

Impact of NoE (feedback from events) April 2015-November 2015

Central to the CAS Network of Excellence is measuring the impact of the training being provided by the CAS Master Teachers in the local communities. This is carried out by:

- Attendees completing an 'on the day' feedback form
- Attendees completing an impact feedback form approx. 10 weeks after attending the training event. Impact is assessed in terms of impact on subject knowledge, pedagogy, their school and their pupils¹.
- In addition CAS conducts an annual survey each February but this has not been included here as it falls outside the dates of this report

This report summaries feedback received in response to events run between April 2015 and mid-November 2015 and covers on the day feedback the and assessment of impact 10 weeks after the event.

Initial feedback (6/4/2015 – 17/11/2015)

Events held during the period generated 474 responses. Participants are asked about their own base confidence level (1-10) at the beginning of the training followed by their eventual confidence level at the end. The mean base confidence was 4.13 which rose to 7.8 across 449 respondents to this question. So on average the master teacher training raised teachers' confidence by 3.67 points on this scale, an increase of 0.37 on the previous reporting period (see Table 1 and Figure 1)

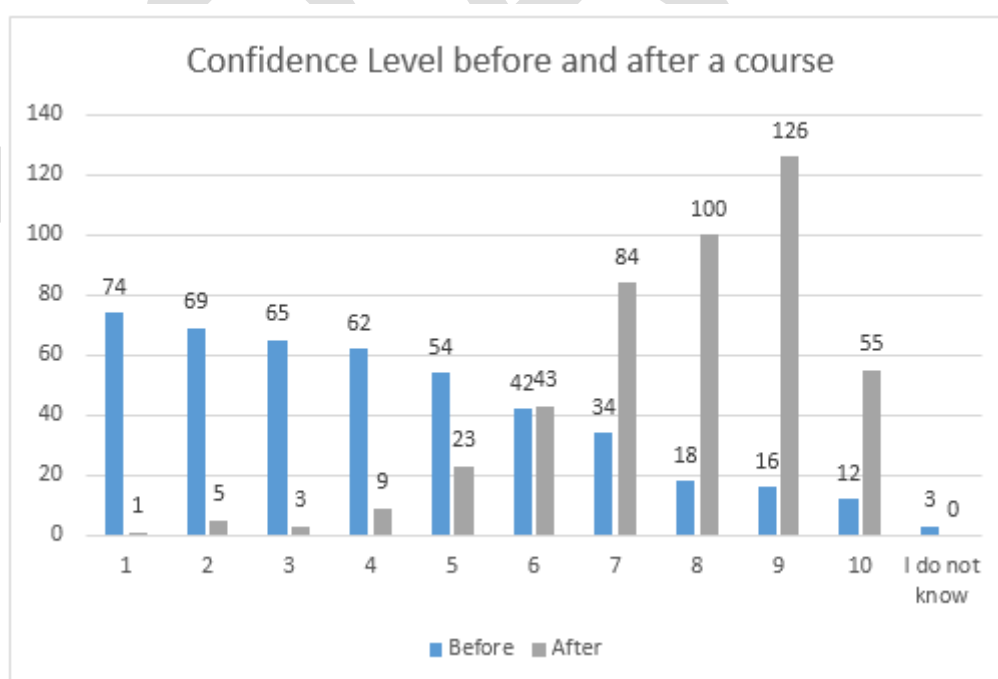


Figure 1: Confidence level before and after a course

¹ This is in line with work by Thomas Guskey on the impact of professional development: **Redesigning Professional Development** March 2002, Vol. 59, No. 6, pp45-51

Previous data reported:

Reporting period	Mean confidence before	Mean confidence after
Nov 2013-June2014	4.3	7.1
July 2014-March2015	4.1	7.4

Table 1: Confidence level in previous reporting periods

Feedback on the trainer and the activities during the session

The next set of questions related to how prepared and knowledgeable the teachers felt the master teacher or other trainer was, and whether the activities were varied and had a good balance between being trainer-led and engaging participants.

