of impacts (that which is ongoing for most teachers), the most significant impact was on their career development (e.g. promotion in school). This suggests that as a result of the TLA, teachers go on to develop professionally or in their careers, but that this may take slightly longer to come into fruition. Significantly, improved teaching practice, motivation, resources, confidence and skills are evident across all impact phases for teachers. The finding that teachers knowledge and skills emerge early in the TLA process is reinforced by the recent TDA finding that such impacts are likely to be evident during or soon after professional development (TDA, 2007).

2.5.2 Impact sequences for pupils

The majority of pupil impacts were evidenced as occurring mostly in the **first wave** of the TLA project, with slightly less occurring in the second wave. The range of impacts evidenced at each of the first two waves is broad, suggesting that a number of impacts can develop at either of these phases. Motivation, enjoyment, enhanced learning experiences and confidence are the first impacts to emerge strongly. The motivation and learning experience carry over into the second wave, and improved achievement becomes evident at this point (most likely as a result of greater enjoyment, participation, motivation and the enhanced learning experiences that the TLA projects have provided). Again, this links to the recent TDA report that emphasised that impacts on pupils' achievements might not be evident until some time after CPD (TDA, 2007). Enhanced learning experiences carry over into later impacts, indicating that the initial intervention or activity has been sustained. (Section 2.6 provides further discussion on sustainability of impacts.)

2.5.3 Impact sequences for colleagues

The majority of impacts on colleagues appeared during the **second and third wave** of impact development. Given that the majority of the case-study teachers did not anticipate impacts to occur for their colleagues, they are unlikely to have been directly involved in the project when it was initiated. However, it appears that as projects develop, are successful, and are written up and shared, colleagues begin to benefit from the teacher's TLA experience and project. The impacts emerging (often as a result of earlier impacts on teachers and pupils) are typically improved knowledge and understanding about a topic, confidence, and developments in teaching practice. In the third wave, the strongest impact is development in teaching practice, suggesting that other teachers learn from the TLA teachers' experience and, in turn, begin to change their own practice. Interestingly, resources, teaching practice, confidence, knowledge, and motivation are evident at each wave for colleagues, suggesting that these may be the more sustainable impacts of TLA involvement (see section 2.6 below for further detail).

2.5.4 Impact sequences for schools

Perhaps the **strongest finding** regarding impact sequences is that impacts in the Phase 1 case studies did not occur at the school level until the later points of the TLA project (most often after the teacher has submitted a presentation to the Academy). This may not be surprising, given that change takes some time to impact on large organisations. Furthermore, teachers do not always anticipate or consider the impacts that their projects could have on the school (i.e. beyond the immediate project parameters if focused on a classroom intervention) (see section 2.4 for unintended impacts). This finding was strongly supported in the Phase 2 case studies.

2.5.6 Impact sequences for other groups

Impacts on wider groups similarly did not appear early in the TLA case-study projects. Instead, they emerged in the **second and third wave**. Given that only a small number of impacts were evidenced on other groups, it is hard to draw any sound conclusions about how or why these impacts occur in this way. However, given that impacts on other groups were unintended impacts in most cases, this provides further weight to the suggestion that where not specifically

intended, these are 'spin-offs' from other impacts and, therefore, are likely to occur later in the TLA process.

To summarise, the impact sequences provide an insight into the relationship between the impacts in the typology and the order in which they are likely to occur. Interestingly, there is no distinct hierarchy of impacts as suggested in previous research. Harland and Kinder (1997) suggested that after CPD activities, personal outcomes (e.g. confidence) tend to emerge first, and in particular value shifts, before changes to practice. However, this was not the case for the TLA case-study projects. The order of impacts varied, and in many cases, the 'softer' outcomes of confidence came after successfully changing their practice or leading a new development in school.

2.6   Sustainability of impacts

The impact sequences set out above show that some impacts occur throughout the TLA projects, and others emerge in later stages (i.e. as a knock-on effect of previous outcomes). In many cases, it was apparent that these impacts had continued and been sustained, and, at the time of the evaluators' visit, were evidenced by current practice or developments (see section 3 for a detailed exploration of evidence). Building upon these sequences, the evaluation team were able to gauge the sustainability, longevity or embedded nature of the impacts through the case studies (again focusing in detail on the Phase 1 cases).

Of all the impacts that were cited and evidenced in the Phase 1 case studies, between 40 to 95 per cent of impacts were sustained (depending on the individual case study). There was no difference between the sustainability of impacts for different groups (e.g. impacts were no more likely to be sustained for teachers than they were for pupils or colleagues etc). Given the variability of the projects, it is difficult to say which impacts are more likely to be sustained. However, some tentative suggestions can be made, as follows:

- For teachers (and colleagues), certain impacts tend to last, either due to their nature, or as a result of the project being embedded in practice. For example, access to resources, confidence, skills, changes in teaching practice, knowledge and career development (e.g. promotion) were commonly sustained. These impacts appeared at all stages in the impact sequences set out in 2.5, lending support to the finding that these impacts are likely to endure (e.g. they appeared at the first wave, and were still

evident in the final waves). The impacts least likely to last are those that occur immediately (such as enjoyment and inspiration), and then transform, knock-on to, or develop into other impacts.

- For pupils, increased motivation, confidence, and the development of skills tended to endure. Enhanced learning experiences also endured, probably a result of changes in teaching and learning being embedded into everyday practice. Given that new approaches were often embedded in schools or the TLA teacher's practice, it is likely that subsequent cohorts of pupils will also benefit from the TLA projects.

- The impacts on schools and other groups occurred later in the sequence of impacts, and were still evident at the time of the evaluator visit. Due to their nature (e.g. meeting school improvement targets, schools' approach to professional development etc) they may be more likely to endure, and could be classed as sustainable impacts.

A similar pattern of impact sustainability occurred in Phase 2. As in Phase 1 the evaluator visits were undertaken some time after the TLA presentation. It was evident that in some cases impacts on schools had occurred subsequent to the TLA presentation, and were clearly enduring. These findings therefore suggest that in most cases, the impacts of TLA projects are sustained, and can be evidenced by current practice or developments (in some cases up to two years later).

2.7   Impact attribution

Impacts realised in schools are often a result of a myriad of interacting events. Teachers found it hard to establish a definite causal link between the TLA project and impacts, particularly impacts on others. This section explores the extent to which impacts reported in this evaluation can be attributed to the TLA, and the interaction between the TLA and other school-based initiatives, events or CPD. The role played by the TLA core dimensions and requirements in encouraging impacts is also explored.

2.7.1 Teachers' attribution of impacts to the TLA

Across Phase 1 and 2, teachers were reluctant to attribute impacts solely to their TLA projects. Instead, they were likely to recognise the contribution of the TLA and of other factors, or to consider the TLA as a catalyst to enhancing impacts. For example, in many cases, the projects carried out for the TLA would have gone ahead in the school regardless of the TLA. In these situations, teachers found it hard to attribute the impacts solely to the TLA

project – it is likely that very similar impacts may have arisen anyway. In some cases, the TLA project was supported by wider existing networks and relationships which facilitated the spread of impacts, and in others, CPD experience beyond the TLA was also contributing to the impacts reported in TLA presentations and during case-study visits. Having a school-wide focus on the TLA topic area, the impact of a number of teachers working towards TLA submissions (as opposed to just the case-study teacher) and the complex myriad of factors that can impact on pupil achievement/attainment all confounded attribution solely to the TLA.

Teachers struggled to attribute impacts on themselves solely to the TLA, and felt this more acutely when attributing impacts for other groups, such as their colleagues and pupils. This suggests that as impacts ripple further into the Sphere of Influence, they are harder to relate directly to TLA involvement. Examples of evaluators' work to identify and evidence impacts are provided in section 3.6.

Given the difficulty of impact attribution experienced by teachers, it may be more appropriate for the TLA to recognise its important role in **enhancing** outcomes for teachers, their colleagues, their pupils and schools, rather than being directly responsible for all of them. This emphasises the value of integrating the TLA into wider school initiatives and activities where together these enhancements can strengthen and widen the impacts that they are likely to bring about alone.

2.7.2 Role of the TLA core dimensions and requirements

In the second phase of the evaluation, interviewees in the case-study schools were asked whether they could attribute any of the impacts that they had highlighted directly to the TLA core dimensions and requirements. The following elements of the TLA were highlighted as contributing to impacts. They are presented in order of frequency:

- the requirement to reflect on progress/practice
- the peer coaching/mentoring element
- the structured process that enrolees work through
- the professional recognition
- engagement with a knowledge base

- the focus on a project/area of work.

Section 4.2.1 also highlights the role of the TLA core dimensions as being valuable to TLA projects (note that section 4.2 considers the factors that facilitate impacts generally, rather than linking with particular impacts).

The elements of the TLA that contributed most to impacts were identified as reflection on progress, and support provided through the peer coaching/mentoring element of the TLA. It was reported that '*the TLA makes you stop and think and reflect*' and this was seen to have led to a number of reported impacts. Coaching and mentoring was also seen as particularly valuable as it meant that colleagues were on hand to give advice about TLA projects and enabled teachers to learn together. The structure of the TLA also enabled teachers to work methodically through their projects: '*it enables the teacher to compartmentalise the various elements of the job that they do*'.

Overall, the TLA core dimensions and requirements did appear to lead directly to some impacts. In general, the TLA experience encouraged teachers to fulfil particular requirements and this enriched their learning experience. It also extended the strength and breadth of impacts beyond those that would have been recognised had the project taken place outside of the TLA structure. Further detail on the way in which the TLA facilitates impacts is set out in section 4.

2.8 Are the TLA requirements reflected as impacts on schools?

During Phase 2 data collection, the extent to which the TLA requirements were reflected as impacts in the school was examined. It was evident in four of the nine case-study schools that the TLA had impacted upon CPD structures. For example, the TLA had provided a new framework for CPD in the school, and in three schools, the TLA had been built into performance management structures. Three schools also reported that there was a greater emphasis on the role of coaching, mentoring and collaboration around CPD, and that the TLA had promoted the value of reflection on practice and evaluation of learning opportunities across the school.

It was also noted that the TLA had provided a structure and focus for developmental work and action research in schools, and had emphasised the value of sharing in-house learning and expertise rather than attending external courses for CPD opportunities. Similarly, one school noted that the TLA had broadened staff perceptions of what constitutes CPD. In another school, senior staff noted how their colleagues had greater confidence in their own learning and were keen to share and disseminate findings of their projects after being involved in the TLA.

Overall then, it appears that the TLA requirements, principles and structures are positively impacting on school culture and ethos around professional development. However, it should be noted that a number of the schools where this has occurred were TLA hub schools and were therefore wholeheartedly embracing the TLA within their own school structures and processes.

2.9   Conclusions

As can be seen, many of the impacts identified in the case studies reflect those impacts anticipated to arise from successful participation in the type of CPD activity that the TLA encourages (e.g. activity that encourages reflection on practice, expects teachers to engage with a knowledge base, expects teachers to share their learning e.g. with colleagues, includes coaching and mentoring, and ultimately, hopes that pupils' learning experiences will be enhanced). Other impacts relate directly to the focus of the TLA project (e.g. a specific change in resources and schemes of work, a new timetable, etc). All of these impacts can be identified within the teachers' own Sphere of Influence (i.e. directly relating to their TLA project and Stage of presentation) and, in many cases, actually go beyond the expected Sphere of Influence to impact more widely within the school.

Section 3 explores the evidence for these impacts, including those that occur more widely that reported by the TLA teachers in their presentations.

3.   Evidence to demonstrate impacts

3.1   Key findings

- The following **twelve broad types of evidence** (presented in order of frequency) supported the identification of the impacts detailed in section 2 of this report:

  ➢   **TLA case-study teacher self-reports** (i.e. in their TLA presentations, reflective journals, and in NFER interviews)

  ➢   **staff perceptions and feedback**

  ➢   **teaching and learning resources** (including lesson plans and schemes of work)

  ➢   **performance review reports**

  ➢   **pupils' views**

  ➢   **classroom observations**

  ➢   **school policy and planning documents** (including school improvement plans (SIP) and school CPD plans)

  ➢   **assessment records of pupils' learning and progress**

  ➢   **events/activities**

  ➢   **parents' views**

  ➢   **examples of pupils' work**

  ➢   **publications**.

- **Many different types of impact** were evidenced by the case-study teachers' self-reports. 'Softer' and personal outcomes for teachers, such as their increased capacity to reflect on practice, and changes to their motivation, values and beliefs were *particularly* evidenced through such self-report.

- Encouragingly, **independently gathered views** from colleagues and line managers often corroborated teachers' self-reports (apart from the more personal outcomes for teachers noted above). They also highlighted further evidence of impact that case-study teachers were not always aware of:

  ➢   **colleagues** provided a perspective on the development of **their own attitudes** and commitment to CPD, changes to **their own skills and practice**, and their **increased capacity to reflect**, not always seen by the TLA teacher

  ➢   **school leaders** highlighted fresh perspectives on school improvement that the TLA teacher was not always aware of, and changes to the school's approach to CPD (sometimes also known by the TLA teacher).

- Interestingly, **school policy and planning documents** provided evidence of impact more frequently than assessment records of pupils' learning. School-level documents viewed by independent evaluators showed that the teachers' TLA work had, for example, influenced school CPD approaches (e.g. a new coaching and mentoring approach), school behaviour management policies, and a new culture of pupil involvement (e.g. developing school councils and the use of pupil podcasts). **It may be important for school leaders to share school-level evidence with teaching staff as a way of encouraging a more collaborative approach to evaluating and evidencing impact**.

- **Assessment records of pupils' learning** in the classroom provided evidence of impact on pupils' progress (for example, through before and after tests, and using Assessment for Learning (AfL) approaches). National assessment data

rarely provided evidence of impact that could be confidently attributed to the TLA work. Teachers' more prevalent use of classroom-level assessment data (e.g. ongoing data on pupils' progress and AfL approaches) to examine impact over and above national assessment data is encouraging, as it means teachers are not opting for the 'black box' approach to assessing impact. **It will be important for school leaders to be aware of classroom approaches to evidencing pupils' progress, given schools' imperative to evaluate school and pupil performance**.

- **Teaching and learning resources** provided evidence of changes in practice, particularly where 'before and after' materials (e.g. lesson plans) could be explored. When viewed alongside an evaluator, resources also acted as a prompt for teachers, and indeed pupils, to further discuss impacts.

In Phase 1, evaluators sought to **identify the full range of evidence types** to support the TLA teachers' reports of impact. This informed the development of **a typology of the evidence** that was being used by TLA case-study teachers themselves to support impact in their presentations, and evidence that transpired through detailed case-study discussions with independent NFER evaluators. **In Phase 2**, evaluators sought to explore the **nature of the evidence** in greater detail. For each case study, one or two types of evidence were selected by the NFER evaluator and examined against a standard template (see section 3.7 for further details). This evidence 'probing' was carried out by evaluators both in *situ* during the case-study visits (usually alongside the TLA teacher and/or a colleague and/or a school leader), and during the analysis phase of the evaluation.

So, whilst Phase 1 focused on identifying the full range of evidence types, in Phase 2, the evaluation sought to explore the nature of that evidence in greater detail. This section of the report investigates both the range and nature of the evidence to substantiate the impacts of TLA work (as detailed in section 2 of this report). It is set out under the following headings:

- What are the key types of evidence to substantiate impact? (section 3.2 which explores the key types of evidence identified in this evaluation, how common they are, and which impacts the different evidence-types tend to support)

- Who collects the evidence? (section 3.3 which discusses the evidence that TLA teachers provide in their TLA presentations, the evidence of impact beyond self-report, and the additional evidence of impact highlighted through the NFER evaluation that TLA teachers are not aware of)

- What types of evidence support impacts on teachers? (section 3.4)

- What types of evidence support impacts on pupils? (section 3.5)

- What types of evidence support impacts on schools? (section 3.6)

- What is the nature of the evidence? (section 3.7 which highlights the distinctive features of the evidence, including whether it is qualitative or quantitative in nature, and whether it provides a before and after comparison).

3.2 What are the key types of evidence to substantiate impact?

3.2.1 Key types of evidence

The data collected for both Phase 1 and Phase 2 of this TLA evaluation includes a wide range of evidence types which were presented by TLA teachers and gathered by evaluators as evidence of impacts. The following 12 broad types of evidence[10] support the impacts detailed in section 2 of this report:

- **TLA teacher self-reports** – i.e. opinions and views provided by the TLA teacher (e.g. in their TLA presentation, in journals and reflective diaries, and in their NFER interview)

- **staff perceptions and feedback** – especially line managers' views (including school leaders), and also colleagues' views (including the TLA coach), often corroborating the TLA teachers' self-reports and collected as part of the TLA teachers' work and/or in independent NFER interviews

- **teaching and learning resources** – i.e. materials enhanced and/or devised as part of teachers' TLA project work including resources, schemes of work and lesson plans, and occasionally timetables and photos/videos

- **performance review reports** – i.e. performance management review documentation for the TLA case-study teacher, and in some cases summative reports on the performance of trainee teachers

- **pupils' views** – i.e. opinions and views collected as part of the TLA teachers' work (e.g. through pupil questionnaires) and/or in independent NFER interviews

- **classroom observations** – including the TLA teachers' observations of their own or other classes, TLA teacher observations of trainee teachers, colleagues' observations of the TLA teachers' lessons, and those conducted by NFER evaluators

---

[10] The broad evidence types are presented in order of frequency according to the number of instances across all 18 case studies where that type of evidence supported impacts.

- **school policy and planning documents** – especially school improvement plans (SIP) and school CPD plans and policies, and in some cases school self-evaluation forms (SEF) and subject/departmental policies

- **assessment records of pupils' learning and progress** – particularly teacher assessments of pupils' learning, and in some cases pupils' own assessments of their learning, but evidence was rarely provided through national assessments of pupils' achievement/attainment; behaviour/attendance records also evidenced impact in one case study

- **events/activities** – e.g. participants' experiences of taking part in assemblies, celebration events, conferences and parents' evening presentations

- **parents' views** – i.e. opinions and views collected as part of the TLA teachers' work and, for one case study, in independent NFER interviews

- **examples of pupils' work** – e.g. work produced as part of the TLA teacher's activity with the pupils for their project (e.g. pupil podcasts on the school intranet, pupil drawing worksheets), or work produced since the TLA project

- **publications** – e.g. articles for journals and Masters' theses.

A full typology of evidence types can be found in Appendix 1, showing examples of the types of evidence within each of the 12 broad categories outlined above.

