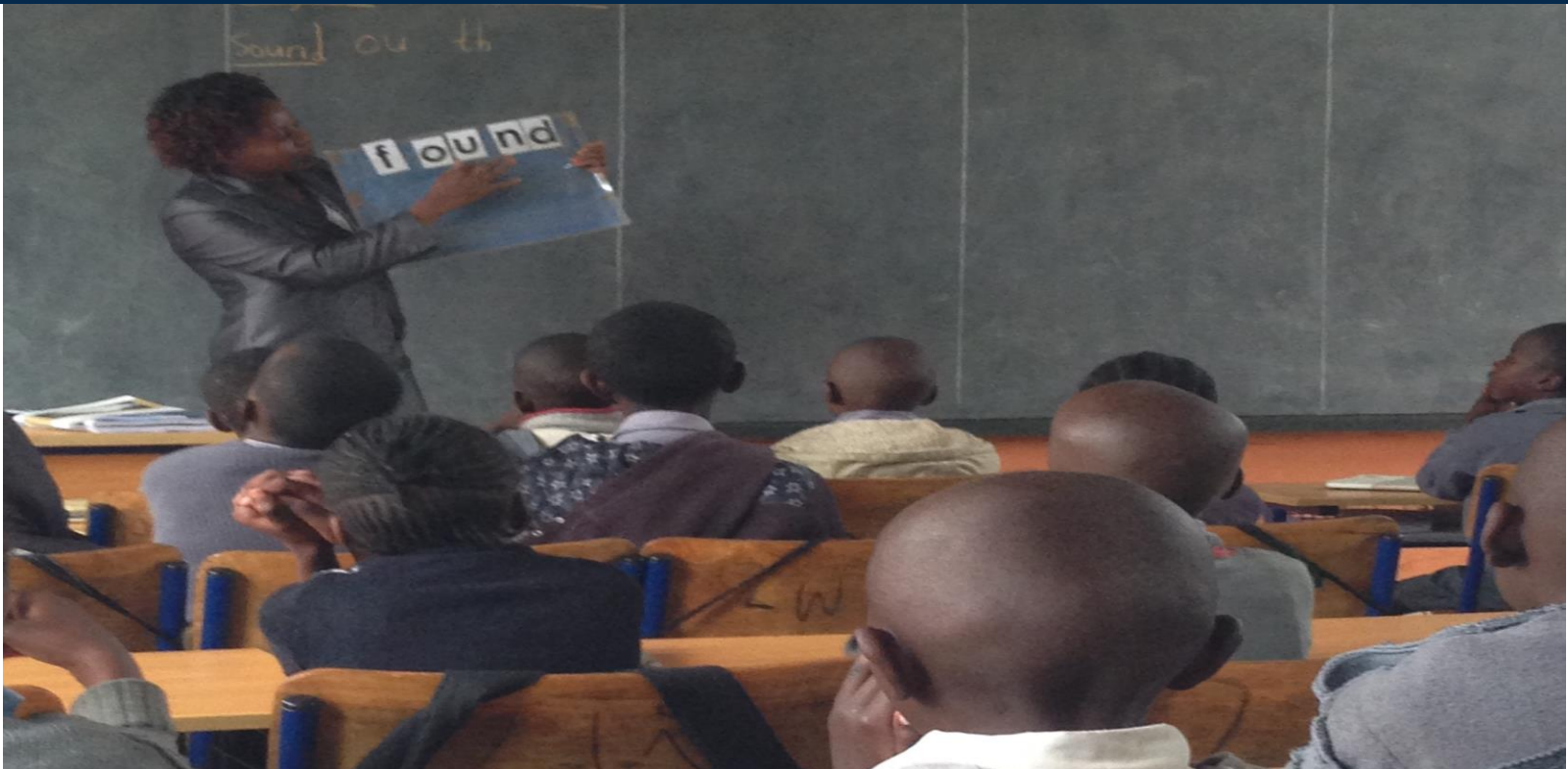


Training teachers or robots: Unexpected findings of a 7-country teacher professional development study

