Teacher Effectiveness Enhancement Programme

Key Conclusions

1. In the low-performing schools selected for this trial, there was no evidence of an impact on pupils’ GCSE English and maths attainment in schools selected to receive TEEP training compared to other schools.

2. Both teachers and students were enthusiastic about the programme and believed that it improved students’ learning.

3. The evaluation was initially designed to also assess implementation quality and the impact on Year 9 attainment and attitudes. However, the relevant measures for these key evaluation elements were not collected due to circumstances beyond the control of the project teams. This means the evaluation cannot assess whether TEEP made a difference to Year 9 pupils, as originally intended.

4. Any future studies could systematically investigate the implementation of TEEP using implementation measures that relate to specific components of the programme, as well as investigating changes in school culture and teacher behaviour.

What is the impact?

The evaluation of the TEEP programme showed no effect on GCSE English or maths scores in the low-performing schools that participated in the trial, nor did it have an impact for students eligible for free school meals, for either gender, or for students of different ability levels.

Due to circumstances beyond the control of the evaluator and developer, Year 9 attainment and attitudes data, and data on the quality of implementation, were not collected as planned. For these reasons it is impossible to determine the impact of the intervention on Year 9 attainment or attitudes compared with the control group, or to assess whether problems with implementation contributed to the lack of positive impact.

Interviews and focus groups indicated that most of the teachers in the TEEP schools found the training useful and were keen to implement TEEP methods and principles in their lessons. Survey data indicated that teachers and students believed that TEEP had made them more effective teachers and learners overall. Survey responses suggested that teachers and pupils felt TEEP had less of an impact on effective use of ICT than on other elements of teaching, learning and classroom activity.

Previous evaluations of TEEP suggested that the programme had an impact on the behaviour and perceptions of pupils and teachers, but this is the first randomised controlled trial examining the impact on attainment. Future studies could systematically investigate the implementation of TEEP using implementation measures that relate to specific components of the programme, as well as investigating changes in school culture and teacher behaviour.
## How secure is the finding?

The findings from this evaluation for the primary outcomes are judged to be of moderate security. It should be considered an effectiveness trial as it aimed to test a scalable intervention under realistic conditions in a large number of schools. The trial used a well-conducted experimental design and appropriate analysis. At the beginning of the trial the schools and pupils who received the intervention were similar to the schools and pupils in the comparison group. Two padlocks are removed from the rating because over 20% of pupils’ GCSE results were not included because their initial attainment data at age 11, which is needed for the analysis, was not available.

## How much does it cost?

The cost of TEEP training is based on the number of teachers and students in the school. For a school with up to 50 staff members and 1,000 students SSAT would charge approximately £13,000. The cost, therefore, spread over three years is approximately £4,333.00 per school per year and the cost per student per year is £4.33.

## EEF commentary

The Teacher Effectiveness Enhancement Programme (TEEP) is a teacher CPD programme, which aims to promote pupil learning by changing teachers’ classroom practice. All teachers in a school receive training on topics including pedagogical approaches and effective teacher behaviours. The EEF funded this trial because TEEP is a well-established and popular intervention, which aims to get a range of evidence-based strategies into the classroom. It also aims to improve the quality of feedback given to pupils, which the Teaching and Learning Toolkit shows can be very effective in improving outcomes.

The evaluation found no evidence of an impact on pupils’ GCSE English and Maths results, even though the process evaluation suggests that schools were enthusiastic, training was well-received, and the quality of training and implementation was relatively high. The evaluation did not measure whether TEEP had an impact on younger students or the level of implementation across the school the following year.

TEEP is a whole school approach, and it is possible that it had an impact on the attainment of younger children in Years 7, 8 and 9, which was not tested as part of this evaluation. However, based on findings in this report, the EEF is unlikely to fund a further evaluation of the programme.