3.2.2 How commonly is the evidence gathered? A discussion

The rank order of evidence presented in section 3.2.1 above shows that teachers' **self-reports provide the most common form of evidence** for impacts from TLA projects (found in all 18 case studies, and there were over 400 instances of such evidence overall). This is not surprising, as the TLA encourages teachers to be reflective and to write about their own learning journey. Case-study teachers frequently provided their own **reflective writing and opinions as evidence** of impacts in their TLA presentations, in journal extracts and in learning breakthrough write-ups.

The prevalence of corroborating staff views (in all 18 case studies, and there were nearly 200 instances of such evidence) is testament to the **shared learning** that takes place in TLA-style professional development, for example, through peer-conversations and dissemination to colleagues – key aspects of the TLA model of professional development. Likewise, the use of classroom observations to evaluate practice demonstrates teachers' engagement with the

peer-observation dimension of the TLA (classroom observations were a key evidence source in seven case studies).

The reasonably frequent use of **performance reviews** (in nine out of the 18 case studies) to evidence impact is interesting. In February 2008, revised professional standards for teachers in England were published, providing a framework for teaching careers and outlining progression possibilities. Evidence gathered as part of this evaluation suggests that teachers are clearly seeing their professional development as valuable, and have made **important links between their TLA work and their performance management reviews** and career progression.

Interestingly, **school policy and planning documents** provided evidence of impact more frequently than assessment records of pupils' learning (in 13 and eight case studies respectively). Despite many of the case studies being classroom based (and focused on teaching and learning), this **school-wide perspective** shows that impacts have radiated beyond the classroom. The school-level documents viewed by independent evaluators showed that the teachers' TLA work had, for example, influenced school CPD approaches (e.g. a new coaching and mentoring approach), school behaviour management policies, and a new culture of pupil involvement (e.g. developing school councils and the use of pupil podcasts). Alongside the independent evaluation, school leaders' commentary on these documents supported evaluators to attribute impact to the teacher's TLA project and discuss other influences at play (for example, other leadership work in the school to promote peer-coaching). The TLA teachers themselves were not always aware of school-level documentation providing such evidence. **It may be important for school leaders to share school-level evidence with teaching staff as a way of encouraging a more collaborative approach to evaluating and evidencing impact**.

Schools did not appear to have a systematic approach to evaluating CPD and its impact – certainly no framework or system had been applied by schools to explore the impacts of individual TLA projects in these case studies. However, school and CPD leaders involved in Phase 1 of the evaluation were particularly keen to have a system or tools that could be applied to all staff and for all types of CPD in order to record and monitor the impacts of CPD within their school (see section 5.2 for participants' views on the tools devised during

this evaluation). This had been seen as one of the potential benefits of TLA involvement. The greater promotion of simple and effective impact evaluation tools to school senior leaders seems important.

Teacher assessments of their pupils' learning and progress afforded evidence of impact in six out of the 18 case studies. Examples included:

i)   **before and after classroom tests**, in an intervention on teaching phonics, which showed a difference in the children's writing ability

ii)   **Assessment for Learning** (AfL) approaches which yielded evidence of pupils' improved thinking and questioning skills (in line with national curriculum Attainment Target 1 in science)

iii)   **on-line testing software** which provided teachers with instant feedback on pupil test scores in science, from which teachers could tailor their teaching to support those pupils who were struggling (see example box 1)

iv)   **electronically recorded data on behaviour**, in an intervention piloting a 'concern and praise slip' system, which showed improvements in individual pupils' behaviour over time.

National assessment data rarely provided evidence of impact that could be confidently attributed to the TLA work (this was the case in just one case study, in which it was possible for the TLA teacher and the independent evaluator to explore scores in Foundation Stage Profiles – further detail on evidence from these pupil assessments is presented in section 3.7.3 through the independent evidence probes.) Changes in attainment can be more long-term impacts of interventions, and as national testing only takes place at certain time points, many other variables (e.g. other initiatives, pupils' maturation, etc) will contribute to pupils' attainment measured in this way. The teachers themselves said it was difficult to prove that improvements in attainment, shown by key stage or national exam data, were attributable to their TLA work. In any case, the pupil cohorts involved in these projects were not always at key points of national assessment. In many ways, **teachers' more prevalent use of pupil performance data at the classroom level to examine impact over and above national assessment data is encouraging**, as it means teachers are not opting for the 'black box' approach to assessing impact (i.e. using measurable outputs with assumed attribution and causation). Instead, they are evaluating impact in a way that is appropriate to the kinds of

teaching and learning interventions carried out as part of the TLA. **It will be important for school leaders to be aware of such classroom approaches to evidencing pupils' progress, given schools' imperative to evaluate school and pupil performance**.

3.2.3   Which impacts do the difference evidence-types tend to support?

This section highlights which impacts the different evidence-types tend to support.

- As noted above, **the opinions and views of the TLA teacher** (i.e. self-reports found in their presentation, their reflective journal and/or their NFER interview) were the most common form of evidence to support impacts. Many different types of impact were noted by self-report. The 'softer' and personal outcomes for teachers were *particularly* evidenced through such self-report, for example:
  - ➢ the teachers' increased capacity to reflect on practice
  - ➢ affective teacher impacts such as changes to their motivation, interpersonal skills, and their values and beliefs.
- Interestingly, these softer teacher impacts were not widely corroborated or supported by other sources of evidence. The exception to this was improved teacher confidence, which was commonly corroborated by line managers' and colleagues' views in NFER interviews (see section 3.3.2 for further details on who provides/knows about the evidence).
- **Staff perceptions** elaborated on nearly all types of impact (apart from the softer teacher outcomes cited above), in many cases corroborating the TLA teachers' self-reports, and in some cases adding an alternative or even a further perspective which the TLA teacher was not aware of (see section 3.3.3 for further details on who provides/knows about the evidence).
- **Teaching and learning resources** were especially useful for offering tangible evidence of the products teachers had developed as part of TLA projects. For example, a resource box for use with a new storytelling approach in Foundation Stage RE lessons was put together in one case-study school. In another, lesson plans used before and after the TLA project showed the changes that teachers had made to the lessons they were now delivering (section 3.7.3 presents an independent evaluation probe on lesson planning evidence). The TLA teachers' commentaries on such resources were especially helpful in elaborating on the impacts gained and on how the produced resources related to their TLA projects. Indeed, when viewed alongside an NFER evaluator, resources could be used as a prompt for further discussion of impacts. For example, in one case study, NFER evaluators used photos and a resource box of books and props to prompt discussion amongst the pupils regarding what they had learned from the teacher's project.

- **Performance management reviews** offered written recorded evidence of TLA teachers' career development, as well as evidence of their skill development (especially coaching and mentoring skills), changes in their classroom and/or leadership practice, and their commitment and attitudes towards CPD. Colleagues' performance reviews also provided evidence of a similar range of impacts for colleagues. Given the confidential nature of performance review records, the extent to which these reviews were independently viewed (rather than simply referred to by participants) varied according to the wishes of the individuals concerned.

- **Pupils' views** provided evidence of impacts on their motivation, enjoyment and engagement in learning, of gains in their knowledge, understanding and skills, and of improvements in their self-esteem and confidence. Much of this evidence was gathered by TLA teachers as part of their TLA work (including through before and after questionnaires with their pupils, and using post-it notes for pupil feedback). Some was gathered by NFER evaluators through interviews and focus groups; this evidence corroborated teachers' reports and sometimes revealed further learning that had taken place since the TLA project work.

- **Classroom observations** conducted and recorded as part of teachers' TLA work afforded evidence of the TLA teachers' improved coaching and mentoring skills (where that was the project focus), changes to their classroom practice, increased teacher confidence, and importantly, increases in pupils' motivation, enjoyment and engagement in their learning. Independent exploration of the observation records confirmed teachers' reports of such impacts.

- **School policy and planning documentation** viewed by evaluators offered evidence of school-level impacts, especially around developments in the school's approach to CPD, and in whole school innovation and improvement. Again, staff commentary (particularly from school leaders) on this documentation supported evaluators to understand the links between the teacher's TLA work and impacts at the school level. TLA teachers themselves were often not fully aware of how their work had impacted at this level (see section 3.3 for further detail on who provides/knows about the evidence).

- **Assessment records of pupils' learning and progress** chiefly provided evidence of pupils' gains in knowledge and understanding, developed skills, and increased performance and achievement in the classroom (mainly through teacher assessment in the classroom, and rarely according to national assessment criteria, as noted in section 3.2.2 above). In one case study, assessments of pupils' learning helped the teacher to evaluate and develop her own teaching practice (see example box 1 below).

- **Participation in events/activities** revealed first-hand evidence of the participation experience, for example, pupils' joyous reactions in an assembly associated with the TLA project focus, and a teacher's leadership skills were acknowledged in a course celebration event.

- **Parents' views** focused almost solely on impacts on their children, in terms of their child's progress and achievements, enjoyment of school and

lessons, and chance to participate in new opportunities. In one case study, parents' views also highlighted impacts for themselves as parents.

- **Likewise, examples of pupils' work** provided evidence of impact on pupils' knowledge, skills, understanding, learning, and interestingly, in one case study their enhanced self-esteem and wellbeing (through drawings and worksheets).

- **Publications** afforded evidence of teachers' knowledge and understanding, leadership skills, and, interestingly, their career development in terms of qualifications (e.g. a Masters thesis). Critically, in such publications, a new knowledge base is disseminated, and the potential for wider impacts is opened up. Readers (wherever they may be) can engage with the published knowledge base (a key element of the TLA).

Example box 1: case study 17, Stage One, secondary school

How assessments of pupils' learning helped to evaluate impacts on teaching practice

In this case study, the TLA teacher introduced on-line testing in lessons in the science faculty. By using on-line testing, staff aimed to: i) reduce the amount of time and resources (e.g. photocopying) involved in assessing pupil progress; and ii) allow pupils to attempt tests at a range of levels, giving them a chance to try the higher tier tests.

The on-line testing provided pupils with instant marks and identified areas of weakness for further development. The software also allowed pupils to review previous tests in order to target their own revision.

> *The instant feedback was great, and we were able to set tests for all three levels. The students could attempt all three tests in the hour and get feedback. And the students were being challenged, by attempting the different levels.*
>
> (TLA teacher, case study 17, NFER interview)

The on-line testing software provided the teacher with instant electronic feedback on the pupils' test scores. This helped the teacher to identify where pupils were doing well, and where they were struggling, and so tailor her teaching accordingly. In addition, when the on-line testing software worked correctly in class, testing took less time and the teacher was free to work with

> pupils who needed more support when doing tests. This had not previously been possible when administering paper tests.

3.3   Who collects the evidence?

3.3.1   What evidence is provided by TLA teachers?

As mentioned in section 3.2.2 above, case-study teachers frequently provided their own **reflective writing and opinions as evidence** of impacts in their **TLA presentations**, in journal extracts and in learning breakthrough write-ups. **In their presentations**, TLA teachers also fairly frequently referenced colleagues' views to corroborate the impacts they had identified. Some referred to pupil assessment records, or particular pupil questionnaires they had administered as part of their TLA project. Reference to school-level policy documentation was, however, rare as a source of evidence in TLA presentations.

In the case-study interviews, the TLA teachers did, on occasion, identify **more sources of evidence than those recorded in their presentations**. This particularly happened where teachers had continued to track pupil progress (for example, the attainments of a group of pupils who had received lessons using interactive white boards). It also occurred where teachers had continued to develop resources since the time of writing up their TLA presentation. For example, some referred to departmental documentation (e.g. schemes of work, new assessment systems), that showed that further impacts had occurred since the time of writing up their TLA presentation.

Some impacts were relayed **almost solely by TLA teachers' self-reports** (in their presentations and in the NFER interviews), i.e. they were not generally supported by other forms of evidence. As noted in section 3.2.2 above, these tended to be the softer, affective outcomes which are difficult to capture, measure and evidence by other means, in particular:

- the case-study teachers' increased capacity to reflect on practice (self-reported without other corroboration in 11 case studies) (see example box 2 below)
- the case-study teachers' enhanced motivation, inspiration, interest and enjoyment (10 case studies)
- improved interpersonal skills for the case-study teacher (six case studies)

- changes in the case-study teachers' values and beliefs (four case studies).

When interviewed, colleagues and line managers tended not to reference these types of impact, which are, to some extent, internal and personal to the teacher involved.

Example box 2: case study 2, Stage One, primary school

Evidence: TLA teacher's self report

Impact: TLA teacher's capacity to reflect on practice (chiefly self-reported by TLA teachers, and not generally referenced by others).

> Being more reflective on your practice because of the questions that you had to answer going through your Stage One *[TLA]* made you realise what you'd learnt and what the impact had been. … it *[TLA]* does make you think about your practice a lot more.
>
> (TLA teacher, case study 2, NFER interview)

Through their presentations and NFER interviews, **TLA teachers also provided their perceptions** on the **development of their pupils' knowledge, skills and understanding**. In some case studies, these were corroborated by other sources, for example pupils' own views, teachers' assessments or observations of their pupils' learning, and colleagues' comments on the pupils' learning. However, not all of the case studies afforded this additional evidence of pupils' learning – **in some cases, such impacts were only reported by the TLA teacher**. Table 3.2 shows that pupils' knowledge, skills and understanding have been evidenced through a range of approaches by teachers and evaluators. Teachers may be interested in sharing these approaches to evaluating pupils' learning as part of their professional development activity.

3.3.2 What is the evidence of impact beyond self-report?

The evaluation strove to identify independent evidence to support more strongly claims of impact, i.e. evidence beyond self-report. **Encouragingly, there were many occurrences where impacts were both self-reported by**

TLA teachers and also supported by a range of other sources of evidence. Typically, this further evidence bolstered claims of impact on the case-study teachers themselves. For example, a change in the case-study teacher's teaching practice was recognised in 17 out of the 18 case studies by self-report *and* by a range of other sources. These sources of evidence included resources and materials produced by TLA teachers and viewed by evaluators, lesson plans, and independently collected colleagues' views. Table 3.1 sets out the multiple types of evidence for the claimed impacts on teachers.

In addition, further sources of evidence also supported claims of impact for pupils and schools. Tables 3.2 and 3.3 set out the range of evidence to support impacts on pupils and on schools respectively.

As noted earlier, whilst many of the affective outcomes for the case-study teacher were only noted by themselves, **gains in teacher confidence were supported and reinforced in independent interviews with colleagues, especially by those with line managers**. It would seem that increased confidence is apparent externally, such that line managers particularly are aware of this change.

3.2.3   Is there evidence of impact highlighted through the evaluation that TLA teachers are not aware of?

Through the NFER evaluation process, which included interviews with TLA teachers, TLA, CPD and school leaders, other colleagues and pupils, and the exploration of documentary sources of evidence in detail, **some evidence of impact was highlighted that the TLA case-study teachers were not aware of**. For example:

- **independently gathered views from colleagues** particularly provided a perspective on the development of **their own attitudes** and commitment to CPD, changes to **their own skills and practice**, and their **increased capacity to reflect**, not always seen by the TLA teacher

- **in NFER interviews with school leaders** changes to the school's approach to CPD (sometimes also known by the TLA teacher) were identified, and evidenced in documentation. New links with other schools, positive influences on the school's perceived profile and status, and fresh perspectives on school improvement were also evident – areas of impact that were less often identified by the TLA teacher

- **independent interviews with pupils** revealed, in some cases, examples of their further learning and continued motivation since the time of the TLA

project (in other cases, these independent interviews served as a recall for pupils, whose views often confirmed their teachers reports of impact on pupils).

When evaluating the impact of school improvement or professional development interventions, school leaders, line managers and classroom teachers may wish to consider **how to combine their different perspectives**, **in order to capture the full range of impacts arising from teachers' professional development activity**. This would ensure that impacts in the classroom, in the department and at school level are evaluated and their potential maximised.

In order to further independently validate and attribute impact, evaluators explored one or two types of evidence in each case study in detail. The findings from that analysis are presented in section 3.7.

3.4   What types of evidence support impacts on teachers?

Table 3.1 below shows the range of evidence which supports and substantiates impacts on the TLA case-study teachers. The number of case studies in which this evidence is recorded is shown in brackets.[11]

Table 3.1   Table of the evidence to support impacts on TLA case-study teachers

Type of impact on TLA case-study teachers	Occurrence of evidence
Improvements/changes to TLA teacher's teaching practice	TLA presentation in Phase 2 (6)
	TLA teacher NFER interview in Phase 2 (7)
	TLA teacher presentation and/or NFER interview in Phase 1 (5)
	Lesson plans (4)
	Resources and materials (3)
	Curriculum/schemes of work (3)
	Performance reviews (3)

---

[11] Note that the evidence cited in Tables 3.1, 3.2 and 3.3, is evidence identified through: evaluators' mapping of TLA presentations; NFER interviews with TLA teachers; NFER interviews with colleagues and line managers; teachers' reports of pupils' and parents' views as well as evaluators' interviews with pupils and, in one case study, with a parent; interviewees' identification of documentation, as well as evaluators' scrutiny of that and other documentation. Section 3.7 highlights the evidence that was specifically probed by evaluators to independently assess impact.

	Line managers' views (3)
	Colleagues' views (2)
	Classroom observations (2)
	Other single occurrences include:
	journal/reflective diary, teacher assessments of
	pupils' work, pupils' views, school or department
	policies/plans
Career development for the TLA teacher	Line managers' views (9)
	TLA teacher NFER interview in Phase 2 (7)
	Performance reviews (5)
	TLA presentation in Phase 2 (4)
	TLA teacher presentation and/or NFER interview in Phase 1 (5)
	Journal/reflective diary (3)
	Colleagues' views (2)
	Events (2)
	Other single occurrences include: resources and materials, school or department policies/plans, publications
Greater access to, or the development and usage of, resources and/or materials for the TLA teacher	Resources and materials (10)
	TLA presentation in Phase 2 (5)
	TLA teacher NFER interview in Phase 2 (3)
	TLA teacher presentation and/or NFER interview in Phase 1 (2)
	Journal/reflective diary (2)
	Other single occurrences include: curriculum/schemes of work, lesson plans, examples of pupils' work, colleagues' views, line managers' views, school or department policies/plans
Developments in TLA teacher's coaching and mentoring skills	TLA presentation in Phase 2 (5)
	Colleagues' views (5)
	Classroom observations (3)
	Performance reviews (3)
	TLA teacher NFER interview in Phase 2 (3)
	TLA teacher presentation and/or NFER interview

	in Phase 1 (3)
	Line managers' views (2)
	Journal/reflective diary (2)
	Other single occurrences include: resources and materials
Developments in TLA teacher's leadership and management skills	TLA presentation in Phase 2 (4)
	Line managers' views (4)
	Colleagues' views (3)
	TLA teacher NFER interview (2)
	TLA teacher presentation and/or NFER interview in Phase 1 (2)
	Performance reviews (2)
	Other single occurrences include: events, journal/reflective diary

The table above shows a selection of impacts with the full range of supporting evidence for those impacts. The numbers in the brackets show the number of case studies for which that evidence type was identified.