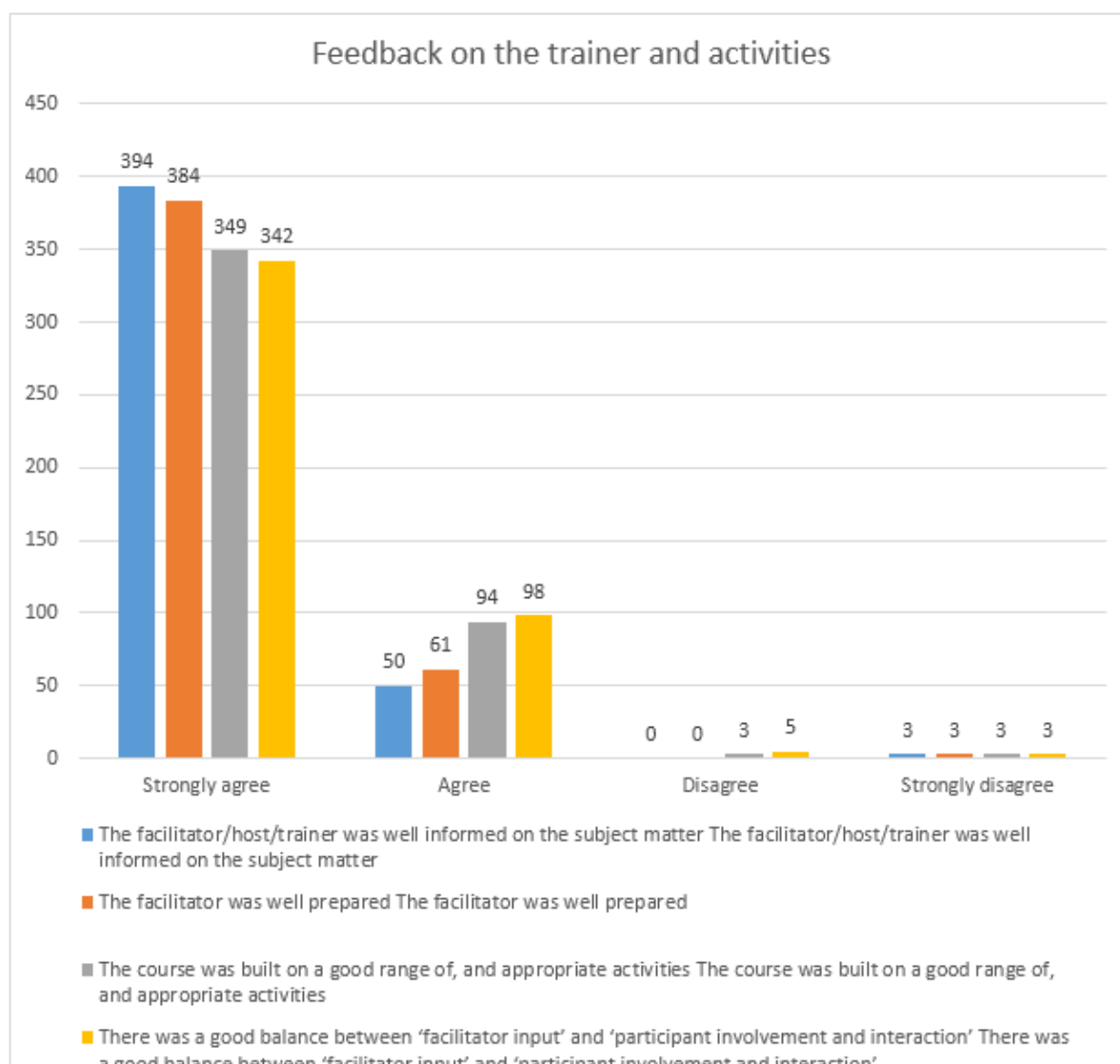


Figure 2 Feedback on the trainer and activities

Figure 2 shows that 99.8% of the respondents either agreed or strongly agreed that the trainer was well informed and well prepared – a continued excellent recommendation for our master teachers and the Network of Excellence training they provide – though not the 100% as previously reported for this question.

In addition 98% felt there was a good range of activities and that engagement/ direction was well-balanced.

How useful was the training?

The next questions were around how teachers feel that they can implement what they have learned and the effect on their practice:

- I feel prepared to implement what I have learnt in my classroom
- I think this course will have an impact on my practice