18 April 2019 - CIES

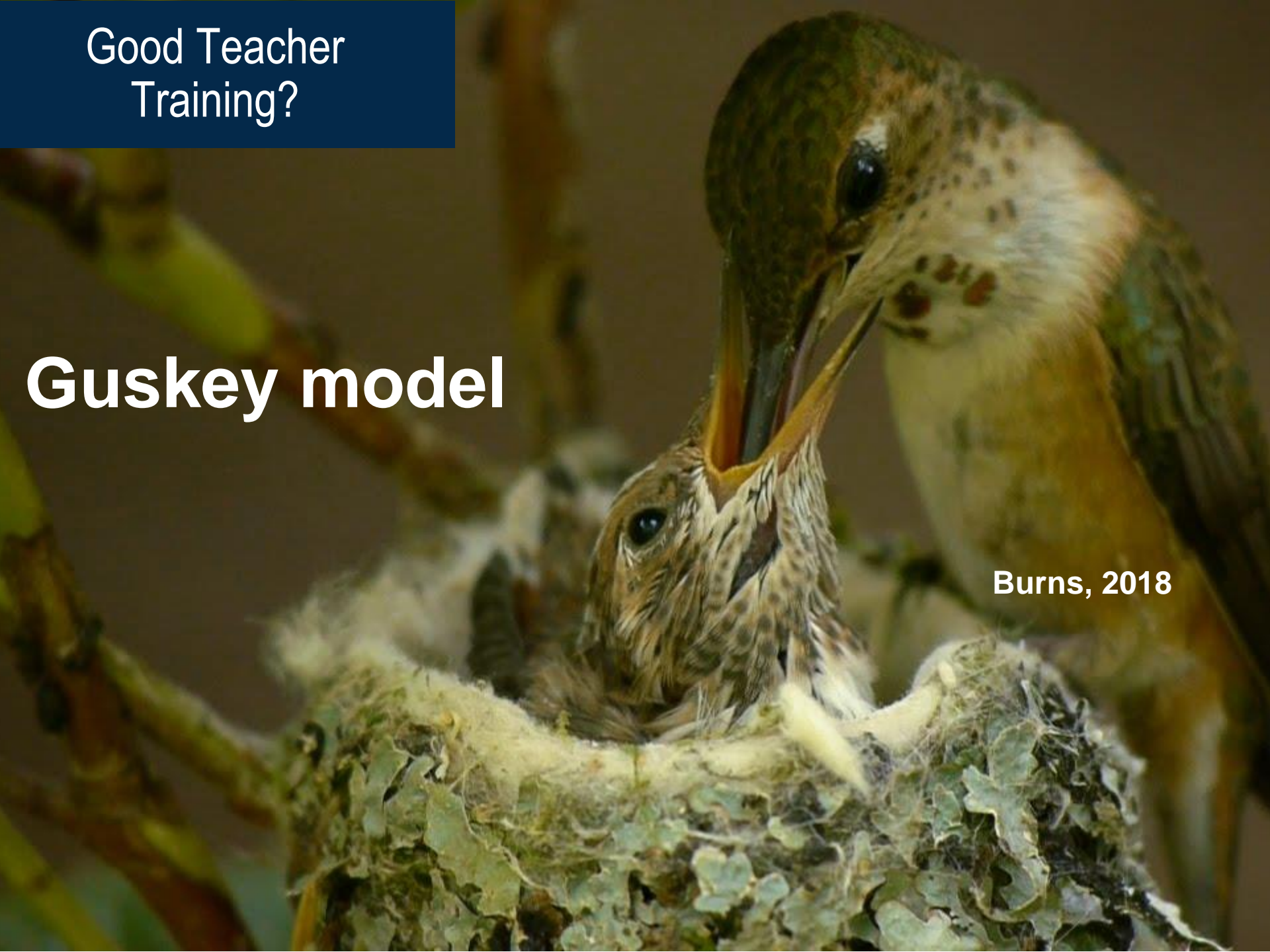
Benjamin Piper and Jessica Mejia



Good Teacher
Training?

Guskey model

Burns, 2018



Teacher Professional Development Methods

- Lecture
- Discussion
- Modeling
- Practice





Pair
Practice

Arsenal for Teacher Change

- Initial **pre-service** training
- Training on **skills**
- **Modeling** and **Practice**
- Classroom **support**
- Providing **feedback**
- Accountability **data**
- Peer **discussions**
- **Career** progression