As Table 3.1 shows, impacts for the case-study teacher were frequently reported by the case-study teacher themselves, and often corroborated by colleagues' and line managers' views in independent interviews. They were also evident in performance review documentation (reported in section 3.2.3 earlier).

Notably, in the projects involving coaching and mentoring (e.g. of initial teacher education (ITE) students), the development of the TLA teacher's coaching and mentoring skills was evident in performance review documentation and through classroom observations. Example box 3, in which the TLA case-study teacher mentored an ITE student, illustrates the way in which classroom observation can be used as a form of evidence.

Example box 3: case study 15, Stage One, secondary school
Classroom observations of an ITE student

In this TLA project, the TLA teacher mentored initial teacher education (ITE) students. The TLA teacher undertook mentoring training to develop her own mentoring skills, and wanted to find out if the training made a difference to her skills as a mentor, to the mentoring relationship, and indeed, to the

students she was mentoring.

To evaluate impact, she chose to focus on one ITE student. She observed the ITE student on a frequent basis, as did other members of teaching staff and staff from the ITE institution. Evidence was recorded through an observation form devised by the ITE institution which captured aspects of the ITE student's professional attributes, knowledge and understanding, teaching skills, and assessment, monitoring and feedback skills. The observation forms provided an overall grade for the student and development targets.

Through these observation records, the TLA teacher and the ITE student could track the ITE student's progress, identifying areas of good practice and areas for improvement. The observations showed evidence of an effective mentoring relationship between the TLA teacher and the ITE student, with the student being very receptive to ideas and feedback. Observation also identified improvements in teaching skills and lesson delivery. The TLA teacher reflected:

> *Through me helping the student, and through my new and reinvigorated way of talking to people, an ITE student went on to deliver a much improved lesson. The kids got something from it – they were learning from it in lessons.*
>
> (TLA teacher, case study 15, NFER interview)

In the NFER interview, the TLA teacher also reported positive impacts for herself from the mentoring relationship, including: new knowledge and understanding of mentoring approaches, improvements in her mentoring skills, an enhanced capacity to reflect, and increased personal confidence and motivation for her job.

As Table 3.1 shows, **pupils' views were rarely used to evidence impacts on their teacher**. With a growing consultation culture in schools, there would seem to be **potential to consider gathering pupils' views on their teacher and teaching delivery as a way of evaluating a change in teaching**. Clearly, attribution would be difficult for pupils (i.e. attributing impact to a particular professional development activity), but it may be possible where a teacher has

introduced a new topic, a new delivery style, or a new approach to learning, to a particular class of pupils. Approaches that might be used include 'before and after' evaluation, or comparison across cohorts where one is involved in an intervention and another is not.

3.5 What types of evidence support impacts on pupils?

Table 3.2 below shows the range of evidence which supports and substantiates impacts on pupils. The number of case studies in which this evidence is recorded is shown in brackets.

Table 3.2   Table of the evidence to support impacts on pupils

Type of impact on pupils	Occurrence of evidence
Increases in pupil motivation, enjoyment, engagement in learning	TLA teacher presentation and/or NFER interview in Phase 1 (7)
	TLA teacher NFER interview in Phase 2 (6)
	Pupils' views (6)
	TLA presentation in Phase 2 (5)
	Colleagues' views (5)
	Line managers' views (3)
	Parents' views (3)
	Classroom observations (3)
	Other single occurrences include: examples of pupils' work, events
Participation in enhanced or new learning opportunities	TLA teacher presentation and/or NFER interview in Phase 1 (4)
	Pupils' views (3)
	Parents' views (2)
	TLA teacher NFER interview in Phase 2 (2)
	Other single occurrences include: journal/reflective diary, resources and materials, colleagues' views, school development/improvement plan, events
Development of pupils' knowledge, skills and understanding	TLA presentation in Phase 2 (6)
	TLA teacher NFER interview in Phase 2 (6)
	Teacher assessment of pupils' work (5)

	TLA teacher presentation and/or NFER interview in Phase 1 (4) Pupils' views (5) Colleagues' views (2) Parents' views (2) Examples of pupils' work (2) Classroom observations (2) Other single occurrences include: pupils' assessments of their own learning, pupils' writing feedback on post-it notes, visitors' views on pupils, video footage of pupils, national assessment of pupils' understanding and skills
Improved pupil achievement	TLA teacher presentation and/or NFER interview in Phase 1 (6) Teacher assessment of pupils' work (4) TLA presentation in Phase 2 (2) TLA teacher NFER interview in Phase 2 (2) Examples of pupils' work (2) Line managers' views (2) Pupils' views (2) Parents' views (2) Other single occurrences include: national assessment of pupils' work, classroom observations
Personal and social impacts	TLA teacher presentation and/or NFER interview in Phase 1 (4) Pupils' views (4) Colleagues' views (3) TLA teacher NFER interview in Phase 2 (3) TLA presentation in Phase 2 (2) Examples of pupils' work (2) Other single occurrences include: events, classroom observation, assessments of pupils' behaviour

The table above shows a selection of impacts with the full range of supporting evidence for those impacts. The numbers in the brackets show the number of case studies for which that evidence type was identified.

Table 3.2 shows that **pupils' own views were a common source of evidence** for impacts on pupils. Evidence was found in face-to-face interviews with pupils by evaluators, in pupil feedback gathered by the TLA teacher, (including, in one case, school pupil council reports), and in pupil questionnaires administered by the TLA teacher. In addition, teachers and colleagues reported their perceptions of pupils' views and experiences. The following example (example box 4) illustrates the way in which pupil feedback evidence can be used to show impacts on pupils.

Example box 4: case study 12, Stage One, primary school

Pupil feedback on science lessons gathered by the TLA teacher and supplemented by evaluators

The TLA project aimed to improve science teaching and learning through the introduction of an enquiry-based approach. The TLA teacher introduced, for example, assessment for learning (AfL) approaches and the use of 'big question' techniques at the start of lessons.

To find out what pupils thought about their science lessons, the TLA teacher interviewed a number of pupils from three different year groups to gain their qualitative perceptions and feedback, after she had started to implement the new approach. The questions that the teacher asked pupils included:

- What do you enjoy most about your science lessons?
- What do you think about working in groups?
- What are your opinions about recording your work in books?
- How do you learn and remember best?

The TLA teacher reported:

> *The questions that I asked them [the pupils] were basically to do with my TLA evaluation. So I wanted to know what they thought about science in general, what they liked about science currently, about working in groups, about recording work in their books… …*
>
> (TLA teacher, case study 12, NFER interview)

The TLA teacher collated the pupils' responses into a document. This was

---

explored by the evaluators. Many of the pupils' responses linked to aspects of an enquiry-based approach to learning. For example, Year 3 pupils enjoyed '*proving how things work*', Year 4 pupils said that '*investigations are interesting*', and Year 5 pupils most enjoyed '*doing an investigation to find out who was right*'. They also liked '*researching on a computer*'. When asked by the evaluator, the TLA teacher felt that these responses provided evidence that the new enquiry-based approach was beneficial for pupils:

> … *certainly, it can be seen in them working together in groups, doing quizzes, in the practical activities, fair testing, investigations and experiments that we do.*
>
> (TLA teacher, case study 12, NFER interview)

In independent interviews, pupils confirmed that they found science interesting, they were using interactive whiteboards, and that '[the teacher] *lets us find out by ourselves*' – all suggestive that the enquiry-based approaches to science learning were in place and effective.

The TLA teacher also gathered staff views (from a school-wide working group on AfL) particularly on recording pupils' progress in order for the findings to feed into a wider school working group on AfL. She asked questions such as: Do we need to record in books? What do we really want to record? Is there any other way we can record evidence of children's learning? What about assessment? Does marking individual books help assess the child's scientific knowledge? The AfL working group realised that it was 'writing in science' that was disliked by pupils, and as a result were subsequently exploring giving individual pupils the responsibility to record their learning in a way that suited them best. The TLA teacher explained that she was '*trying this with Year 6 to see if it gives them a different attitude to writing up science, and at the end of the year I'll be asking them again about recording their learning to see if the response about recording science learning is as negative as last time*'.

In interviews with other staff, the evaluators were also able to corroborate that the approach was now being considered by other departments in school for the teaching of literacy, maths and ICT. The interview with a Year 6 history teacher evidenced such wider impacts:

> *The impact has spread onto other subjects, starting off with this questioning or starting with an answer and asking the children what the question could be. This is to make them think more initially, at the beginning of a new activity.*
>
> (Year 6 history teacher, case study 12, NFER interview)

Parents' views also provided evidence of impacts on pupils' learning (two case studies) and pupils' attitudes (three case studies). Their views were collected by TLA teachers in three of the case studies, through, for example, teacher discussions with parents about pupil learning, and parents' comments in children's homework books. In one case study, evaluators collected further evidence of parents' views through independent interviews, as outlined briefly in example box 5 below.

Example box 5: case study 2, Stage One, primary school
Parents' views on pupils' learning gathered by the TLA teacher and supplemented by evaluators

The TLA project explored how multi-media technology – in this case creating a DVD as a 'teaching' resource for parents – could be used to foster home-school links and encourage parents to read with their children.

The teacher gathered parent feedback through a range of methods:

- a questionnaire to parents at the beginning of the year asking about their reading practice at home with their child
- feedback forms included in every book bag that went home with the child – some parents fed back using this form
- informal conversations with parents about the new reading approach
- parents' comments in children's reading records.

The teacher reported:

> *Parents' level of commenting in the children's reading records has actually improved as well. Before, with the parents who hadn't used the video, they were writing things like 'read well' or 'was able to read such and such a word'. But now we're*

getting comments like 'my child was able to predict what the ending would be' or 'they realised that the character was sad because of what they said'. So we're realising that they are actually questioning the children a lot more about the comprehension of the story.

(TLA teacher, case study 2, NFER interview)

NFER evaluators gathered further feedback through an interview with a parent, who reported modelling the reading approach she had seen in the DVD with her child, and having a greater awareness of the teaching methods for reading used in school. The parent commented:

I've continued using the same principles [as those demonstrated on the DVD] on other things that we've read at home, and she [the child] will start a conversation, because obviously she's used to that approach being used at school. Now I'm aware of it I can continue that at home.

(Parent feedback, case study 2, NFER interview)

Further, evaluators devised and provided a short pupil questionnaire for the teacher to administer to her class (because of the young age of the pupils, the teacher felt this was more appropriate than it being administered by someone the children did not know). In the questionnaire, pupils were asked to comment on their parents' approach to reading stories. The children noted that, at home, their parents were copying the teacher's approach to reading together – their parents read with them rather than to them, and they would now read books again and for longer periods with their parents.

Classroom observation was another source of evidence for pupil impacts (four case studies), and generally showed evidence of positive changes in pupils' motivation, enjoyment and engagement in learning. As noted in section 3.2.3, assessment of pupils' progress (e.g. through teacher assessment of pupils work, or pupils' assessments of their own learning) was also a common source of evidence for pupil impacts, and indeed, was used almost solely to evidence impacts on pupils (rather than impacts on other groups).

Interestingly, personal and social impacts for pupils were the least commonly evidenced impacts for pupils beyond claims made by the TLA teacher. **Given**

the current emphasis on children's wellbeing within the Every Child Matters agenda, it may be especially important to develop effective ways of evaluating pupils' confidence, self-esteem and social skills.

Interestingly, an assembly event was a source of evidence for pupil impact in one case study. The Foundation Stage class in the school took part in an assembly to showcase their learning through the use of storybooks around the topic of Christianity. Through school photos of the assembly, there is a record of the impact on pupil motivation, enjoyment and engagement in learning, wider participation in learning opportunities, and their increased self-esteem and confidence.

3.6   What types of evidence support impacts on schools?

Table 3.3 below shows the range of evidence which supports and substantiates impacts on schools. The number of case studies in which this evidence is recorded is shown in brackets.

Table 3.3   Table of the evidence to support impacts on schools

Type of impact (school)	Occurrence of evidence
School development/improvement	School development/improvement plan (7) Line managers' views (7) TLA teacher presentation and/or NFER interview in Phase 1 (3) School self-evaluation document (SEF) (2) TLA presentation in Phase 2 (2) TLA teacher NFER interview in Phase 2 (2) Other single occurrences include: performance reviews
Changes to the school approach to CPD	Line managers' views (8) School CPD plans and policies (6) TLA teacher NFER interview in Phase 2 (4) TLA teacher presentation and/or NFER interview in Phase 1 (3) Colleagues' views (3) School development/improvement plan (3) Performance reviews (2)

The table above shows a selection of impacts with the full range of supporting evidence for those impacts. The numbers in the brackets show the number of case studies for which that evidence type was identified.

Table 3.3 shows that impacts on schools were evidenced less frequently overall and certainly less often by the TLA case-study teacher, in comparison to impacts for teachers and pupils. Colleagues and line managers in more strategic roles were, however, able to provide evidence of impact on the school. The following quotation taken from an NFER interview with a TLA leader illustrates the way in which the TLA is impacting on the school's approach to CPD:

> *Due to the success of* [the case study teacher] *and her colleague's projects, we have now linked the TLA into their performance management structures. Any of their targets can be identified to be achieved through a TLA project if they wish. Not all members of staff are working on a TLA project as part of their performance management, but they are getting there. A proportion of the CPD budget will be linked or associated with TLA projects.*
> (TLA leader, case study 14, NFER interview)

In addition, school planning documentation explored by evaluators provided independent evidence of impacts (although the school leader's commentary on these documents was valuable in supporting evaluators to understand the links between the teacher's TLA work and impacts at the school level). Such evidence demonstrates that impacts can be more far reaching than envisaged by TLA teachers (school-wide impacts are outlined in section 2.3 of this report). An example of independent exploration of school planning documentation is provided in section 3.7.3.

3.7 The nature of the evidence

3.7.1 Conducting the evidence probes

In Phase 2, the evaluation explored the nature of the evidence for impact in detail. For each case study, one or two types of evidence were selected by the NFER evaluator and examined against a standard template for:

- the extent to which the evidence was from a pre-planned approach to evaluating impact, or was unplanned and only transpired retrospectively

- whether the evidence was qualitative or quantitative (or a mixture) in nature

- how the evidence showed impact or change – e.g. through descriptions, through before and after comparisons, through one-off evaluation, through a series of evaluations, through comparison with other data, etc

- interviewees' comments on the evidence, particularly in terms of how far the impacts were solely or in part attributable to the TLA work undertaken

- evaluators' comments on the evidence, particularly around its robustness in demonstrating impact and links with other evidence.

This evidence 'probing' was carried out by evaluators both in *situ* during the case-study visits (usually alongside the TLA teacher and/or a colleague and/or a school leader), and during the analysis phase of the evaluation. Across the nine case studies in Phase 2, 16 independent evidence probes were conducted[12]. By independently recording data against each of the five areas listed above, these probes yielded important corroboration of self-reported impacts. Evaluators commented on the robustness, reliability and validity of the evidence, and noted any corroborating evidence or triangulation of data within each case study.

3.7.2 About the probed evidence

Table 3.4 shows which types of evidence were probed in detail.

Table 3.4   Evidence probes conducted in Phase 2 of the evaluation

Evidence type	No. of probes	In which case studies?
Teacher resources, including lesson plans and resources/materials	5	12, 13, 16, 18
Views and feedback from pupils	3	12, 16, 17
Assessment of pupils' progress	1	18
Views and feedback from colleagues and line managers	2	10, 11
Reports and observations on ITT mentoring	2	14, 15
Performance management reviews	1	12

---

[12] Note that all of the identified evidence was captured and mapped during Phase 2 of the evaluation. These probes provided an additional analysis technique for evaluators to independently assess and attribute impact in detail.

School policies and strategies, particularly the school development plan	2	10, 11
	Total = 16	

Table 3.5 sets out the nature of the probed evidence in terms of the extent to which it was a pre-planned approach used by the TLA teacher to evaluate impact or was unplanned and transpired retrospectively, the type of data, and how the evidence showed impact.

Table 3.5   The nature of the probed evidence

The nature of the probed evidence	
1) Planned or unplanned evidence	a) Pre-planned = 9
	b) Unplanned = 7
2) Data type	c) Qualitative (documentation or views) =11
	d) Quantitative (ratings, grades) = 2
	e) Qualitative and quantitative = 2
	f) Tangible product (box of resources) = 1
3) How the evidence shows impact	g) Before and after comparisons = 4
	h) One-off evaluation = 4
	i) Series of evaluations = 1
	j) Comparison with other data = 1
	k) Commentary on reports/documents/resources = 6

As can be seen from Table 3.5:

- **much of the probed evidence was pre-planned**, although a substantial minority was unplanned. Regarding the latter, the evidence was sought out by evaluators, although interviewees' comments on the evidence were valuable to provide contextual information

- **most of the probed evidence was qualitative in nature** (e.g. qualitative documentation, or qualitative views)

- the probed evidence included **before and after comparisons**, which were built into the case studies as part of their pre-planned evaluations.

The following pages provide detailed examples of the evidence probed independently by evaluators for a range of evidence types. Note that for documentary evidence in particular, evaluators found it **valuable to also seek**

interviewees' commentary on the documentation being explored, in order to explain how those documents evidenced impact.

3.7.3 Examples from the evidence probes

This section presents a selection of the independent evidence probes conducted by evaluators, using the standard template devised for Phase 2 of the evaluation. The following examples have been selected to cover the range of evidence types:

- before and after lesson planning documentation explored by evaluators and commented on by the case-study teacher to identify changes in practice
- independently collected pupil feedback on what pupils had learned (from the TLA project work carried out) and its lasting impact on them
- pupil feedback on science lessons collected by the TLA teacher and supplemented by the evaluators (highlighted in section 3.5)
- school improvement plan and CPD documentation explored by evaluators and commented on by interviewees showing impacts at a school level
- Foundation Stage Profiles explored by the TLA teacher and by evaluators to evidence impact on pupils' communication, language and literacy skills
- colleague feedback via evaluation forms devised and used by the TLA teacher and viewed by evaluators.