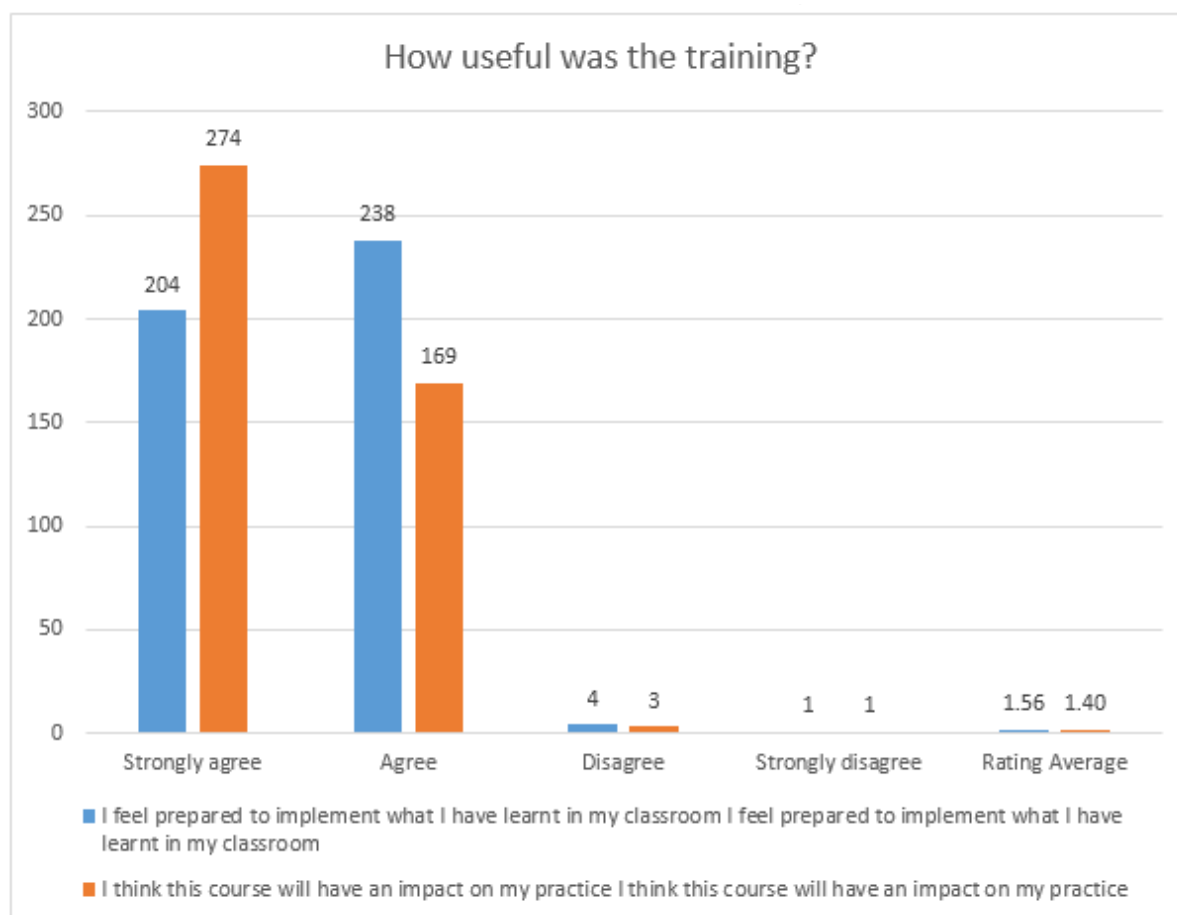


Figure 3: How useful was the training?

As can be seen in the Figure 3, 98.8% of teachers felt that they could implement what they had learned on the course and 99% felt the course would have an impact on their practice. This is a small increase from previous reporting periods:

Table 2: Preparedness of teachers to implement what they learnt from previous reporting periods

Reporting period	Prepared to implement	Impact on practice
Nov 2013-June2014	93%	98%
July 2014-March2015	96%	98%

Teachers were then asked if they would recommend the course to others and 99% said that they would (see Figure 4), an increase of 3% on the previous reporting period:

Table 3: Percentage recommendations from previous reporting periods

Reporting period	Recommend course to others
Nov 2013-June2014	93%
July 2014-March2015	96%

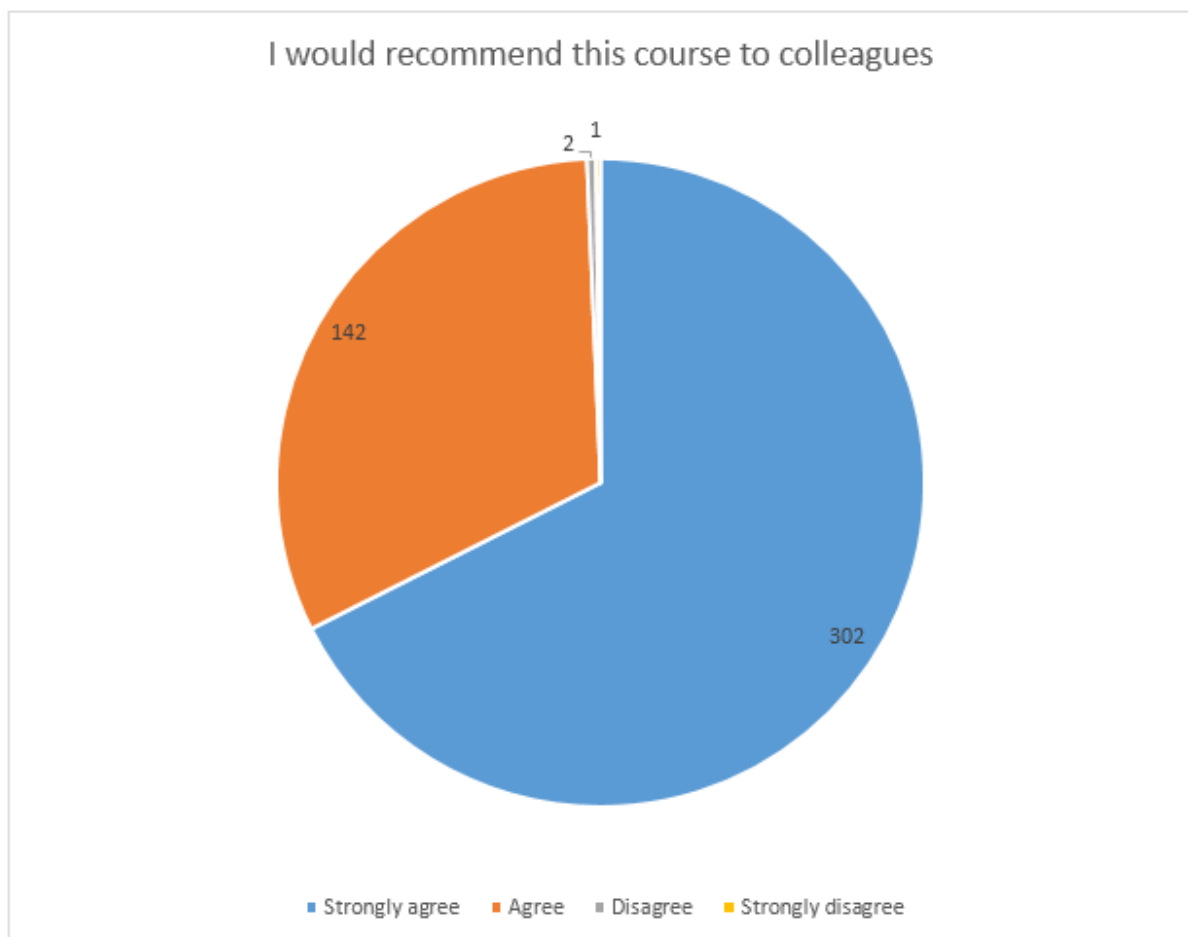


Figure 4 Percentage recommendation to others

Delivery method

The next set of questions asked attendees to comment on the nature of the delivery method which is central to the philosophy developed by the NoE for their training and built on three precepts:

- Training should be local
- Training should be face to face
- Training should be delivered by teachers