Evidence probe i: Case Study 12, Stage One, primary school	
About the TLA project	The TLA project aimed to improve primary science teaching and learning through the introduction of an enquiry-based approach. The TLA teacher introduced, for example, assessment for learning (AfL) approaches and the use of 'big question' techniques to begin lessons.
Evidence type and brief description	**Before and after lesson planning documentation viewed by evaluators and commented on by the TLA teacher.**
Types of impact supported	Changed practices and approaches to teaching and learning in science showing a greater focus on enquiry-based learning and the application of science.
1. To what extent is the evidence from a pre-planned approach to evaluating impact, or retrospective and unplanned?	The teacher planned to use her lesson planning documentation to inform change and help evaluate changes in practice.
2. What is the nature of the data? (e.g. qualitative, quantitative, mixture, a tangible product rather than data)	Lesson planning documentation – a tangible product.
3. How does the evidence show impact/change? (e.g. through descriptions, before and after comparisons, one-off evaluation, a series of evaluations, comparison with other data)	By comparing lesson plans from before the introduction of enquiry-based approached with those the teacher has developed and now uses, changes in practice can be seen. Independent comparison of the 'before and after' lesson plans revealed a much greater emphasis in the 'after' lesson plan on: • starting lessons with a big question • assessing pupils' prior knowledge of a topic • pupils' 'finding out', investigating, deciding what evidence they will need – rather than prompts to the teacher to 'explain X', 'explain Y' to instruct practical work • use of Assessment for Learning (AfL) activities, including evidence of varying methods for children to record learning (not just 'write a report' as in the 'before' lesson plan, but using 'pictures and notes' in the 'after' lesson plan) • pupil group work and discussion • pupils' being asked to offer suggestions (e.g. teacher prompts to ask them – 'Was that a fair test? How would you make it fair?') • developing pupils' skills of scientific enquiry (e.g. what to measure, what evidence to collect, how to use the equipment to observe changes, how to interpret and make conclusions).
4. Interviewees' comments on the evidence (e.g. any references to attribution)	The TLA teacher also felt the comparison between the before and after lesson plans provided evidence of impact, in particular: • a shift of focus from emphasising pupils' knowledge to

		pupils' skills development
		• greater focus on children leading enquiry
		• a focus on the application of science rather than rote learning.
5.	Evaluators' comments on the evidence (e.g. robustness, reliability, validity, links with other evidence)	This evidence probe provides robust evidence of changes to the case-study teachers' lesson planning for her science teaching. Viewed alongside pupils' and colleagues' views collected in this case study, the evidence supports the changes in practice reported by the case study teacher.

Evidence probe ii: Case Study 16, Stage Two, primary school	
About the TLA project	In this TLA project, the teacher introduced a story-telling technique to support children's learning in RE in the Foundation Stage, and in particular in a topic about the church, in the Foundation Stage.
Evidence type and brief description	**Pupils' views collected by evaluators in a small discussion group (six Year 2 pupils), one and half years after the TLA project.**
Types of impact supported	Pupils' understanding and knowledge, increases in their personal and social skills, and impacts on their learning since the project.
6. To what extent is the evidence from a pre-planned approach to evaluating impact, or retrospective and unplanned?	This source of evidence was collected independently by evaluators. Such pupil views were not available through the teacher's TLA presentation. The TLA work took place when these pupils were in Reception class. The pupils are now in Year 2.
7. What is the nature of the data? (e.g. qualitative, quantitative, mixture, a tangible product rather than data)	The data collected is qualitative in nature. Discussion was prompted with a set of six open questions, asking pupils what they could remember about the story-telling work, what they had learned, what difference it had made to them, what they liked best about it, whether they had done anything like it since, and whether it had helped them with their work since. Evaluators also used photographs of the assembly event that the children were involved in and the teacher's box of resources and props to prompt pupils' discussion.
8. How does the evidence show impact/change? (e.g. through descriptions, before and after comparisons, one-off evaluation, a series of evaluations, comparison with other data)	Through this one-off, retrospective discussion, a range of impacts were identified. In terms of what they could remember about the topic and activities and what they had learned, pupils: ● were able to recall events from more than a year ago ● were keen to explain who had which roles in the role-play activities and assemblies; these related to different job roles such as the vicar, the grass-cutter, the organist, etc ● provided descriptions of the different artefacts related to the church, e.g. bells, the altar ● recalled making a wall display of the inside of a church, including painting the congregation. In terms of what they had done since, pupils reported: ● visiting a church in Year 1 – where they could recall similar artefacts to those encountered in the Foundation Stage, such as stained glass windows ● feeling confident when they took part in a recent play – some of them linked this back to the confidence they gained through their experience of presenting an assembly in Foundation Stage ● an eagerness to take part in more plays.
9. Interviewees' comments on the evidence (e.g. any references to	The TLA teacher was not aware of the impacts that had occurred since for these pupils.

attribution)	
10. Evaluators' comments on the evidence (e.g. robustness, reliability, validity, links with other evidence)	This evidence probe provides independent evidence of the learning and knowledge and skills gained by pupils through this teacher's TLA project activities. This corroborates the teachers' reports of such impact. The probe also provides evidence of lasting and sustained impact from the story-telling approach for this particular cohort of pupils – impacts which the TLA teacher was not aware of. Pupils were able to recall the activities and events that took place to support story-telling in RE. They remembered the different artefacts relating to the church, and could use specific vocabulary such as 'christening', 'holy water', 'stained glass windows', etc. They were also able to make links to work on Christianity in Year 1 where they had visited a church. They were also positive about the assembly and about performing and acting.

Evidence probe iii: Case Study 12, Stage One, primary school	
About the TLA project	The TLA project aimed to improve science teaching and learning through the introduction of an enquiry-based approach. The TLA teacher introduced, for example, assessment for learning (AfL) approaches and the use of 'big question' techniques to begin lessons.
Evidence type and brief description	**Pupil feedback on science lessons gathered by the TLA teacher and supplemented by evaluators**
Types of impact supported	Impacts on pupils' learning in science, and changed practices and approaches to teaching and learning in science
1. To what extent is the evidence from a pre-planned approach to evaluating impact, or retrospective and unplanned?	The teacher planned to evaluate pupils' perceptions and experiences of science in order to inform developments in enquiry-based learning within the science curriculum at school.
2. What is the nature of the data? (e.g. qualitative, quantitative, mixture, a tangible product rather than data)	To find out what pupils thought about their science lessons, the TLA teacher interviewed a number of pupils from three different year groups to gain their qualitative perceptions and feedback. The questions that the teacher asked pupils included: • What do you enjoy most about your science lessons? • What do you think about working in groups? • What are your opinions about recording your work in books? • How do you learn and remember best? The TLA teacher reported: *The questions that I asked them* [the pupils] *were basically to do with my TLA evaluation. So I wanted to know what they thought about science in general, what they liked about science currently, about working in groups, about recording work in their books… …* (TLA teacher, case study 12, NFER interview)
3. How does the evidence show impact/change? (e.g. through descriptions, before and after comparisons, one-off evaluation, a series of evaluations, comparison with other data)	The TLA teacher collated the pupils' responses into a document. This was explored by the evaluators. Many of the pupils' responses linked to aspects of an enquiry-based approach to learning. For example, Year 3 pupils enjoyed '*proving how things work*', Year 4 pupils said that '*investigations are interesting*', and Year 5 pupils most enjoyed '*doing an investigation to find out who was right*'. They also liked '*researching on a computer*'. Such responses suggested that pupils liked an enquiry-based approach to learning. In independent interviews, pupils confirmed that they found science interesting, that they were using interactive whiteboards, and that '[the teacher] *lets us find out by ourselves*' – all suggestive that the enquiry-based approaches to science learning were in place. The TLA teacher also gathered staff views from a school-wide working group on AfL. She asked questions particularly on recording pupils' progress in order for the findings to feed into

		a wider school working group on AfL. She asked questions such as: Do we need to record in books? What do we really want to record? Is there any other way we can record evidence of children's learning? What about assessment? – Does marking individual books help assess the child's scientific knowledge? The AfL working group realised that it was 'writing in science' that was disliked by pupils, and as a result were subsequently exploring giving individual pupils the responsibility to record their learning in a way that suited them best. The TLA teacher explained that she was '*trying this with Year 6 to see if it gives them a different attitude to writing up science, and at the end of the year I'll be asking them again about recording their learning to see if the response about recording science learning is as negative as last time*'. Thus, in this case study, a series of evaluations which continue to elicit pupil and staff views provide evidence of impact.
4.	Interviewees' comments on the evidence (e.g. any references to attribution)	When asked by the evaluator, the TLA teacher felt that these responses provided evidence that the new enquiry-based approach was beneficial for pupils: *… certainly, in working together in groups, doing quizzes, in the practical activities, in the fair testing and investigating and experiments that we do …* (TLA teacher, case study 12, NFER interview)
5.	Evaluators' comments on the evidence (e.g. robustness, reliability, validity, links with other evidence)	In interviews with other staff, the evaluators were also able to corroborate that the approach was now being considered by other departments in school for the teaching of literacy, maths and ICT. The interview with a Year 6 history teacher evidenced such wider impacts: *The impact has spread onto other subjects, starting off with this questioning or starting with an answer and asking the children what the question could be. This is to make them think more initially, at the beginning of a new activity.* (Year 6 history teacher, case study 12, NFER interview) This evidence probe provides valid evidence that the teaching practices reported by the case-study teacher are in use across year groups 3–6. However, comparison data gathered from the group prior to the project would strengthen the extent to which impacts can be attributed to this project (i.e. the extent to which pupils already experienced an enquiry-based approach is not fully evidenced here).

Evidence probe iv: Case Study 11, Stage Three, primary school	
About the TLA project	The TLA project aimed to address school improvement in relation to the following areas: • making more effective use of data in school • developing the role of heads of year and heads of department • supporting those in new leadership roles. The TLA teacher established the delivery of training on improving the use of data and data analysis to new heads of department. She also devised a Leadership Development Programme in order to develop the potential of middle leaders in school.
Evidence type and brief description	**School improvement plan (SIP) and CPD documentation explored by evaluators and commented on by interviewees.**
Types of impact supported	Changes to school approaches to using data, and to support and training for middle leaders.
1. To what extent is the evidence from a pre-planned approach to evaluating impact, or retrospective and unplanned?	The TLA case-study teacher did not plan to use the SIP or CPD documentation to evidence impact. However, it transpired that impacts of her work could be seen in the SIP and CPD Plans for 08/09.
2. What is the nature of the data? (e.g. qualitative, quantitative, mixture, a tangible product rather than data)	The evidence is qualitative in nature – found in school improvement and CPD planning documentation.
3. How does the evidence show impact/change? (e.g. through descriptions, before and after comparisons, one-off evaluation, a series of evaluations, comparison with other data)	Compared with the previous year's SIP, the SIP 08/09 shows targets in relation to improving the school's smarter use of data to enhance the consistency of results. The SIP identifies the key areas to be addressed and the detailed actions that would take place to achieve outcomes and also the success criteria required. For example: *(table below)*

Aim	Action	Success criteria
Section 3.1 – Achieve school and statutory targets	Use data effectively: • tracking interim levels/grades against targets	School statutory targets achieved
	Develop role of heads of year and heads of department: • tracking achievement/under achievement • develop capacity of team to identify needs	
Section 6.2 – Support the development of all staff	Provide support for those with new leadership responsibilities, particularly their role as	Support in place and training undertaken by

| | | monitor of performance to bring about improvement | middle leaders |
| | | Provide opportunities for middle leadership career development | |

Extract from the SIP, 08/09

CPD planning for 08/09 refers to the case-study teacher's development of a 'Leadership Development Programme' for middle leaders, which she devised and piloted as part of her TLA work.

| 4. | Interviewees' comments on the evidence (e.g. any references to attribution) | The school leader and the TLA teacher experienced positive impacts as a result of the progress made in addressing the SIP targets. They reported establishing training and support structures for new heads of department and these were now written into the school development plan for 2008/09. An internal Leadership Development Programme was developed and piloted for middle leaders. |
| 5. | Evaluators' comments on the evidence (e.g. robustness, reliability, validity, links with other evidence) | Coupled with the case-study teacher's and headteacher's comments, the SIP and CPD plan provide reasonably valid evidence of some of the impacts of the case study teacher's project.

 Other impacts cited by the case-study teacher in the NFER interview were not evidenced through these school-level documents. I.e. impacts for the TLA teacher herself, such as:

 • increased confidence in the delivery of training
 • improvements in coaching and training skills
 • capacity to reflect on the impact of training. |

Evidence probe v: Case Study 18, Stage Two, primary school	
About the TLA project	The TLA project aimed to implement the teaching of phonics in the Foundation Stage and at key stage 1.
Evidence type and brief description	**Assessments of pupils' progress using the Foundation Stage Profile, explored by the TLA teacher and by evaluators.**
Types of impact supported	Pupils' gains in communication, language and literacy skills.
1. To what extent is the evidence from a pre-planned approach to evaluating impact, or retrospective and unplanned?	The TLA case-study teacher planned to use Foundation Stage Profiles as a source of evidence of impact on pupils.
2. What is the nature of the data? (e.g. qualitative, quantitative, mixture, a tangible product rather than data)	The evidence is quantitative in nature.
3. How does the evidence show impact/change? (e.g. through descriptions, before and after comparisons, one-off evaluation, a series of evaluations, comparison with other data)	The evidence shows results from an annual pupil assessment of four aspects of Communication, Language and Literacy (CLL). The data has been compared with that of the previous year. The data also compares the school's achievements with the school average in the local authority, and also to national averages. The percentage of pupils achieving a level 6+ for language, communication and thinking skills, rose from 86% to 100% after the phonics intervention. The percentage of pupils achieving a level 6+ for linking sounds and letters rose from 25% to 82%. Similar improvements were also seen for reading and writing scores.
4. Interviewees' comments on the evidence (e.g. any references to attribution)	The case-study teacher feels that the data shows that there were improved pupil outcomes for the pupils who experienced the phonics work. *It shows the outcomes. I don't normally work with data like this, but I have looked at it and I can see the impact. I will continue to track the children throughout the school as I am involved in a wider project.* (TLA teacher, case study 18, NFER interview)
5. Evaluators' comments on the evidence (e.g. robustness, reliability, validity, links with other evidence)	The evidence clearly shows that CLL scores increased dramatically over the period of time that the new phonics teaching was introduced. Interviews with the case-study and other teachers confirmed that they felt this increase was very much related to the phonics work. Other evidence in this case study also confirms pupils' improved communication skills. For example, through subsequent staff observations of these pupils who were now in key stage 2, colleagues reported that these pupils had the confidence to speak up in class and contribute to year group sessions. Staff reported that pupils with low academic ability were enthusiastic and confident in practising their reading, writing and spelling skills.

Evidence probe vi: Case Study 11, Stage Three, secondary school	
About the TLA project	The TLA project aimed to address school improvement in relation to making more effective use of data in school, developing the role of heads of year and heads of department, and supporting those in new leadership roles.
Evidence type and brief description	**Teacher and colleague evaluation forms and informal feedback on the training that was delivered as part of this TLA project.**
Types of impact supported	Colleagues' confidence and understanding in analysing and interpreting data
1. To what extent is the evidence from a pre-planned approach to evaluating impact, or retrospective and unplanned?	The TLA case-study teacher planned to use feedback forms from colleagues to evaluate the effectiveness and usefulness of the training delivered. She devised the evaluation forms.
2. What is the nature of the data? (e.g. qualitative, quantitative, mixture, a tangible product rather than data)	The evidence is both qualitative and quantitative in nature. The feedback form asked teachers to rate on a scale of 1–4 how useful the training had been. It also gave the opportunity for colleagues' additional comments and requests for further training.
3. How does the evidence show impact/change? (e.g. through descriptions, before and after comparisons, one-off evaluation, a series of evaluations, comparison with other data)	Through this one-off evaluation, the majority of teachers 26/34 gave a rating of 4 for the usefulness of the training – indicating that the training had been very useful. The teachers' comments suggested that the training had increased their awareness about what data is available. It had increased their confidence and understanding in analysing and interpreting data. The training was also reported to be useful for the practical use of data, including clarifying which data might be most useful and the issues to be aware of when interpreting data (for example, to be aware of how the data was generated and recorded). Some teachers went further to suggest that they would be re-disseminating the training in their own schools using the training resource materials.
4. Interviewees' comments on the evidence (e.g. any references to attribution)	The case-study teacher reports that the feedback from the two middle leader training sessions provided varied views. Some teachers had already received such training in their own school. *Generally speaking, the feedback on the middle leaders training was positive, provided they hadn't had the training in school. So one way or another, it's had an impact across schools.* (TLA teacher, case study 2, NFER interview)
5. Evaluators' comments on the evidence (e.g. robustness, reliability, validity, links with other evidence)	The feedback forms provide robust, reliable evidence, showing a direct link to the TLA project and its outcomes on teachers involved. This feedback links with and corroborates other evidence such as that gathered through interviews with the case-study teacher, the headteacher, a colleague in the school, and a colleague in another school.

3.8   Conclusions

There is much evidence to demonstrate the impacts of the professional development undertaken by teachers as part of the TLA. As would be expected, given the reflective nature of TLA-style professional development, the most common source of evidence is teachers' self report. Encouragingly, independently sourced views from colleagues and line managers often corroborate teachers' reports (apart from perhaps on the more personal outcomes for teachers such as their motivations and beliefs). In addition, they highlight further impacts – especially on colleagues' practice and at the school level.

Lesson plans and schemes of work provide good evidence of impact when 'before and after' documents are compared. Resources developed as part of TLA work provide stimulus and prompt for further discussion of impacts with teachers, and indeed, with pupils. Assessments of pupils' progress and achievements provide attributable evidence of impact where the assessment focuses directly on the TLA topic/activity. Tracking over time was taking place in some of the case studies, and this will help further uncover impacts.

In order to maximise the impacts gained at classroom, department and school level from professional development activity, the findings from this evaluation particularly point towards the importance of school leaders and classroom teachers combining their different perspectives to evaluate and evidence impact. Schools did not appear to have a systematic approach to evaluating the impacts of CPD but had been attracted to the TLA's potential to support this. TDA guidance encourages whole school approaches to impact evaluation, although practical constraints of doing this include the logistics of teachers' time and the availability of staff to come together to do this. School and CPD leaders involved in Phase 1 of this evaluation were particularly keen to have simple and effective tools to record and monitor impact from their staff's CPD. They felt that such 'data' would assist their strategic picture of the impacts from CPD in their school. The need for 'before and after' evaluation approaches and tracking outcomes over time is also particularly highlighted. Indeed, at a validation workshop at the end of Phase 1, CPD/TLA leaders said they wanted more help with pre- and post- evaluation methods.

4 Factors affecting the impacts of the TLA

4.1 Key findings

- Factors that facilitate impacts of TLA projects included: school-based support for the TLA, school-based support for the project focus, school CPD ethos, collegiality, opportunities for dissemination, the provision of time to carry out the project, write it up and disseminate learning, and the TLA teacher themselves (in terms of their role and motivations).

- All of the six TLA core dimensions were important in facilitating impacts, and were perceived to lead to more impacts than might otherwise have been achieved if the projects had been carried out as part of another form of CPD. And, even where the TLA project was carried out for some other form of CPD (e.g. Leading from the Middle), linking this to the TLA resulted in additional benefits and impacts. In particular, the emphasis of the TLA core dimension on 'evaluating the impact of a change activity' was noted for producing considerable additional impacts through teachers' self-evaluation and reflection.

- Inhibiting factors were identified less readily. Particular inhibiting factors related to: inadequate information and awareness of the TLA, competing school priorities, limitations of time, colleagues' varied receptiveness to change and new learning, the applicability of the project, and lack of opportunities to disseminate.

- The facilitating factors may usefully be borne in mind when planning TLA projects or launching the TLA in schools, especially if a wide range of impacts is desired. In particular, the spread and sustainability of impacts is facilitated by: school support for CPD and the TLA, emphasis on the core dimensions (or other similar structure), school support for the project focus (e.g. relevance to a personal or school improvement need or projects with school-wide focus), a positive school CPD ethos, the provision of time, and opportunities for collegiality and dissemination.

This section identifies the factors that have facilitated and inhibited the impacts experienced in the eighteen case-study schools. These factors were identified through in-depth discussions with the TLA teachers themselves during case study visits[13] as well as in discussions with TLA/CPD leaders and coaches or senior managers/colleagues.

---

[13] Case-study teachers and the TLA lead in each school were asked to identify factors that facilitated or inhibited the impacts of their TLA project. Where possible, factors affecting specific impacts were drawn out and were identified, particularly in Phase 1, to inform evaluators' devising of individual impact trails. In this section of the report, the factors are considered more generically (i.e. as contributing to the success and positive outcomes, or otherwise, of the whole TLA project, rather than factors for each and every impact identified). Relationships between specific factors and certain types of impacts are highlighted where appropriate.

4.2   Facilitating factors

A range of factors facilitating the spread and sustainability of impacts from TLA projects were discussed by interviewees and these have been grouped under the following overarching headings:

- TLA-related factors
- school culture-related factors
- support-related factors
- dissemination-related factors
- project-related factors
- TLA teacher-related factors.

Interviewees attributed the impacts of TLA projects to a number of these overarching factors; i.e. a range of factors could facilitate impacts. Each category of factors will be discussed in turn and the specific contribution of the TLA (to the impacts documented in previous chapters of this report) is explored.

4.2.1   TLA-related factors

Interviewees discussed all of the six **core dimensions** of the TLA as contributing to positive impacts of projects[14]. The TLA core dimensions include:

1) Engagement with an appropriate knowledge base
2) Planning a change activity
3) Accessing peer support, coaching and/or mentoring
4) Carrying out a change activity
5) Evaluating the impact of the change activity on practice and on own learning
6) Disseminating what has been learned.

In particular, emphasis was given to the role of core dimensions four and five in producing positive outcomes through teachers' reflection on, and evaluation of, their learning. Consequently, learning was deepened and teachers were

---

[14] Interviewees seldom referred explicitly or specifically to the 'core dimensions', but rather discussed the attributes of the TLA embodied within them.

able to assess the value of changes to their practice. Evaluation of outcomes, underpinned by the fifth core dimension, also led to increased confidence of the case-study teacher, as well as the teacher having greater awareness of the extent of outcomes of his/her work. The emphasis of the TLA on evaluation also bolstered the teachers' integrity at the point of sharing learning, as their claims were based on evidence and tried and tested practice. As these teachers explain:

> *It's given a focus and a way into things and a credibility to be able to go in and say 'I think we need to change this because of..'. It's the fact that she's gone away and researched, the acquiring of knowledge, then actually trialling it in her class was very beneficial.*
>
> (Colleague, case study 12, NFER interview)

> *It makes you realise you are actually doing something and that what you are doing is having an impact on others.*
>
> (TLA leader, case study 15, NFER interview)

> *I did the work first and the TLA came on top. The TLA made me reflect on what I was doing more, it made me analyse some of my feelings about it more. It made me be more rigorous because I was doing it.*
>
> TLA leader, case study 11, NFER interview)

Interviewees also suggested that the TLA helped to focus and introduce rigour to their developmental work, underpinned by the second core dimension, relating to '*planning a change activity*'. The step-by-step planning and on-going learning journey associated with the TLA helped to provide structure and direction to practitioners' learning and development. The TLA requirements also facilitated longer-term impacts by asking teachers to consider how impacts would be sustained. The TLA helped to provide momentum, structure and impetus to trial and integrate new knowledge and learning into practice. Teachers noted that, in the absence of the TLA requirements, their enthusiasm following CPD input tended to wane under the pressures of daily practices and demands. This case-study teacher explains in his/her own words:

> *I think it helped us focus on it, because you can go on training and come out of it all fired up, but then you get back in the classroom and normal daily routines and it disappears because your head can't hold it with everything else. Whereas this project really made us focus on it and keep it going, so that was very useful.*
>
> (TLA leader, case study 4, NFER interview)

The core dimension specifying the importance of '*engagement with an appropriate knowledge base*' was also a key factor leading to impacts. Case-study teachers often discussed how their involvement with external courses or research evidence had been a significant factor in their development of new knowledge. However, teachers tended not to note this aspect as being mediated by the TLA, but rather attributed the impacts directly to the knowledge base and input.

The core dimensions of the TLA relating to '*accessing peer support, coaching and mentoring*' and '*disseminating what has been learned*' were also implicitly referred to as important elements of developmental activity, cited by interviewees as leading to positive outcomes. The emphasis of the TLA on peer support helped practitioners to recognise the importance and value of continuous learning conversations with colleagues, aided reflection and the development of working relationships. The prominence of coaching and mentoring in the TLA was also an important factor in the development of positive school approaches to CPD where schools sought to develop and promote this element of professional learning. The requirement of the TLA structure to disseminate learning had also helped to spread the impacts of case-study teachers' projects beyond their immediate practice to colleagues, and often the wider school. Disseminating learning also increases the confidence and skills of the TLA teacher.

This discussion with teachers regarding the role of the TLA in spreading and sustaining impacts of professional development activity provides evidence in relation to the importance of each of the six core dimensions of the TLA structure in contributing to positive outcomes. The continued prominence of the core dimensions in the TLA structure and process is, therefore, important. Indeed, some respondents felt that the TLA brought together the important elements of impactful CPD and, therefore, were keen to support and promote the TLA in order to develop these aspects within their schools and strengthen the value of CPD activity. As a result, schools sought to promote and develop the TLA because it provided a CPD structure and model which supported the achievement and dissemination of a range of impacts from CPD. In case study 7, the concept of TLA CPD was now embedded in the way TLA teachers, colleagues and the school undertook reflective and action research-type CPD.

In addition to the core dimensions, teachers also discussed how other aspects of the TLA had led to impacts. In particular, the external recognition and validation for teachers' learning and developmental work offered by the TLA was highlighted (and associated with impacts in relation to personal confidence as well as the spread of impacts beyond the case-study teacher). For instance:

> *The certificates are very powerful for the staff, it is an awareness heightening exercise.*
>
> (TLA leader, case study 5, NFER interview)

Reference was also made to the progression offered by the TLA Staged structure, the opportunity it provides teachers to undertake manageable practitioner research projects (as an alternative to more sizeable commitments, such as Masters degrees) and the fact that it enables teachers to enhance projects and developmental work they are already doing. These features were all described as facilitating the impacts of the teachers' work. However, the opportunity for progression through the Academy was usually of lesser appeal to the interviewees than the concept and structure of the TLA. Indeed, several case-study TLA teachers did not intend to progress to a subsequent Stage of presentation. Some teachers argued that progression through the TLA should not be assumed, and that it was equally valuable and legitimate to undertake numerous projects at the same Stage, focusing on different aspects. The latter progressive Stages of the TLA (e.g. Stage Three and upwards) tended to be associated with more academic, sizeable and demanding projects, which did not appeal to some teachers and involved the kind of CPD they saw the TLA as providing an alternative to. This evidence suggests that, while it will be extremely important to continue to offer progression opportunities for some practitioners via the Academy, the value of undertaking and embedding the concept and model of the TLA to small-scale developmental projects should not be understated.

Teachers were clear that they did not attribute impacts solely to the TLA input, though they felt that the TLA provided additionality to, and enhancement of, CPD work they would have been doing anyway. In particular, this was in terms of aiding reflection and evaluation around professional learning and introducing greater focus, rigour, dissemination and additional recognition for developmental work.

None of the case-study TLA teachers completing at Stage Two or higher made explicit reference to their 'learning breakthroughs'. However, teachers frequently talked about the learning they had experienced as a result of their projects, including key points and outcomes in their learning journey as well as 'deepened' learning in relation to their project focus, which may equate to the concept of a learning breakthrough (even if not explicitly described as such in interviews).

4.2.2 School culture-related factors

Interviewees also discussed how a range of other factors had facilitated the range and scale of outcomes from TLA projects. Often, these related to the extent of school support for CPD generally and for the TLA and the project focus.

All of the case-study teachers were from schools active in the TLA and **school-based support for the TLA** emerged frequently as a facilitating factor for impacts. The support and encouragement that teachers received to complete a TLA presentation, and the value placed on the TLA, helped to bring about a range of impacts. Particular features of this school-based support included:

- **senior leader support** (e.g. headteacher endorsement of TLA)
- **integration and cultural support for the TLA** (e.g. existing culture supportive of continuous learning, development and innovation, as well as aligned to TLA principles and core dimensions, or school seeking to develop this culture)
- **high profile/awareness of TLA amongst staff** (e.g. events to advertise/celebrate TLA, whole school participation, TLA hub schools)
- **integration of TLA into school structures and strategy** (e.g. CPD plans and strategies, performance management structures and school improvement planning and forums)
- **school/senior support for the project** (e.g. leadership endorsement of the project focus and relevance of the project for school improvement and development or an identified individual professional development need).

Underpinning such school-level support was the **role of the TLA leader** (noted in some of the case studies), who promotes and supports TLA activity within the school. In several case studies, teachers involved in the TLA had

been instrumental in bringing about a change to CPD approaches in the school, with greater emphasis subsequently being given to the TLA style and model (e.g. see section 5, case study 10). Thus, throughout the lifetime of the TLA project, some of the above features had emerged and developed and support for the TLA had grown as the impacts of TLA activity had come to light. In some cases, school support for the TLA was not in place prior to the TLA teachers' involvement and had been put into operation following case-study teachers' participation in order to support further involvement in the TLA and promote important features of effective CPD.

4.2.3   Support-related factors

Interviewees also discussed a range of 'support-related' factors that had facilitated the spread and sustainability of impacts experienced from their involvement in the TLA. 'Support related factors' included:

- **working with a colleague or in a team** (e.g. where teachers worked with a colleague or in a team on their TLA project, they felt it enhanced impacts. It maintained levels of motivation and enjoyment, it provided a shared learning experience, eased the pressure of writing up presentations alone and increased teacher confidence. Informal colleague support and opportunities for professional discussions with colleagues were also valuable facilitating factors)

- **provision of INSET or other time to write up, plan and disseminate presentations** (e.g. the provision of time to write up and plan TLA projects was identified as key to facilitating subsequent impacts. It afforded teachers time to reflect on and to develop their projects, and encouraged teachers to complete and share their presentations)

- **support from existing TLA teachers or the TLA leader/verifier** (e.g. TLA presentations were made available on school websites as exemplars to others, and teachers/TLA leaders/coaches were available to support others undertaking TLA projects for the first time)

- **school-wide focus on project area** (e.g. where teachers carried out TLA projects on an area of school-wide focus (for instance, related to school improvement plans), the range and strength of impacts for teachers, their colleagues and the school, were enhanced)

- **external course or input** (e.g. where teachers carried out TLA projects alongside other CPD activity following a course or programme, such as Leading from the Middle. This factor overlaps with the core dimension of the TLA, highlighting the need to '*engage with an appropriate knowledge base*').

- **resource support** (e.g. technical support, ICT, books, etc, especially where the project focused on technological advancements).

4.2.4   Dissemination-related factors

A key factor facilitating the impacts of TLA projects on teachers themselves, as well as wider impacts on schools and colleagues, was the dissemination and sharing of learning. Factors facilitating this included:

- **training events** (e.g. events and sessions which aimed to train, and share new learning with colleagues, were important in spreading impacts. Ensuring colleagues have sufficient understanding to develop new learning themselves and take ownership to use and apply new learning, may be a key feature of spreading impacts beyond the case-study teacher themselves. Opportunities for dissemination and training others on a topic also tended to increase the learning and impacts for the TLA teacher)

- **meetings and dissemination events** (e.g. case-study teachers promoted what they had been doing for their TLA projects at staff meetings, departmental or phase meetings and at specific events, such as assemblies)

- **forums for networking and sharing** (e.g. local school networks, subject networks, were particularly important for spreading impacts beyond the school)

- **written materials and accessible tools** (e.g. resources made available to colleagues were another form of dissemination and allowed colleagues to engage with the new knowledge in their own time and adapt it to their needs)

- **one-to-one support** (e.g. where the TLA teacher provided one-to-one support/coaching to colleagues wishing to develop their practice in relation to the focus of the change activity)

- **integration of new learning into lesson planning and schemes of work** (e.g. within a department or phase, helped to spread and embed the use of a new practice or approach with colleagues).

4.2.5   Project-related factors

The following project-related factors were also identified, albeit by fewer teachers, as facilitating impacts of TLA projects:

- **success of the project** (e.g. positive feedback from pupils, colleagues and recognition of success led to sustained impacts and continued implementation of elements of TLA projects, e.g. ASTs)

- **relevance of the project** (e.g. where a new practice or approach was widely applicable and transferable, for instance to different subject/topic areas or year groups, this also facilitated broader impacts. In addition, where projects linked to an identified developmental need for the teacher

or school, including projects relating to national or government imperatives, this increased impacts and elicited valuable senior leader support).

4.2.6 TLA teacher-related factors

Occasionally, interviewees identified factors relating to the TLA teacher themselves which had facilitated wider impacts of TLA projects:

- **role/responsibility/seniority** (e.g. being in positions of influence over other staff or curriculum areas or having responsibility for a specific area of development)
- **teacher attributes** (e.g. teachers' enthusiasm, motivation and ability to reflect and evaluate were also factors that facilitated positive outcomes from TLA projects)
- **development of existing skills/knowledge** (e.g. for some teachers, TLA projects involved building on previous developmental work or expertise, and this was a positive factor in facilitating impacts).

However, in further analysis of the case-study teachers' roles in their schools and corresponding impacts reported from TLA projects, there was no robust evidence to support a particular association between these factors. For instance, there was evidence of school-wide impacts from TLA projects carried out by NQTs and class teachers as well as from those undertaken by subject coordinators, advanced skills teachers and deputy heads. This suggests that there is scope for TLA projects conducted by any level of practitioner to result in school-wide outcomes, though there may be some individual characteristics which influence this.

4.2.7 Pupil-related factors

Pupils' cooperation and enthusiasm to try new approaches and activities and feedback their views on such experiences was also an important ingredient to successful projects.

4.3 Inhibiting factors

Factors that inhibited or prevented the development of impacts were also identifiable in each of the case studies. Inhibiting factors were identified less

readily than facilitating factors, and were more specific to individual cases. Generally, inhibiting factors involved the absence of a facilitating factor or the inverse of a facilitating factor. The inhibiting factors are briefly outlined below.

4.3.1 TLA-related factors

Occasionally, interviewees identified factors relating to the TLA that had hindered the development of impacts of TLA projects. These included:

- **poor information spread, coordination and promotion of the TLA** (e.g. there was felt to be a lack of central coordination and promotion of the TLA from the GTC or Local Authority, including an inadequate website and sharing of TLA presentations)

- **lack of awareness and currency** (e.g. it was still felt by some that the TLA was not widely known and therefore lacked currency and credibility)

- **poor TLA image** (e.g. the TLA was seen by some colleagues as being associated with paperwork and academic writing and was seen as yet another initiative, which was occasionally not seen as valuable)

- **time constraints** (e.g. the length of the TLA project was cited as limiting the impacts that could be developed or measured. As the TLA projects take place over a relatively short time span, some impacts were unable to be fully developed or measured).

These TLA-related factors were often raised as general issues relating to the TLA, rather than factors necessarily impeding the extent of impacts from individual projects. All case-study schools were supportive of the TLA (and this was, as discussed previously, an important ingredient in the spread of impacts from case-study teachers' TLA projects), and, hence, it is difficult to explore the possible associations between these factors and the school context. However, these factors serve as an indicator of the kinds of issues faced by schools promoting the TLA, and it can only be anticipated that in schools where support for the TLA is less developed, some of these inhibiting factors would perhaps be more pervasive and might prevent the achievement and spread of positive impacts from TLA projects. Schools and teachers wishing to implement TLA-style CPD should focus on developing these key facilitating features.

4.3.2 School culture-related factors

A few interviewees identified school culture-related factors that had hindered the development of impacts of TLA projects. These included:

- **lack of linkage between professional development activity** (including TLA) **and career development and progression** (e.g. there was less scope for professional and career development outcomes from TLA projects where such work was not linked to professional development targets or performance management).

Where schools do not overtly link CPD to professional standards and performance management for individual teachers, outcomes, particularly for the individual teacher, appear to be compromised.

4.3.3 Support related factors

Some interviewees highlighted factors relating to support (or lack of) that had hindered the development of impacts of TLA projects. These included:

- **lack of time to write-up presentations and carry out and disseminate learning and practice from projects** (e.g. by far the most common inhibiting factor was the time to write-up and carry out and disseminate the learning and best practice from the project. Where time was not provided in schools, or was tight, teachers were less reflective on their experiences and did not plan or develop their projects as much as they would have liked. This mitigated against the development of impacts)
- **resource constraints** (e.g. resource constraints, largely ICT related, prevented some impacts from spreading as widely as they might have otherwise)
- **colleague attributes and time** (e.g. some of the case-study teachers felt that negative attitudes of their colleagues, or a lack of confidence and openness to new learning and practices, limited the impacts of their projects. This was particularly the case where projects were focused on colleagues. Here, it was sometimes acknowledged that a more supportive approach to sharing learning with colleagues was required and simply broadcasting the details of a project might not be sufficient to positively impact on colleagues).

4.3.4 Dissemination-related factors

A few interviewees identified factors relating to dissemination that had hindered the development of impacts of TLA projects. These included:

- **lack of opportunities to disseminate** (opportunities to disseminate learning were crucial to the spread of impacts beyond the individual TLA teacher, and this required appropriate time, support and opportunities being provided, which was not always the case).

4.3.5 Project-related factors

Occasionally, interviewees identified project-related factors that had hindered the development of impacts of TLA projects. These included:

- **applicability of new techniques** (e.g. limits on whom could use particular techniques, for instance, specialised equipment or teaching techniques specific to a particular age group or subject)
- **success of the project** (e.g. the extent to which the development activity explored in the TLA project was deemed to meet needs and bring about improvements).