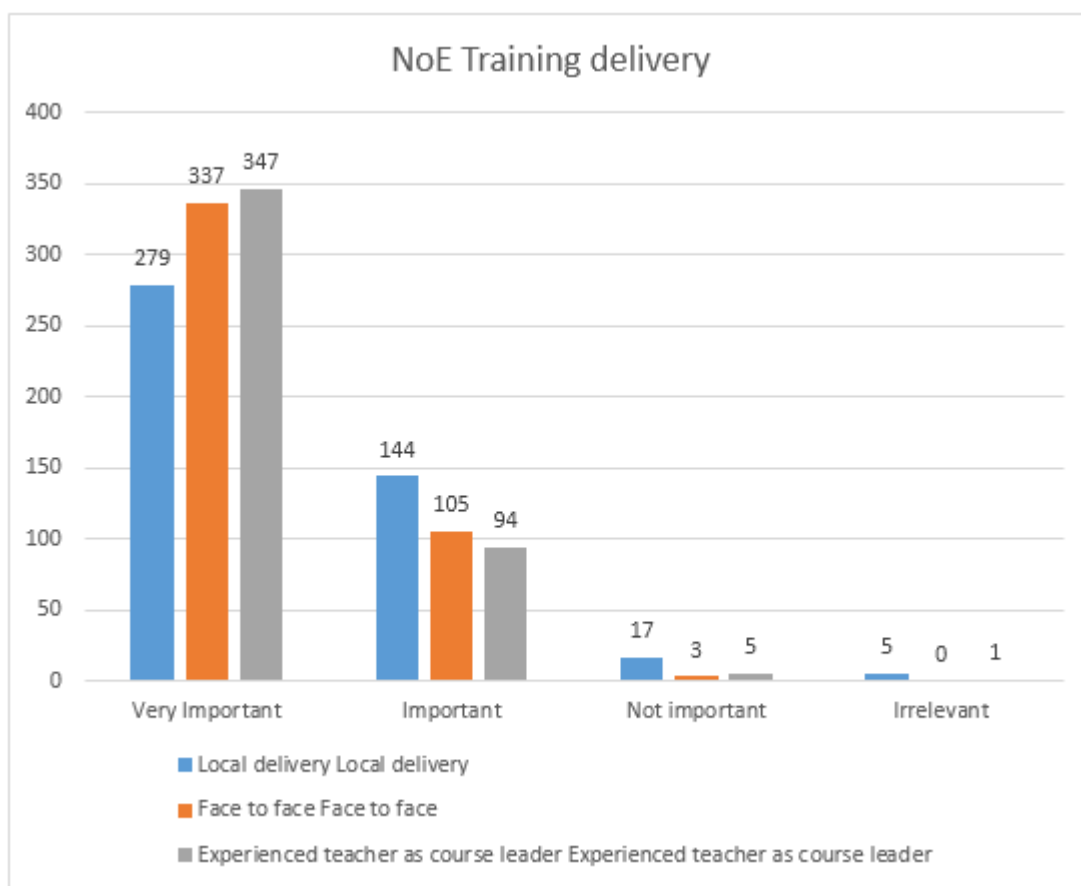


Figure 5: NoE Training delivery

From Figure 5 95% of respondents find local delivery to be either important or very important to them; 98.8% of respondents believe face to face training is either important or very important to them; and 98.6% believe training delivered by an experienced teacher to be important or very important to them.

It is accepted that perhaps the respondents form a self-selecting group who attended a teacher led face to face session in their locality but it is also taken as an indication, with such strong recommendation, of the need the NoE is meeting.

Impact of training after 10 weeks (6/4/2015 – 18/11/2015)

All teachers attending a course are contacted ten weeks after their training and asked to complete a follow-up questionnaire. This is built around four key areas of Guskey's model of professional development:

- Impact on knowledge
- Impact on practice
- Impact on organisation
- Impact on learners

82 teachers completed the questionnaire about the impact of the training in this period (previous reporting period for Nov 2013-Jun 2014 in brackets).

Table 4: Impact of training on teacher, classroom and school

	Impact on			
	Knowledge and Skills	Practice	Organisation	Learners
Significant impact	52%(48%)	42.9%(26%)	19.5% (18%)	25.3% (14%)
Moderate impact	38% (36%)	42.8% (44%)	50.6% (42%)	37.3% (32%)
A little impact	10% (14%)	11.7% (26%)	26% (28%)	18.7% (20%)
No impact	0% (2%)	2.6% (4%)	3.9% (6%)	18.7% (12%)

Seen graphically, this give us a clear picture as shown in Figure 6. (NB Numbers of columns are number of respondents to this question part.)

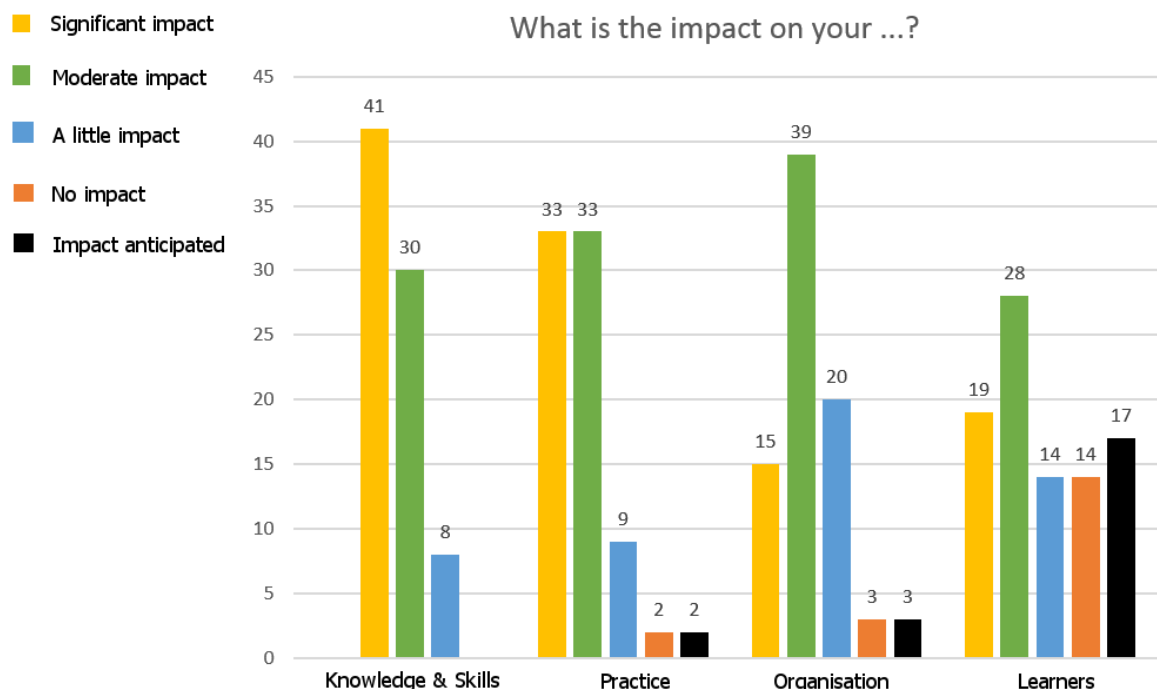


Figure 6: Impact of training on teacher, classroom and school

The four areas of impact were explored in more detail, and the questionnaire also sought to discover how engaged the teachers were in networking and sharing.