It may be important to add that the foci of the projects seemed to have little bearing on the extent of wider impacts. The foci of TLA projects were categorised into: management and leadership; teaching and learning; and curriculum development. TLA projects focusing on each of these different topics were associated with a wide range of impacts.

4.3.6 Competing priorities

Shifting priorities both within the school and at local and national levels, prevented some impacts from continuing to develop, particularly where initiatives or foci lost relevance or importance. In addition, the daily demands of schools challenged the extent to which TLA projects and CPD generally could be continuously maintained as priorities, as other priorities came to the fore.

4.3.7 TLA teacher-related factors

Some interviewees identified factors relating to the teacher carrying out TLA work that had hindered the development of impacts of TLA projects. These included:

- **responsibility/seniority of TLA teacher** (e.g. having little influence over others mitigated against wider impacts being realsied)

- **proximity to colleagues** (e.g. working in isolation; case-study teachers were far more likely to impact on colleagues when they worked closely with them).

As mentioned earlier, these factors were raised only occasionally in relation to individual cases and further analysis of TLA teachers' roles in school and impacts from their TLA projects suggested that role was not a major factor in relation to the extent of impacts achieved.

4.4   Typology of factors

As would be expected, some factors act as both facilitating and inhibiting impacts. Where particular factors are prevalent, they can help to bring about impacts, and conversely, when missing, they can inhibit impact development. As a result, a typology of factors has been developed, based on the eighteen case studies. In order to encompass as many factors as possible, this typology draws on the key factors set out in sections 4.2 and 4.3 and also covers factors identified less frequently.

Typology of factors affecting the impact of the TLA

- **School-based support for the TLA** (e.g. supportive ethos of the TLA, creation of opportunities to disseminate, integration with performance management and wider CPD structures, plans and strategies)

- **School CPD ethos** (e.g. senior leadership support for CPD, special interest groups, high value of CPD, etc)

- **TLA six core dimensions or CPD structure** (e.g. emphasising engagement with knowledge base; planning; coaching and mentoring; implementing change activity; evaluating the impacts; and disseminating what has been learned)

- **School-based support for the topic area** (e.g. relevance of project to an identified developmental need for the teacher or school)

- **Time** (e.g. to write up, plan, deliver and evaluate the project)

- **Collegiality** (e.g. levels of peer involvement in projects and levels of interest of those outside the project, colleagues' openness to trying out new approaches and opportunities for informal professional discussions and dialogue. Experienced TLA teachers are also a valued source of support to other colleagues seeking to engage with the process)

- **Dissemination** (e.g. opportunities to disseminate to colleagues, to staff from other schools, to other groups, and opportunities to share learning experiences via celebration events and coaching etc)

- **TLA teacher** (e.g. Sphere of Influence and levels of responsibility or authority, teacher attributes and motivation, and building on an existing skill or developmental area)

- **Project-related factors** (e.g. success and relevance of the project, particularly in the early stages, including pupils enthusiasm to experience new approaches and activities, and the transferability of approaches to colleagues and different contexts)
- **Resource availability** (e.g. ease and extent of access to equipment)

4.5   Conclusions

The TLA requirements were identified as being a key factor in facilitating impacts. Teachers who carried out activities specifically for the TLA, and those who completed TLA work as part of other CPD, experienced what they felt were strengthened outcomes due to the TLA. This included both stronger impacts and a greater range of impacts, from the professional development work.

In addition, the evidence suggests that a range of factors may be needed to facilitate the sustainability and spread of impacts from TLA projects. The list of factors may be useful to CPD leaders and to teachers when planning their TLA projects. It informs schools of the approaches they need to consider in order to maximise the positive impacts of TLA involvement for teachers, pupils, their colleagues, the school and beyond. It also alerts teachers to factors that might hinder their projects.

The factors also play a role in bringing about some of the unintended, less frequently identified impacts. For example, impacts on the school and colleagues occurred more when teachers worked on projects with a school-wide focus, or where they were provided with opportunities to disseminate their learning and good practice to other staff. Linking projects to areas of school development/improvement and teachers' personal professional developmental needs and interests also led to more impacts. School leaders may, thus, benefit from supporting self-initiated, individualised CPD projects, while appreciating the scope for impacts from individuals' work on the wider school. Similarly, teachers themselves may benefit from awareness of, and consideration of, the potential for their personal CPD to contribute to school improvement and school-wide priorities. Through this awareness and professional dialogue, the potential for increasing and spreading impacts may be strengthened.

5 Sequencing, attributing and evidencing impact

Section 5.1 of this chapter presents case study illustrations in order to draw together the impacts, evidence and factors in relation to individual TLA projects and depict the sequencing, attribution and evidencing of impacts. Section 5.2 then presents an overview of Phase 1 participants' views on the tools devised during this evaluation for evidencing and sequencing impacts.

5.1 Case studies

A sample of the eighteen case studies has been selected from across Phases 1 and 2 of the evaluation to exemplify a range of: types and extent of impacts, evidence types, TLA stages, TLA project topics and subject areas.

Each case study illustration provides information regarding the school, the CPD context in the school, the TLA teacher, and the TLA teacher's project. The case studies present a summary of the impacts resulting from the TLA project and corresponding evidence for each impact. The numbers in brackets against the impacts refer to the sequence/stage at which impacts occurred. For example, (1) refers to impacts which happened early on and (3) to impacts that occurred later, towards the end or after the TLA teacher's submission. The factors that facilitated or inhibited the spread and sustainability of impacts are identified for each case.

As can be seen from the case studies:

- the sphere of influence or spread of impacts is somewhat related to the TLA Stage (as reported in section 2 of this report). The Stage Three and Stage Four case studies (case studies, 9, 10 and 11) for example, all had impacts that went outside the school (i.e. wider impacts).

- a range of different types of evidence are available in relation to each impact (in addition to self-reports), providing opportunities for triangulation and corroboration of the evidence (as reported in section 3 of this report)

- e.g. certain impacts, particularly affective outcomes for teachers do not have much additional evidence beyond self-report – these impacts rely on the insights and reflections of the teacher themselves (as highlighted in section 3 of this report)

- case study 1 highlights particular evidence in relation to impacts on pupils (e.g. pupil podcasts), whilst case study 10 highlights distinctive evidence of impacts on schools (e.g. resources and materials being developed around TLA-style recognition for non-teaching staff, and school leadership documents being used for coaching and mentoring between staff).

Teacher Learning Academy: Case Study 1 (Phase 1)	
The case study school	
School	An 11-18 newly established comprehensive school in a large urban area. The school is oversubscribed and has received two outstanding Ofsted reports. The case-study teacher in based in the sixth form, which draws students from both affluent and deprived areas. The sixth form serves 250 students and has a diverse ethnic mix.
CPD context in the school	The school offers a varied menu of CPD, particularly around leadership development. The case-study teacher was working towards a Stage Two TLA submission by the time of the case-study visit. The presentation used for the case-study evolved from in-school CPD on podcasting.
TLA context in the school	All teachers are given the opportunity to do a TLA project. Two INSET days a year are devoted to the TLA.
The case study teacher	
TLA teacher	Female. Subject leader for psychology and health and social care at key stage 4. Only teaches in the sixth form.
TLA Stage	Stage One
Aims and focus of TLA project	Using podcasting to improve students' performance in psychology by recording psychology revision materials
Impacts	

Summary of impacts	Supporting evidence
Impacts for TLA teacher	
Developed skills for using podcasting technology (1) and resources for use in lessons (2,3)	Podcasts on website (pupils' work) Classroom observations Resources Teacher self-report
Was motivated by her new skills (1)	Teacher self-report Colleagues' views
Changed practice to implement the new technique in both out of school and in-school sessions (1,2)	Teacher self-report Resources
Revision materials were produced for the teacher to use in subsequent years (2,3)	Resources
Teacher enjoyed writing up the presentation and reflecting on practice: *It feels more academic, writing it up and reflecting on what you've done. It's good to have time to reflect.* (2)	TLA presentation Enrolment in Stage Two TLA Teacher self-report
Stronger supportive working relationship developed between teacher and her colleague mentor (2,3)	Colleagues' views Teacher self-report
Gained status in school from disseminating TLA project, and developed new resources for dissemination purposes (3)	Resources (training materials) Colleagues' views CPD coordinators views
Confidence grew in presenting to colleagues: *I was a bit scared of doing the session but in the end I was pleased as it was pushing my boundaries and was good for my recognition in school.*(3)	Teacher self-report
Case study teacher now training as a verifier (actual professional development). (3)	Teacher self-report CPD coordinators views
Case-study teacher is acting as a TLA mentor for colleagues (actual professional development) (3)	Teacher self-report CPD coordinator interview Colleagues' views
Impacts for pupils	
Students enjoyed the sessions and developed podcasting skills (1)	Student views (questionnaire) Podcast on website (pupils' work)
Students with EAL were particularly motivated (1)	Student views (questionnaire) Classroom observations

Students improved their knowledge and understanding of the topics (1)	Student questionnaire Podcasts on website
All students attending the revision sessions achieved highly 2)	Teacher self-report

Impacts for colleagues

Colleague mentor (who taught the skills) enjoyed seeing podcasting used in the classroom (1,3)). Both TLA teacher and colleague developed a stronger working relationship (2)	Colleagues' views Teacher self-report
Colleague's skills in and knowledge of podcasting developed (3). Colleagues enjoyed the session and were motivated to use their new skills (2,3)	Colleagues' views

Impacts for schools

School profile in TLA community is raised due to teacher's dissemination (3)	CPD coordinator views

Other impacts

Teachers from other schools came to the presentation and learnt new skills (3)	Colleagues' views Teacher self-report

Factors

Supporting factors

Teacher-related factors
- **Teacher attributes** (e.g. reflective by nature)

Project-related factors
- **Relevance of the project** (e.g. school ran INSET on topic prior to TLA project)
- **Success of project** (e.g. positive student feedback on project)

School-culture-related factors
- **School/senior support for the project** (e.g. ran INSET and provided time to write up presentations, school supported technological requirements, school was already linked with other schools)

TLA-related factors
- **TLA structure** (e.g. teacher enjoyed reflecting on progress, colleagues benefitted from the mentoring)

Dissemination-related factors
- **Dissemination** (e.g. within school at INSET and to other schools in local network)

Inhibiting factors

Project-related factors
- **Nature of project** (e.g. difficulty attracting students to after-school revision sessions, resource and equipment constraints, difficulty for other staff to understand the technological requirements)

Teacher-related factors
- **Role in school** (e.g. only taught sixth form so didn't influence younger pupils)

TLA-related factors
- **Requirement of write up** (e.g. was time consuming to write it up and deliver the project)

Teacher Learning Academy: Case Study 3 (Phase 1)	
The case study school	
School	A community primary school with approximately 275 pupils on roll. Situated in a deprived village outside of a major southern UK city.
CPD context in the school	CPD opportunities in the school are closely aligned with the school improvement plan.
TLA context in the school	The TLA was part of the case-study teacher's performance management, as well as part of the school improvement plan. All teachers work towards a TLA presentation; all had put in at least a Stage One presentation at the time of the case-study visit. Some teachers work in teams on joint projects. Two meetings a term are dedicated to discussions around the TLA in project groups, and time is allocated for support and completion of TLA projects.
The case study teacher	
TLA teacher	Female. Mixed year three and four class teacher. Literacy coordinator for the three classes in her team.
TLA Stage	Stage Two
Aims and focus of TLA project	A curriculum development project based on early reading and writing/phonic progression. The project also focused on coaching and mentoring development.
Impacts	

Summary of impacts*	Supporting evidence
Impacts for TLA teacher	
New knowledge and understanding about letters and sounds (1)	Self report, colleagues' views, TLA presentation
Changes to teaching practice (e.g. continues to use the new techniques in her classroom, changes to literacy delivery) (1, 2)	Lesson plans, resources, colleagues' views, CPD coordinator interview, school improvement plan
Motivation, inspiration, interest, enjoyment (1,2)	Colleagues' views, self-report, CPD coordinator interview
New or improved access to resources and materials (1)	Resources, lesson plans
Developed thinking/values/beliefs about how to approach research projects (1)	TLA presentation, teacher self-report
Actual professional/career development (continues to build TLA into performance management) (2,3)	Performance review, self report, CPD coordinator interview
Negative impact on time and workload (2)	Self report, colleagues' views
Capacity to reflect on practice (2)	TLA presentation, teacher self-report, CPD coordinator interview
Confidence (2)	Teacher self report, colleagues' views, CPD coordinator interview
Impacts for pupils	
Improved achievement (e.g. awareness of own errors, practicing techniques, improved spelling scores in SATs) (1,2)	Pupil observations, before and after pupil assessments, teacher self report, school improvement plan, resources, CPD coordinator interview
Motivation, engagement, enjoyment in learning (1,2)	Pupil observations, colleagues' views
Improved self-esteem and confidence (e.g. to have a go and to try the techniques in class) (1)	Pupil observations, colleagues' views, teacher self-report

Impacts for colleagues	
Motivation, inspiration, interest and enjoyment (2)	Colleagues' views, teacher self report
Knowledge/understanding/awareness (e.g. greater knowledge of how children learn to read) (2)	Colleagues' views, teacher self report
Departmental approach to curriculum (e.g. work more closely on same topic) (2)	Resources, lesson plans
Impacts for schools	
School development/improvement (e.g. school improvement plan was met) (3)	School improvement plan, CPD coordinator interview
Impacts for wider groups	
Parents (e.g. greater awareness of what their child worked on) (2)	Teacher self-report

Factors

Supporting factors

Teacher-related factors
- **Teacher attributes** (e.g. role as literacy coordinator)

Project-related factors
- **Relevance of the project** (e.g. attendance at other CPD events on the project focus)

School-culture-related factors
- **School/senior support for the project** (e.g. TLA is tied into performance management, wider school focus on topic)

Support-related factors
- **Time** (e.g. time was provided in school to write up the TLA presentation)
- **Collegiality** (e.g. worked as a team on the TLA presentation and project)

TLA-related factors
- **TLA processes** and requirements, particularly to self-reflect

Inhibiting factors
- None mentioned

Teacher Learning Academy: Case Study 8 (Phase 1)	
The case study school	
School	A rural 13-19 Comprehensive Secondary School and Community college (with specialist Media Arts and Training School Status)
CPD context in the school	The school has a strong culture of CPD and ongoing development and innovation. The school has Training School Status and as part of this there is a commitment to research-based learning and an embedded ethos of coaching and mentoring. There is a structure of Teaching and Learning Groups responsible for leading various aspects of development in the school. As part of INSET, all staff are encouraged to engage in a visit to another school to learn about good practice.
TLA context in the school	The TLA is well supported in the school and is currently being promoted via a group of specialist coaches and verifiers based in the school. Engagement with the TLA is growing and is increasingly linked to performance management targets. The established culture of practitioner research in the school aligns well to the TLA, though many staff are already undertaking Masters degrees.
The case study teacher	
TLA teacher	Female maths teacher who is also a member of a Teaching and Learning Group and is currently working towards a Masters degree.
TLA Stage	Stage Two
Aims and focus of TLA project	Teaching and Learning: To develop the use of interactive white boards to improve learning in maths.
Impacts	
Summary of impacts	**Supporting evidence**
Impacts for TLA teacher	
New knowledge and skills (learning around how to use IWB) (1)	TLA presentation NFER reflective interview Colleague interviews Line manager interview
Integration of new techniques into practice (more visual and interactive stimuli in lessons) (1, 2, 3)	TLA presentation NFER reflective interview Colleague interviews Lesson plans and schemes of work (post) Peer-lesson observations Performance management review
Development of resources (re-usable lesson resources created on IWB) (1)	Lesson resources
More reflective practitioner (applies TLA structure to trialling new approaches and evaluating pupil responses) (2)	TLA presentation NFER reflective interview
TLA teacher growth in confidence and development of coaching skills through dissemination to, and supporting, colleagues in using IWB in their practice (3)	NFER reflective interview Performance management review Peer-lesson observation Colleague views Line manager views Teacher evidence (coaching notes and records) Departmental meeting notes Staff training day documents/resources
TLA teacher professional and career development (growth in expertise, role on Teaching and Learning group and TLA expertise) (3)	NFER reflective interview Colleague views Line manager views Performance management review

Impacts for pupils	
Pupil motivation, enjoyment and engagement (lessons faster pace, visually stimulating, varied and interactive) (2)	TLA presentation NFER reflective interview Pupil views Peer-lesson observations Line manager interview
Pupil behaviour (pupils more engaged in lessons) (2)	NFER reflective interview Peer-lesson observations Line manager interview
Pupil skills (learning to use IWB equipment and technology) (2)	NFER reflective interview Peer-lesson observations Line manager interview
Pupil achievement (2)	TLA presentation NFER reflective interview Comparison of Year 10 summer results to control group (not experiencing IWB)
Impacts for colleagues	
Colleagues' new knowledge and skills (in use of IWB) (2)	TLA presentation NFER reflective interview Colleague views Teacher evidence (coaching notes and records)
Colleagues' confidence in use of new practice (3)	Colleague views
Integration of new techniques into colleagues' practice (3)	Colleague views
Impacts for school	
Contribution to school improvement targets (greater use of interactive technologies throughout school) (3)	NFER reflective interview Line manager views
Development of CPD structure/approach (e.g. planning learning journey part of performance management process, TLA teacher advocate and source of support for TLA) (3)	School CPD planning documentation

Factors

Supporting factors

TLA Teacher-related factors
- **Teacher attributes** (e.g. influential and proactive character), teacher role, teacher experience, etc.

School-culture-related factors
- **Strong cultural support for CPD and TLA (**e.g. support for development and innovation, trialling new approaches, support for TLA structure)
- **School/senior support for the project** (e.g. project linked to a school improvement priority and therefore received backing, including providing equipment to support the development)

Support-related factors
- **External course/input** (e.g. accessed course on use of IWB and support from LA AST in ICT)
- **Resources** (e.g. ICT support – IWBs made available school-wide)

TLA-related factors
- TLA structure has enhanced the '**rigour**' of professional learning – the teacher continues to apply the TLA model to other developmental work.

Dissemination-related factors
- **Opportunities to coach and train others** (helped to develop skills as coach and

role/expertise in school as well as reaffirm knowledge and aid reflection)
- **Opportunities/forums to share with others** (e.g. the structure of the Teaching and Learning Group provided a platform for teachers to share their development work with colleagues)

Pupil-related factors
- **Pupil cooperation** for trialling new approaches and activities, and appeal of the new approach to pupils

Inhibiting factors

Support-related factors
- Colleagues' confidence and existing abilities (affected the extent to which they were able to develop new practices)
- Time (to develop project, support colleagues etc.)