Impact on subject knowledge

The teachers could select as many of these options as they wanted:

- My subject knowledge/understanding is improved
- My skills in particular teaching methods are improved
- My knowledge/understanding of some educational ideas is improved

- My attitude to my skills or knowledge has changed

From Figure 7: Teachers were mostly likely to say that their subject knowledge or understanding had improved (64.56%) followed by their knowledge of some educational ideas is improved (15.19%).

Which best describes the impact on your knowledge and skills?

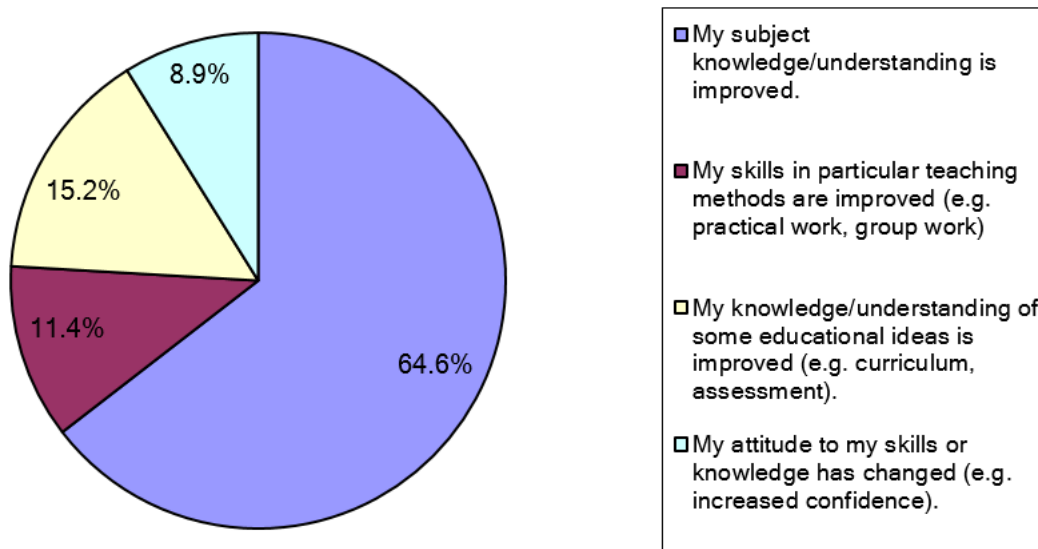


Figure 7: Impact of training on teacher knowledge and skills

Impact on Practice

Teachers were also asked how their practice had been particularly affected by the training. Again they could pick as many of these statements as they wished:

- I have used some of the ideas in my teaching
- It has helped me in planning lessons
- It has helped me assess pupil progress
- I am more positively engaged with delivering this topic

Which best describes the impact on your practice?

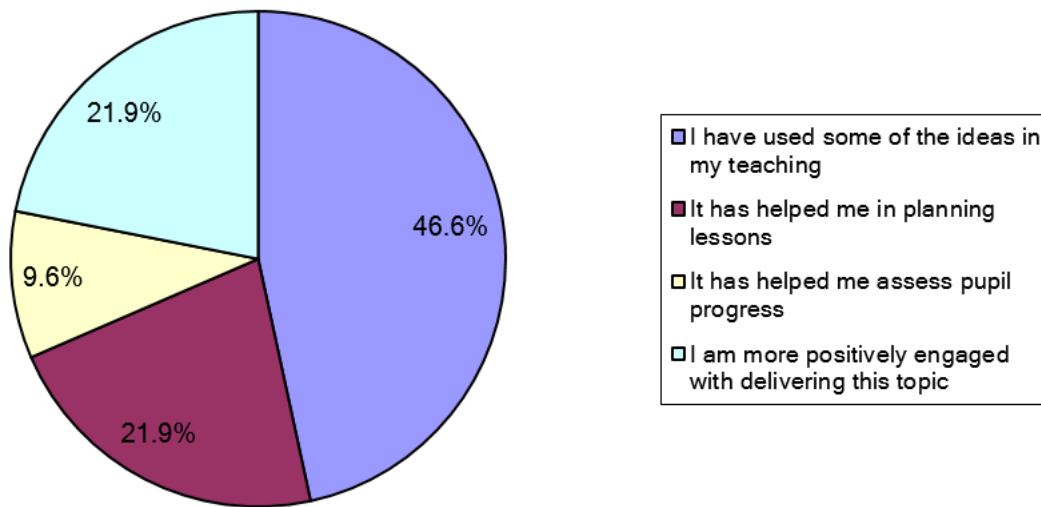


Figure 8: Impact on classroom practice

The graph in Figure 8 shows that 46.6% of teachers had used some of the ideas in the course in their teaching. The next most selected option was that the course had helped teachers in their planning (21.9%).

Teachers were also asked how often they had tried out the ideas introduced in the training. 21.7% said they had done so frequently, with 51.28% saying they had done so occasionally. Some 21.79% teachers had not yet had the opportunity to try out these ideas. Of these teachers, they gave some reasons why they hadn't yet used the ideas with 33.3% citing lack of time, 29.17% waiting until they were teaching the relevant topic.

Impact on school

Teachers were asked which one statement described the impact on their organisation. The options were:

- I have shared my knowledge/understanding with colleagues in my organisation
- I have affected the teaching of colleagues in my organisation
- I have affected the management/organisational techniques of colleagues in my organisation
- It has changed my organisation's enrichment and enhancement activities

Which best describes the impact on your organisation?

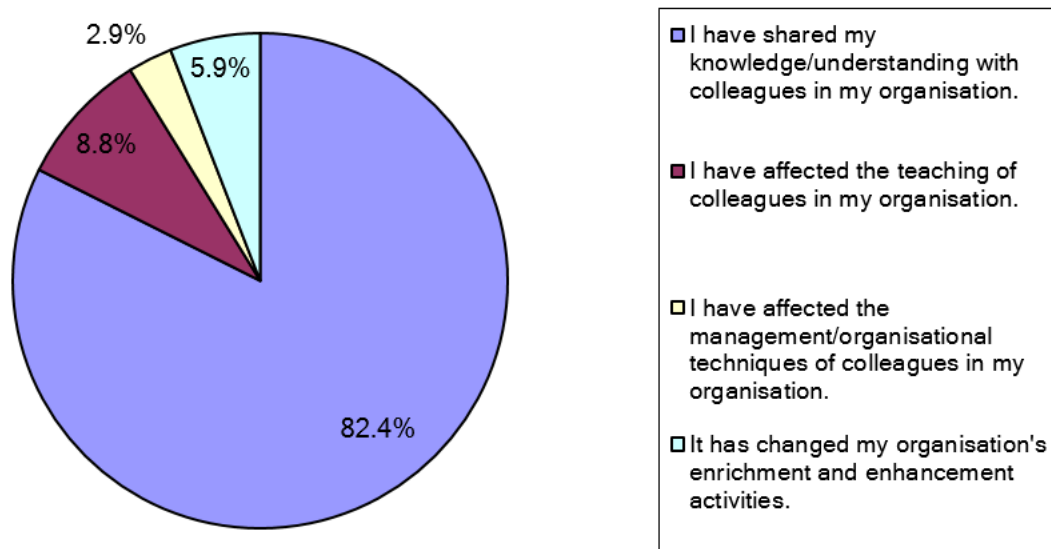


Figure 9: Impact of CPD on organisation (school)

The responses from teachers are shown in Figure 9. 82.4% of teachers said that they had shared their knowledge with their organisation/colleagues.

Teachers were also asked what, if any sharing or networking they had done with their colleagues on the course.

What sharing of ideas and resources did you experience at the event (tick as many or as few as apply)?