School culture-related factors
- Changing/new priorities (continually evolving priorities prohibit the continuation of focus on a specific area, including changing national and government initiatives)

Teacher Learning Academy: Case Study 9 (Phase 1)	
The case study school	
School	Community High School for children aged 13-18 years which is a specialist technology and language college. 'Middle of the road' in terms of affluence and deprivation.
CPD context in the school	Strong emphasis on CPD in the school but the model used is being continually evaluated. Move from off-site INSET to on-site CPD with a focus on mentoring and coaching.
TLA context in the school	Several other teachers have gone through the TLA process and a number of teachers are currently working on submissions.
The case study teacher	
TLA teacher	Male, chemistry specialist, advanced skills teacher, TLA leader in the school. In fifth year of teaching at the school.
TLA Stage	Stage Four
Aims and focus of TLA project	Researching the benefits of using datalogging equipment in science lessons. The equipment has been used within the A2 level chemistry curriculum within a titrations topic (over four weeks) and, to a lesser extent, with Year 10 pupils.
Impacts	
Summary of impacts [15]	**Supporting evidence**
Impacts for TLA teacher	
New knowledge (potential of datalogging equipment) (1)	Diary
New skills in using datalogging equipment (1)	Lesson plans
Change in teaching method for aspect of A2 curriculum (1)	Schemes of work Interview undertaken by TLA teacher as part of a Becta project Interview with TLA teacher by TLA Becta report and presentation Performance management review before and after TLA submission Article in School Science Review
Longer-term interest in CPD (3)	Tracking teacher's future involvement in CPD
Larger external network of professionals (1-3 i.e. on-going)	List of new contacts
Impacts for pupils	
Improved understanding of aspects of the syllabus through use of datalogging equipment (2)	Video footage of pupils' discussing real time data
Familiarity with and skills in using the new equipment (2)	Anecdotal data
Experience of real time discussions of data (2)	Possible to evidence improved attainment through looking at test results but TLA teacher does not have the time to do this
Impacts for colleagues	
New knowledge (potential of datalogging equipment) (3)	This would, again, ultimately come through lesson plans and schemes of work.
New skills in using datalogging equipment (3)	
Change in teaching methods including use of new equipment (3)	Also through attendance list at the cascading learning session
Impacts for school	
Change in CPD model school is implementing (3)	School Calendar and teacher attendance lists for CPD workshops

[15] The numbers in brackets refer to the sequence/stage at which impacts occurred. For example, (1) refers to impacts which happened early on and (3) to impacts that occurred later, towards the end or after the TLA teacher's submission.

Other impacts	
Other teachers being inspired to use the datalogging equipment as a result of TLA teacher's Becta report, presentations and dissemination efforts (3)	Hard to evidence impact on other teachers outside TLA teacher's immediate school environment. Evidence in terms of TLA teacher's dissemination activities includes Becta report, presentation slides, article in School Science Review etc.

Factors

Supporting factors

Teacher-related factors:
- Seniority of TLA teacher's level/role e.g. AST
- Previous CPD experience of TLA
- Understanding of educational research and reflective enquiry – teacher had 'head start' in these areas and is in his fourth year of an EdD in learning and learning contexts
- Involvement in related project (for TLA teacher this was a Becta project)

Project-related factors:
- TLA submission was completed alongside the TLA teacher's Becta research project. The Becta project was started first and provided the initial focus

School-culture-related factors:
- Culture of openness to change, innovation and risk taking within school
- School emphasis on CPD
- Prior TLA experience amongst staff

Support-related factors:
- Colleagues' pedagogical support and informal coaching of TLA teacher over lunch
- Colleagues' motivation for change
- External support from Becta coach (in relation to research methodology) and equipment manufacturer
- ICT infrastructure and resources

TLA-related factors:
- The flexibility of the TLA framework
- TLA process provides a useful framework for structuring and accrediting research and ensuring that professional development outcomes are considered and captured
- Professional enquiry and action research models are very accessible and an active way of undertaking CPD

Dissemination-related factors:
- Presentation of findings from research undertaken at Bett Show
- Findings included in broader Becta report findings from which have been included in School Science Review

Pupil-related factors:
- Pupils' interest and enthusiasm for trying out new approaches and using different equipment

Inhibiting factors

Support-related factors:
- **Colleagues' time** to take on board new learning and **competing priorities** (e.g. focus on new KS4 curriculum and move to a new school building)

Teacher Learning Academy: Case Study 10 (Phase 2)	
The case study school	
School	A non-maintained special school for boys aged 7–16 with social, emotional and behavioural difficulties.
CPD context in the school	Strong emphasis on personalised CPD based around individual's performance management targets. Teachers' professional development involves transferring best practice from one area of the curriculum to another.
TLA context in the school	CPD opportunities in the school are now being aligned with the structure of the TLA, particularly so that they involve co-coaching and sharing learning. In this school, the TLA is seen as an opportunity for teachers to develop themselves and to celebrate their achievements.
The case study teacher	
TLA teacher	Female, key stage 4 coordinator, and subject coordinator for design technology and for religious studies
TLA Stage	Stage Three
Aims and focus of TLA project	Developing middle management and leadership strategies and skills as part of Leading from the Middle.
Impacts	

Summary of impacts [16]	Supporting evidence
For TLA teacher	
Increased knowledge about leadership styles (1)	TLA presentation NFER reflective interview Interviews with line manager, headteacher and coach/mentor
Development of new leadership skills (1)	
A change in teacher's values about leadership and a new understanding of leadership styles, including her own (2)	TLA presentation NFER reflective interview Interviews with line manager, headteacher and coach/mentor Before and after diagnostics involving self-evaluation and ratings from colleagues
A change in leadership practice, including coaching and mentoring of other staff (2–3)	TLA presentation NFER reflective interview Interviews with line manager, headteacher and coach/mentor Resources and materials Classroom observations (i.e. the TLA teacher's observations of staff she mentors)
Career development – TLA teacher has become the school TLA leader (3)	TLA presentation NFER reflective interview Interviews with line manager, headteacher and coach/mentor Resources and materials being developed around TLA-style recognition for non-teaching staff
Impacts for colleagues	
Increases in confidence (2–3)	TLA presentation NFER reflective interview Interviews with colleagues
Potential for non-teaching colleagues to gain professional recognition of their professional development (3)	NFER reflective interview Resources and materials being developed around TLA-style recognition for non-teaching staff

---

[16] The numbers in brackets refer to the sequence/stage at which impacts occurred. For example, (1) refers to impacts which happened early on and (3) to impacts that occurred later, towards the end or after the TLA teacher's submission.

Impacts for school	
Impacts on new approach to CPD in the school, using TLA to underpin approach to CPD (3)	NFER reflective interview Interviews with line manager, headteacher and coach/mentor Resources and materials being developed around TLA-style recognition for non-teaching staff
Peer-mentoring approaches being developed and used in the school (3)	TLA presentation NFER reflective interview Interviews with line manager, headteacher and coach/mentor School-level leadership documents being used for coaching and mentoring between staff
Other impacts	
Links with other schools being developed as part of TLA hub-school development (3 and beyond)	NFER reflective interview Interview with colleague from another school

Factors

Supporting factors

School-culture-related factors
- School support for the reflective process
- A high profile for CPD in the school, with the TLA-approach as part of a CPD programme and culture
- A clear understanding of what the TLA involves (especially its reflective element, and an understanding that it is for improving teaching and learning)
- An ethos of coaching and mentoring in the school supports this style of professional development

Support-related factors
- Support from the senior leadership team
- TLA-training received by the school staff (i.e. workshops on the TLA held in this school and in schools as part of a local network)

TLA-related factors
- Reflection – it makes you '*take a step back*'; '*writing it up*' for the TLA, '*made you reflect*'
- The TLA process which provides a structure and clear framework, so that professional development is part of practice and not a bolt on
- The TLA helps the school look for evidence of impact of CPD
- The recognition from the TLA is important

Dissemination-related factors
- Learning conversations and feedback along the journey, sharing with your coach is important

Inhibiting factors

TLA-related factors
- The need for teachers to understand the TLA approach to CPD and its benefits
- Addressing accreditation/recognition for non-qualified teachers

School-culture-related factors
- Ensuring a link between the TLA approach and performance management in this school

Competing priorities
- Competing and differing priorities in this kind of school (SEBD school)

Teacher Learning Academy: Case Study 11 (Phase 2)	
The case study school	
School	An 11-18 voluntary controlled (maintained) selective grammar school for girls.
CPD context in the school	Continuing professional development has a high profile in the school and includes an annual comprehensive programme of INSET opportunities as well as optional twilight CPD sessions and a new development programme specifically to support the progression of teachers to middle leadership.
TLA context in the school	The TLA is an integral aspect of CPD in the school. During the academic year 2007/8, nearly all staff undertook TLA projects as part of their CPD. A variety of projects are undertaken across the school, including projects focusing on curriculum change, projects linking to external activities/courses and practitioners developing their role as mentors.
The case study teacher	
TLA teacher	Female senior teacher, deputy head with responsibility for leading and coordinating CPD and the TLA in the school.
TLA Stage	Stage Three
Aims and focus of TLA project	Management and leadership foci: research and subsequent presentation and training event delivered to internal and external senior colleagues on effective use of, and analysis of, data.
Impacts	

Summary of impacts	Supporting evidence
Impacts on TLA teacher	
Deepened knowledge, understanding and awareness of topic (1)	TLA presentation NFER reflective interview
Increased skills and confidence as trainer/coach/presenter (e.g. enhanced understanding of colleagues' needs and value of consultation and reflection with colleagues, experience of delivering training to senior colleagues and asked to deliver further training) (2, 3)	TLA presentation NFER reflective interview Interview with line manager Consultation with schools association (commissioner of training)
Developed/promoted role within school and LA as trainer/coach (3)	NFER reflective interview Interview with line manager
Impacts for colleagues	
Impact on (trained) colleagues' knowledge and confidence with data analysis (within own school and others) (2, 3)	NFER reflective interview Training evaluation questionnaire Consultation with Schools Association (commissioner of training) Interview with colleague
Impacts for school	
Contribution to school improvement (internally and externally) via up-skilling senior and middle leaders (3)	NFER reflective interview Interview with line manager Interview with senior colleague School improvement plan
Contribution to CPD opportunities within school – developed additional training/CPD opportunities (3)	NFER reflective interview Interview with line manager 08/09 CPD planning documentation
Raised school profile amongst local schools (3)	NFER reflective interview Interview with line manager Consultation with Schools Association
Other impacts	
Local Schools Association motivated to provide further training for middle leaders and draw on expertise from	NFER reflective interview Interview with line manager

members' schools (3)	Consultation with Schools Association

Factors

Supporting factors

Teacher related factors
- **Teacher attributes** (e.g. influential and proactive character)

Project-related factors:
- **Relevance of the project** (e.g. met identified needs and helped to move towards school improvement targets)

School-culture-related factors
- **School/senior support for the project** (e.g. leadership endorsement of the project focus and relevance for school improvement and development)

Support-related factors:
- **Collegiality** (e.g. informal support from colleagues and interest in the development)

TLA-related factors
- TLA structure helps to provide '**focus**' to developmental work, aids **self-reflection** and **evaluation of the impacts** and promotes the value of **coaching and mentoring** in professional development and learning.

Dissemination-related factors:
- **Training events** (e.g. the vehicle for sharing and wider impacts)
- **Forums for networking and sharing** (e.g. Local Schools Association)
- **Written materials/accessible tools** (e.g. accessible information and support materials that can be locally customised and re-used or even re-disseminated to colleagues not receiving the original training input)

Inhibiting factors

Support-related factors:
- **Time** (e.g. to develop the differentiation within the training delivery fully)

Project-related factors:
- **Relevance of the project** (e.g. the focus of the project was particularly relevant for senior and middle leaders, as opposed to all staff which negated the need for wider dissemination within departments)

Dissemination-related factors
- Limitations for colleagues who have been trained to further disseminate learning due to the need for a high level of confidence and understanding amongst those who disseminate learning (which may not necessarily be fully developed following initial impact on colleagues)

Teacher Learning Academy: Case Study 16 (Phase 2)	
The case study school	
School	Mixed primary school (4-7 years old), with 217 pupils, low levels of FSM and low levels of disability, average level of pupils with statements.
CPD context in the school	School has an evolving CPD culture, Headteacher is a TLA moderator. Six teachers in school are involved in Leading from the Middle (LftM).
TLA context in the school	TLA is encouraged in school. Head teacher is a TLA moderator. A number of staff are in Phase 2 of TLA, 3 to 4 projects taking place in Phase 1 of TLA.
The case study teacher	
TLA teacher	Female, Foundation Stage teacher, 15 years' teaching at present school.
TLA Stage	Stage Two
Aims and focus of TLA project	TLA project aimed to evaluate the use/implementation of a storybook approach to teaching Foundation Stage RE (Christianity topic).
Impacts	
Summary of impacts [17]	**Supporting evidence**
For TLA teacher	
Increased confidence in teaching, subject and self (1)	Teacher self-report, NFER interviews with head teacher, NFER interviews with teaching assistant
Teacher's increased enthusiasm/motivation (1)	Recognised by colleagues in NFER interviews
Changes to practice – use of storybooks, role play, greater use of teaching assistants (1)	Changed scheme of work Teacher reports from attendance at a Big Book introductory session
More/better use of resources – vicar and cat model were knitted for use with pupils, posters, photos and display items (1)	Foundation teachers still using the resources from the original Christianity topic Resources box
Teacher more reflective about work/teaching (2/3)	Case study teacher now gone on to do a second TLA project (on a different topic)
New/different ways of working with support staff – especially with her teaching assistant (2)	Teacher-self report, NFER interviews with colleagues
Impacts for pupils	
Pupil motivation and enjoyment (1)	Colleagues' views, NFER interviews with pupils
Pupils more confident with public performance (2)	Photographic records of two assemblies for peers, staff and parents, in which the pupils' participated
Pupils more confident in speaking with peers, improved social skills (2)	Year 1 teacher able to recognise confidence in pupils
Greater understanding and knowledge about Christianity – terminology and vocabulary (2)	Year 1 teacher able to recognise progress of pupils, NFER interviews with pupils
Impacts for colleagues	
New resources available to use in teaching – books, display items etc. (2/3)	Resources available
Staff morale increased through influence of TLA teacher (2/3)	NFER interviews with headteacher, case-study teacher and teaching assistant
Teaching assistant now more involved in	Joint planning between class teacher and

---

[17] The numbers in brackets refer to the sequence/stage at which impacts occurred. For example, (1) refers to impacts which happened early on and (3) to impacts that occurred later, towards the end or after the TLA teacher's submission.

planning and delivery of lessons (3)	support staff, NFER interviews with staff
Foundation Stage scheme of work changed to incorporate storybook approach to teaching (across three Foundation Stage teachers) (3)	Scheme of work changed to incorporate storybook approach for all Foundation Stage teaching (TLA project was successful at a time when scheme of work was going to be revised)
Foundation Stage teachers using storybook approach to teaching (3)	Scheme of work, teacher self-report
Impacts for school	
Increased morale across the Foundation Stage team (2)	NFER interviews with staff
Now teaching the whole of the Foundation Stage scheme of work through the story telling approach (3)	Story book approach being used across whole of Foundation Stage
Use of a wider variety of resources – books, role play, stuffed toys, etc (3)	TLA teacher showed researchers a box of resources, photos, props etc.
School more open to trying new ideas (3)	Photos and documents from a school multi-cultural week held some time after the TLA project Photographic records of two assemblies for peers, staff and parents, in which the pupils' participated
Improved links with parents/home (3)	Assembly for parents, NFER interviews with staff, TLA teacher and head teacher

Factors

Supporting factors

Teacher-related factors
- The storybook approach introduced a whole new way of teaching in the Foundation Stage, which improved the **teacher's motivation** and **enjoyment** of teaching and, through this, increased the teacher's **confidence**. The teacher became more **reflective** about the impact of her work and gained a better **understanding of the skills and abilities of her support staff** and how to make more productive use of these staff.

Project-related factors
- The project had **positive impacts** in the **class**, **Foundation Stage and wider school** (multi-cultural week). Teachers became more **positive and enthusiastic** about the teaching approach and **morale** improved. Teachers were able to be more experimental with teaching and to let ideas develop. The project gave teachers the confidence to try something new.

School-culture-related factors
- **Headteacher supporting and encouraging TLA**. General positive attitude of all staff towards project (storybook approach) and TLA.

Support-related factors
- **Collegiality** – the teaching assistant and support staff are reported to be very open and supportive of new ways of working in this school. They were willing to take part and contribute.

TLA-related factors
- The TLA **validated** the work the teacher was doing with the new teaching approach and gave her the **confidence** to have it written into the **Foundation Stage scheme of work** and to roll the new approach -out to other Foundation Stage teachers. The experience has encouraged the teacher to start a second TLA project. There has been buy-in from the headteacher who is a TLA moderator.

Dissemination-related factors
- Teaching approach shared with **3 other Foundation Stage teachers**. Approach written

into the Foundation Stage scheme of work.
- **Assembly held for other pupils and staff** – to show the benefits of using this teaching method.
- **Assembly held for parents and governors** to show-case learning.
- Wider dissemination – Teacher also a member of a SCITT (S*chool-centred Initial Teacher Training)* and SACRE (Standing Advisory Council for Religious Education) and has shared learning and experiences with these members.

Pupil-related factors
- The new teaching approach which included role-play, assemblies, visit by vicar, making props etc. gave pupils a greater **knowledge** and **understanding** of Christianity in the Foundation Stage, enhanced **vocabulary** and introduced **numbers**. Pupils showed increased **confidence**, **interest** and **motivation** for learning and better **social skills**. They were happy to be involved in **assemblies** and **to perform** (role-play).

Inhibiting factors

No inhibiting factors.

The project didn't really have any inhibiting factors – it was quite an organic process – the headteacher allowed the Foundation Stage teacher to take the storybook teaching approach and run with it, allowing it to develop way beyond the initial idea of teaching through a story to include role-play, building props, visit from the vicar, right through to putting on 2 assemblies. The idea was then taken on board by the whole Foundation Stage team and incorporated into the scheme of work.

The only possible inhibiting factor would have been the teacher's initial lack of confidence. She was a little bit reticent to start off with but when the approach took off and her motivation and enthusiasm was high, her confidence also increased.

5.2   Participants' views on the impact evaluation tools

During Phase 1 of the evaluation, teachers, school TLA/CPD leaders, headteachers, TLA verifiers and GTC TLA advisers gave their views on the impact evaluation tools being developed by NFER for the purposes of this study and beyond. The tools considered included:

- an impact-evidence matrix
- flash cards of impacts, evidence and factors to be used as prompts to stimulate discussion and reflection
- summaries of impact trails.

5.2.1   Views on the impact-evidence matrix

From the outset, the evaluation was grounded in an NFER-designed Matrix of impacts and evidence, which is informed by existing research. The Matrix was developed throughout the evaluation and now contains a comprehensive typology of impacts and evidence (see Appendix 4).

- There were variable responses to the Matrix. Both teachers and CPD leaders spoke very positively of the typology of impacts and felt that the typology of evidence would also be useful for planning TLA projects.
- Some teachers found the Matrix overwhelming. However, senior leaders in schools and TLA verifiers felt more comfortable with the Matrix and felt that it would be useful for planning and evidencing CPD within and beyond the TLA.
- A number of suggestions were made for the future use of the Matrix, including using it in a full or condensed form and using it alongside a manual to help with planning and evidencing impacts of CPD within schools.

5.2.2   Views on the flash cards

- Flash cards of the typologies of impact shown in the Matrix were created (e.g. one card showing impacts on teachers, one for pupils etc). These received a very positive response from teachers, and were seen to be more user-friendly than the Matrix.

5.2.3 Views on the summaries of impact trails

As well as developing the Matrix, other supporting tools in the form of depiction of impacts, were trialled with teachers. Various approaches to depicting impacts, including the linkage of impacts over time and/or the linkage of one impact to another, were considered. Verbal impact trails, in which the chain of impacts were described in words were trialled. So too were visual impact trails, in which impacts were linked in diagrammatic form, or showed short, medium and long term outcomes.

- As with the Matrix, there were variable responses to the depiction and use of impact trails by participants.

- Some teachers saw the impact trail as a valuable aid to reflection, some as a useful tool for recording impacts as they emerge over time, and one as an aid to planning:

  The impact trail would be useful to do alongside the presentation as a way of recording and monitoring impacts as they occur – so it would be best as an ongoing document, rather than something done only retrospectively at the end.

- Visual depiction of the sequence of impacts was particularly welcomed by some teachers (perhaps those who think visually):

  It's really good to see it visually and set it out visually.

  It is useful to see the impact of my work spreading out like this – it feels like I've achieved something worthwhile. It's useful to see how one change can impact on another change, and break it down in that way.

  Teachers will love the impact trail as they work in quite a 'mind mapping' way.

- Others were less convinced of the value of depicting impact trails:

  I don't know that I would use it. How would it support me? I know that all of these things have impacted. For me I don't think that it would be useful.

  It is starting to get really complicated. [The trail] is not really telling me any more than I already know.

- Simple visual depiction of impacts, showing immediate, short term and long term outcomes, for teachers, pupils, colleagues and schools, were particularly well received by school leaders at the Phase 1 validation workshop. They felt that such 'data' would assist with '*identifying impacts from CPD in their school*' and seeking a strategic picture of this. CPD/TLA leaders in schools felt it would be extremely useful to collect an

impact trail on all of their teachers involved with CPD, and for these to be collated at school level.

In developing tools to evidence and evaluate impact, the added value for teachers and schools in using these or any other such tools should be highlighted. (This is important, as teachers' time is precious, and many of our interviewees were keen to avoid unnecessary additional workload, hence the importance of developing a manageable, resourced, whole school approach) The tools can be used to assist planning, to record impacts, to promote a sense of achievement, and to provide evidence of impact, which is important for a) individual teachers' performance management and career progression and b) school improvement and professional standards.

6.   Conclusions and recommendations

This evaluation of the GTC's Teacher Learning Academy provides independently verified and analysed evidence of the impacts of TLA professional development work on teachers, colleagues, pupils and schools. The evaluation highlights implications that are pertinent to current policy and practice, in particular: teachers' new professionalism and performance management, the development of reflective and collaborative approaches to CPD, and the new imperative on schools to evaluate and evidence impact.

6.1   Conclusions

The following conclusions on the areas considered for this evaluation – impacts, evidence, factors and attribution – can be drawn.

Impacts

- This evaluation has identified a range of common impacts on teachers from their TLA professional development activity, for example increased confidence, motivation, development of skills and knowledge, and changes in practice. Unlike findings from other research on CPD (e.g. Harland and Kinder, 1997), this evaluation did not suggest that there was a hierarchy to these impacts, or that one type of impact must be gained before another type can occur. **The uniqueness of each individual TLA project means that there are many permutations of impact sequences and trails**.

- Teachers did not always anticipate that their projects would result in such wide ranging impacts as those found in this evaluation. Many of the **unanticipated impacts were on the teachers themselves** – particularly on their professional learning and skills regarding their **capacity to reflect on practice and self-evaluate**, **peer learning, and sharing** and disseminating that learning. Such professional development skills link closely with the skill areas required in the new performance standards for teachers, and with skills for collaborative approaches to CPD.

- Impacts continued to occur once the TLA project had been submitted for recognition. This was due to **continued work** following on from the teachers' learning in the TLA project, to embed and disseminate learning and practice.

- The **TLA approach to enquiry-based learning** makes a particular contribution to outcomes. It engenders certain kinds of impacts around **reflection and evaluation** – especially self-evaluation – and these impacts have allowed the individual teachers involved in the case studies to **develop in their careers**. For schools, The TLA approach to enquiry-based learningseems to have encouraged a particular **openness amongst staff to share their learning**, with impacts around increased peer learning

and sharing within schools that are specifically attributed by staff to the TLA.

- The **TLA requirements** themselves were being reflected as **impacts** in the school, impacting positively on a reflective school culture, enhancing evaluation of professional development and encouraging peer-sharing approaches. Recent research shows that professional development approaches works best when the selected approach fits with an existing school culture and ethos (Lord *et al*., 2008). Schools with a strong tradition of mentoring and coaching, or with a research or enquiry-led culture for CPD seem to particularly gain from TLA-style CPD.

Evidence

- Given the additional evidence of impact identified by evaluators through interviews with a range of staff and through exploring documentation, resources and assessments in detail, a clear conclusion overall from this evaluation, is that it *is* possible to **capture and evidence a full range of impacts arising from teachers' professional development activity**.

- However, staff at different levels in school are not fully aware of the impacts from an individual's professional development activity elsewhere in the school. For example, school leaders' views, and school policy and planning documents viewed by independent evaluators, showed that the teachers' TLA work had influenced school CPD approaches, school behaviour management policies, and, in one school, a new culture of pupil involvement. However, t**eachers were not always fully aware** of school-wide or school-level impacts.

- **Schools did not appear to have a systematic approach to evaluating CPD and its impact**. However, school and CPD leaders were particularly keen to have a system or tools that could be applied to all staff and for all types of CPD in order to record and monitor the impacts of CPD within their school.

- Teachers' more prevalent use of **classroom-level pupil assessment data** to examine impact, as an alternative to national assessment data, is encouraging, as it means teachers are not opting for the 'black box' approach to assessing impact.

- In this evaluation, the evidence to support impact was strengthened through independent evaluators being able to bring together previously separate views and to investigate documentary evidence in depth. **The evaluation task took time and required technical analyses**. It is not envisaged that such technical analyses would ever be required of teachers, given their busy working lives. However, some of the approaches used by teachers to evidence impact were **very robust, and, crucially, not especially onerous**. Examples include: simple before and after approaches to evaluating impact – ideally where the same questions/issues are evaluated with the same participant group before and after an intervention; asking for pupil feedback on post-it notes; using parent comment books as

on ongoing source of parent feedback; and comparing current documentation with previous similar documentation to explore changes in practice.

- However, it is worth noting that a need for better use of '**before and after**' (pre- and post-) methodologies was highlighted by evaluators, and acknowledged by teachers and CPD leaders themselves.

Factors that enhance impact

- In order to ensure the potential for exploring impact and the evidence of impact of TLA projects, this evaluation was based on case studies with schools that were already supportive of, and actively engaged in, the TLA. The factors that facilitate the spread and sustainability of impacts include: **school-level support for CPD and the TLA**, school support for the **project focus**, the provision of time for the participating teacher, and opportunities for **peer learning and dissemination**.

- The **TLA core dimensions** helped to provide additional impacts from teachers' development work and were particularly associated with aiding their reflection and evaluation of their professional development activity.

- The evaluation shows that there is much scope for individual teacher's professional development work to impact on the wider school. **Topics focusing on teaching and learning in the classroom** can have equally far reaching **impacts within the school** as those that **focus on management issues**. (Interestingly though, projects focusing on management and leadership seemed to have considerably fewer impacts on pupils than those with a teaching and learning focus.)

Attribution

- This evaluation tested the notion of an 'impact trail' methodology in order for independent evaluators to identify, evidence and attribute impact. Undertaking TLA professional development frequently instigated an 'impact trail', indeed many impact trails, from an individual's work. By investigating each avenue that presented itself, and by seeking out other evidence to support impacts, **the impact trail methodology has helped to move away from a simple 'black box' notion of evaluating impact**.

- Although it is hard to prove the absolute additionality of TLA CPD to impacts, as it would be for any form of CPD due to the range of other influences which can lead to positive outcomes in schools, many of the outcomes reported here would not have occurred in the absence of the TLA. The TLA, in particular, has enhanced outcomes around teachers' reflectivity, their capacity to self-evaluate, and wider dissemination than would otherwise have occurred. The TLA approach to enquiry-based learning can also usefully combine with other forms of CPD and strengthen and increase the outcomes realised.

6.2   Recommendations

This section presents recommendations for teachers, for school and CPD leaders, for GTC TLA partners, for those involved in CPD programme design, and for policy-makers involved with teachers' professional development.

For teachers carrying out professional development activity

- Teachers should consider how they will evaluate the impact of their TLA projects at the planning stage, as required by the verification criteria. This should include a focus on evidence from sources other than just self-evaluation. They should consider the range of evidence they could collect to demonstrate impacts (e.g. before and after assessments, lesson plans, pupils' views through discussion groups, conversations with colleagues).

- Teachers may wish to underpin their broader professional development activity with some of the key concepts of the TLA (e.g. by drawing on the TLA core dimensions, and particularly the reflection and evaluation of professional development activity), as these seem beneficial to supporting outcomes.

- Teachers should plan to re-visit their TLA projects some time after they have been written up in order to identify further impact. This will aid their own understanding of impact, and may provide evidence that can contribute to their performance management targets.

- Teachers should be pro-active in making links between the impact of professional development and performance management, in order to enhance their career progression. In these TLA projects, many of the teachers gained skills that link closely with the skill areas required in the new professional standards for teachers.

- Teachers should consider how to better gather school-wide evidence of impact, in order to enhance a whole school and collaborative approach to professional development evaluation (part of TDA's current strategy for teachers' CPD).

For school leaders and CPD leaders

- School and CPD leaders should support self-initiated, individualised CPD projects, such as those carried out for the TLA. The evaluation shows that there is much scope for individual teacher's professional development work to impact on pupils and the wider school.

- School leaders, line managers and classroom teachers should consider how to combine their different perspectives and sources of evidence in order to ensure that impacts in the classroom, in the department and at school level are recognised and their potential maximised. In particular:

  ➤ School and CPD leaders should share school-level evidence with teaching staff as a way of encouraging a more collaborative approach to evaluating and evidencing impact.

  ➤ School and CPD leaders need to be aware of and encourage classroom-based approaches to evidencing pupils' progress, given schools' imperative to evaluate school and pupil performance.

- CPD leaders may wish to use elements of the TLA process to underpin other professional development activity in the school. In doing so, however, they should be mindful of recent research findings which show that the introduction of new professional development approaches works best when the selected approach fits with an existing school culture and ethos.

- When planning enquiry-based learning through the TLA, especially where it is new to a school, CPD and school leaders should be aware of the factors that facilitate the spread and sustainability of impacts, in particular, a school ethos that is supportive of enquiry-led CPD.

- School TLA leaders/CPD leaders should encourage TLA participants' commitment to reviewing their projects and any further impacts some time after the project has been written up. This would help identify further impacts, and would aid schools' collaborative approach to evidencing impact (e.g. through learning conversations, consultations with staff, etc).

For GTC and other TLA partners

- TLA partners should promote the professional learning outcomes that teachers can gain from participating in the TLA. This might encourage greater participation in the TLA, as such outcomes link closely to the new professional standards for teachers.

- Indeed, TLA partners should highlight the full range of impacts that can occur (including wider school impacts) as a result of a TLA project when recruiting teachers to the TLA.

- TLA partners should also promote the contribution that the TLA process particularly can make to outcomes. These include impacts around reflection and evaluation – especially self-evaluation – and an openness amongst staff to share their learning.

- TLA partners should promote the practical approaches to evaluating and evidencing impact that were identified in this evaluation (e.g. pupil feedback notes, before and after questions, comparison of pre- and post- documentation, etc).

- TLA partners should publish guidance to encourage participants and schools to review their projects and any further impacts some time after writing them up for the TLA.

For policy-makers involved with teachers' professional development

- Policy-makers involved with other CPD programmes should consider the impact trail approach used in this evaluation to evidencing impact. This includes probing impacts at pupil, teacher and school levels, in the short, medium and long term.

- This evaluation suggests that reflective and enquiry-led forms of CPD like the TLA, well founded in terms of both its conceptual base and the management of its implementation, can and do have profound and lasting impact on teaching quality and pupil achievement. In developing strategies for CPD, the GTC and TDA should consider whether there is a need to resource a national strategic approach to enquiry-led CPD.

References

Bolam, R. and Weindling, D. (2006). *Synthesis of research and evaluation projects concerned with capacity-building through teachers' professional development.* Available [online] http://www.gtce.org.uk/shared/contentlibs/126795/93128/168771/ex_summary.pdf [November 2008]

Bolam, R., McMahon, A., Stoll, L., Thomas, S. and Wallace, M. with Greenwood, S., Hawkey, K., Ingram, M., Atkinson, A. and Smith, M. (2005). *Creating and Sustaining Effective Professional Learning Communities.* Available [online] http://www.dcsf.gov.uk/research/data/uploadfiles/RR637.pdf

Boyle, B., Lamprianou, I. and Boyle, T. (2005). 'A longitudinal study of teacher change: what makes professional development effective? Report of the second year of study', *School Effectiveness and School Improvement*, 16, 1, 1-27.

Coombs, S.J., Lewis, M. and Denning, A. (2007). *Designing and evaluating impact evidences for the UK's TDA Postgraduate Professional Development programme.* Paper presented at the British Educational Research Association annual conference 2007.

Cordingley, P., Bell, M., Rundell, B., Evans, D. (2003). The impact of collaborative CPD on classroom teaching and learning: How Does Collaborative Continuing Professional Development (CPD) for Teachers of the 5-16 Age Range Affect Teaching and Learning? In: *Research Evidence in Education Library*. London: EPPI-Centre, Social Science Research Unit, Institute of Education, University of London.

Cordingley, P., Bell, M., Thomason, S., Firth, A. (2005a). The impact of collaborative continuing professional development (CPD) on classroom teaching and learning. Review: How do collaborative and sustained CPD and sustained but not collaborative CPD affect teaching and learning? In: *Research Evidence in Education Library*. London: EPPI-Centre, Social Science Research Unit, Institute of Education, University of London.

Cordingley, P., Bell, M., Evans, D., Firth, A. (2005b). The impact of collaborative CPD on classroom teaching and learning. Review: What do teacher impact data tell us about collaborative CPD? In: *Research Evidence in Education Library*. London: EPPI-Centre, Social Science Research Unit, Institute of Education, University of London.

Cordingley, P., Bell, M., Isham, C., Evans, D., Firth, A. (2007). What do specialists do in CPD programmes for which there is evidence of positive outcomes for pupils and teachers? Report. In: *Research Evidence in Education*

Library. London: EPPI-Centre, Social Science Research Unit, Institute of Education, University of London.

DfEE (2001). *Learning and teaching: a strategy for professional development*. DfEE Report Reference: DfEE 0071/2001. Available online at: http://www.key-line.org.uk/documents/cpd_strategy.pdf [7th January 2009].

Flecknoe, M. (2000). 'Can continuing development for teachers be shown to raise pupils' achievement?', *Journal of In-Service Education*, **26**, 437-458.

Guskey, T.R. (2002). 'Does it make a difference? Evaluating professional development', *Educational Leadership*, **59**, 6, 45-51.

Harland, J., Halsey, K. and Downing, D. (2006). *An evaluation of the GTC-DfES-LEA Continuing Professional Development Partnership Project: Examining the Progress and Lasting Impacts of the Partnership Project*. Slough: NFER

Harland, J. and Kinder, K. (1997). 'Teachers' continuing professional development: framing a model of outcomes', *British Journal of In-Service Education*, **23**, 1, 71 – 84.

Joyce, B. and Showers, B. (1980). 'Improving in-service training: the messages of research', *Educational Leadership*, **37**, 379-385.

Kinder, K. and Harland, J. (1991). *The impact of INSET: the case of primary science*. Slough: National Foundation for Educational Research.

Lord, P., Atkinson, M. and Mitchell, H. (2008). Mentoring and Coaching for Professionals: A study of the research evidence. Available online at: http://www.tda.gov.uk/upload/resources/pdf/m/mentoring_coaching_study2008.pdf [7th January 2009].

Moor, H., Halsey, K., Jones, M., Martin, K., Stott, A., Brown, C. and Harland, J. (2005a). *Professional Development for Teachers Early in their Careers: an Evaluation of the Early Professional Development Pilot Scheme* (DfES Research Report 613). London: DfES.

Moor, H., Lord, P., Johnson, A. and Martin, K. (2005b). *'All Together Better': an Evaluation of the GTC-DfES-LEA Continuing Professional Development Partnership Project* [online]. Available: http://www.gtce.org.uk/shared/medialibs/31435/CPD/120218/dfesleacpdreport [18th July 2007].

Moor, H., Lamont, E., Lord, P. and Gulliver, C. (2006). *The Teacher Learning Academy - An Evaluation of the Teacher Learning Academy: Phases 1 and* 2 [online]. Available:

http://www.gtce.org.uk/shared/contentlibs/104575/175359/tla_evaluation_summary.pdf [18th July 2007]

Muijs, D., Day, C., Harris, A. and Lindsay, G. (2004). Evaluating continuing professional development: An overview. In: C. Day & J. Sachs (eds.) *International Handbook on the Continuing Professional Development of Teachers.* Ballmoor, Bucks: Open University Press.

Robinson, C. and Sebba, J. (2005). *A Review of Research and Evaluation to Inform the Development of the New Postgraduate Professional Development Programme*. Available online at: www.tda.gov.uk/upload/resources/doc/t/tta-report1.doc [7th January 2009].

Training and Development Agency for Schools (TDA) (2007). PPD Impact Evaluation Report: March 2007.

Training and Development Agency for Schools (TDA) (2007b). PPD Application Form and Guidance Notes – Triennial round 2008-2011, May 2007.