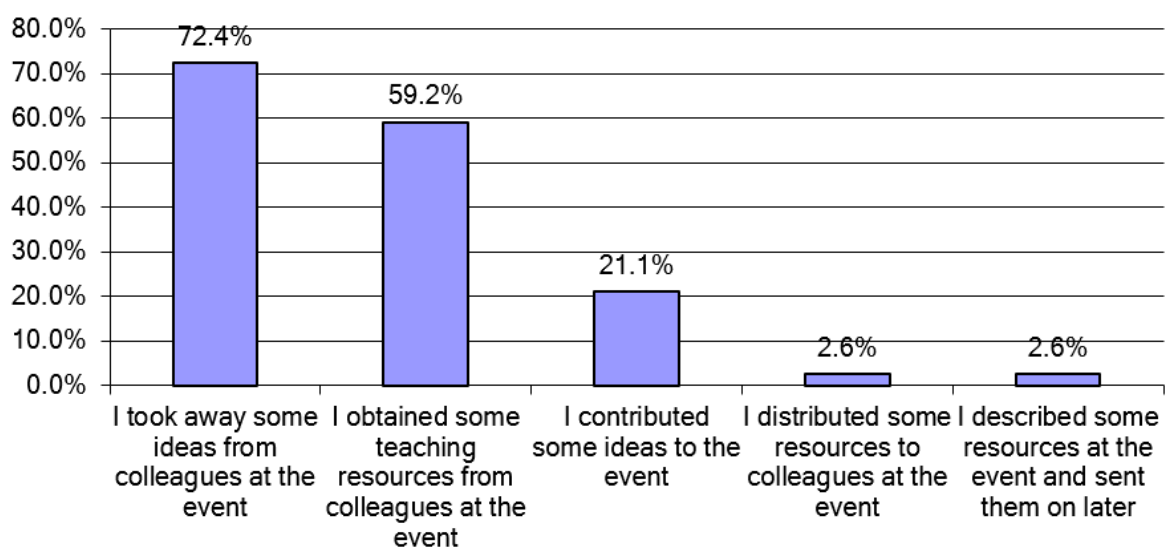


Figure 10: Additional sharing of ideas and resources at the training

72.4% took ideas for their teaching away from the course from those attending, and 59.2% took actual resources away from the course though only 2.6% admitted to sharing such resources! This

underpins the power of the face to face contact which is fundamental to the NoE model as it provides this additional benefit.

Impact on learners

The final, but most important, area of impact is impact on the learners. Teachers were asked what the best impact on learners had come out of the training.

Which best describes the impact on your learners?

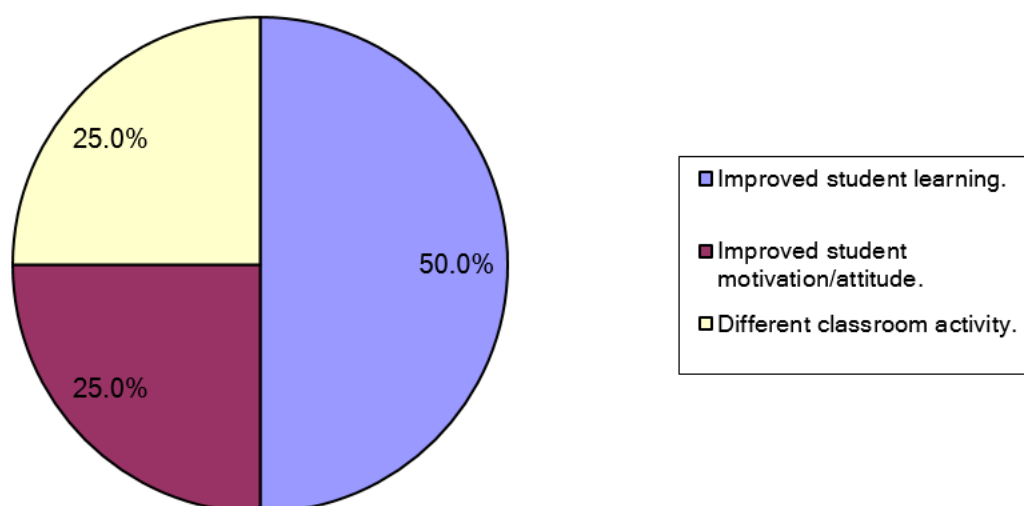


Figure 11: Impact of CPD on learners

25% of teachers reported that the training had enabled them to offer different classroom activities, whilst 50% stated that improved student learning had taken place. 25% said that the students were more motivated.

Other responses from teachers about the impact on their learners were:

- *I was able to introduce the topic and guide them through the requirement. I found students getting on with their work and wanting to learn more*
- *My confidence in delivering the topic was improved and my knowledge was transferred to the students in a more confident manner.*
- *Students were able to understand the marking scheme for A452 and use this to help them achieve higher marks.*
- *Greater understanding of what is required of that unit. More experience of answering a range of questions*
- *Renewed levels of attention*
- *Higher levels of engagement due to more physical resources, ideas for which I received at the training event*

Finally, teachers were asked what they would do next as a result of the training they had received.

Many of the 39 responses related to directly incorporating their learning into their own teaching, delivery and assessment of the Computing curriculum in their school:

- Deliver more staff CPD in the Spring term and review the curriculum at the end of the year
- Keep going to similar trainings and implementing my knowledge in the classroom.
- practice in my own time and help out at code club at school so that I can gain more knowledge and confidence
- Share with staff - and apply this knowledge to my day to day practice
- Expand the projects to allow more choice for the students.
- I have revised my schemes of work and will use more pair work and paper based exercises in my teaching next year
- Consider becoming a Master Teacher
- Use the information gained for marking and standardisation throughout the unit of work when applying marks to students work.
- Continue to develop my skills in this area.
- Continue to develop my skills and be more confident in teaching this subject in the next academic year.