TPD study Research Questions

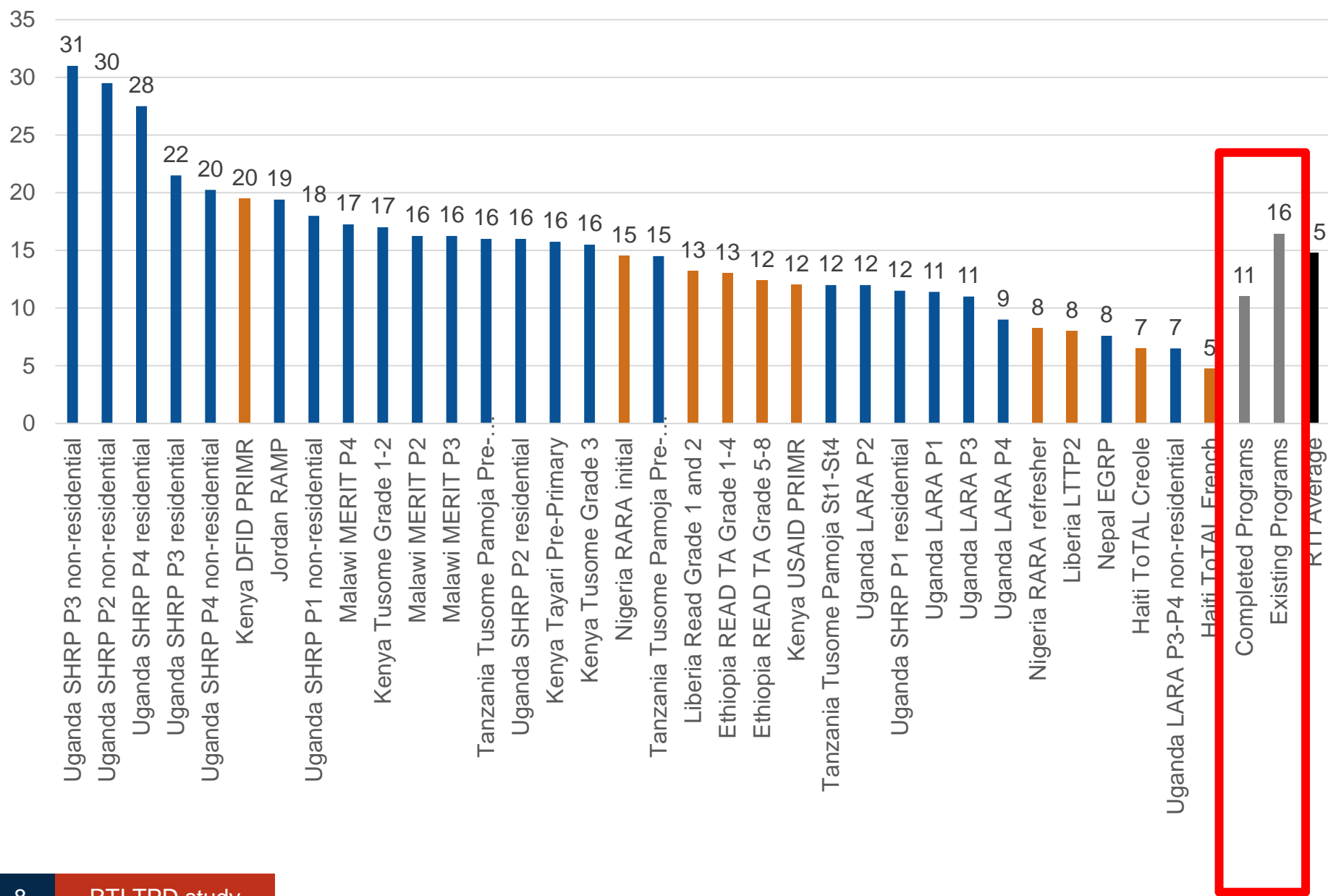
RQ1: What are the **TPD designs** for IE's programs with respect to the types of TPD provided and the duration and intensity of each TPD component? How do TPD designs compare across projects?

RQ2: How do the actual **TPD documents** (e.g., training manuals) in IE's programs reflect the intended design? How much time do the TPD documents allocate for various TPD activities? How do the TPD documents compare across projects?

RQ3: What does actual **implementation of TPD** in IE's programs look like in classrooms, training venues and school cluster meetings? How does the actual implementation compare with stated TPD design and documents? How does the actual implementation of TPD compare across projects?

Project	Active in FY 2018?	Size	Short training workshop	School-based mentoring / coaching	External mentoring / coaching	Cluster-based meetings	Teacher upgrading	TOTAL
Egypt GILO	No	Large	1		1	1	1	5
Kenya TAYARI (ECD)	Yes	Small	1		1	1		4
Kenya PRIMR USAID	No	Small	1		1	1		4
Jordan RAMP	Yes	Small	1		1		1	4
Tanzania TUSOME PAMOJA (Primary)	Yes	Mid	1		1	1		4
Uganda LARA	Yes	Mid	1		1	1		4
Nigeria TDP	Yes	Large	1		1	1		4
West Bank EGR	Yes	Micro	1		1			3
Nigeria RARA	No	Micro	1			1		3
Tanzania TUSOME PAMOJA (ECD)	Yes	Micro	1				1	3
Kenya PRIMR DFID	No	Small	1		1			3
Malawi EGRA	No	Small	1		1			3
Nepal EGRP	Yes	Mid		1		1	1	3
Uganda SHRP	Yes	Mid	1			1		3
Kenya TUSOME	Yes	Mid	1			1		3
Haiti TOTAL	No	Micro	1	1	1			2
Malawi MERIT	Yes	Mid	1	1				2
Ethiopia READ 1 to 4	No	Large	1					1
Ethiopia READ 5 to 8	No	Small	1					1
OVERALL			18 (95%)	16 (84%)	11 (58%)	10 (53%)	4 (21%)	
7	RTI TPD study							

Training Manual Length (per day)



Mathematical
- Numbers
- Classification
- Measurement

Main Sections of
Lessons:
- Introduction
- Activity
- Conclusion

Important points to note

- The Mathematical Activity TC from the core of TSP's curriculum programme
- The learners are given structured guidance to work in the TC
- The learners work in a group but it is a consensus that is given to the learners to work in doing the learner activity
- The learners are encouraged to work in a group so that the teacher knows how learners are meant to work in their group. Learners are also encouraged to work in a group to make the learner's work more effective.

Layout of the Mathematical Activity lessons

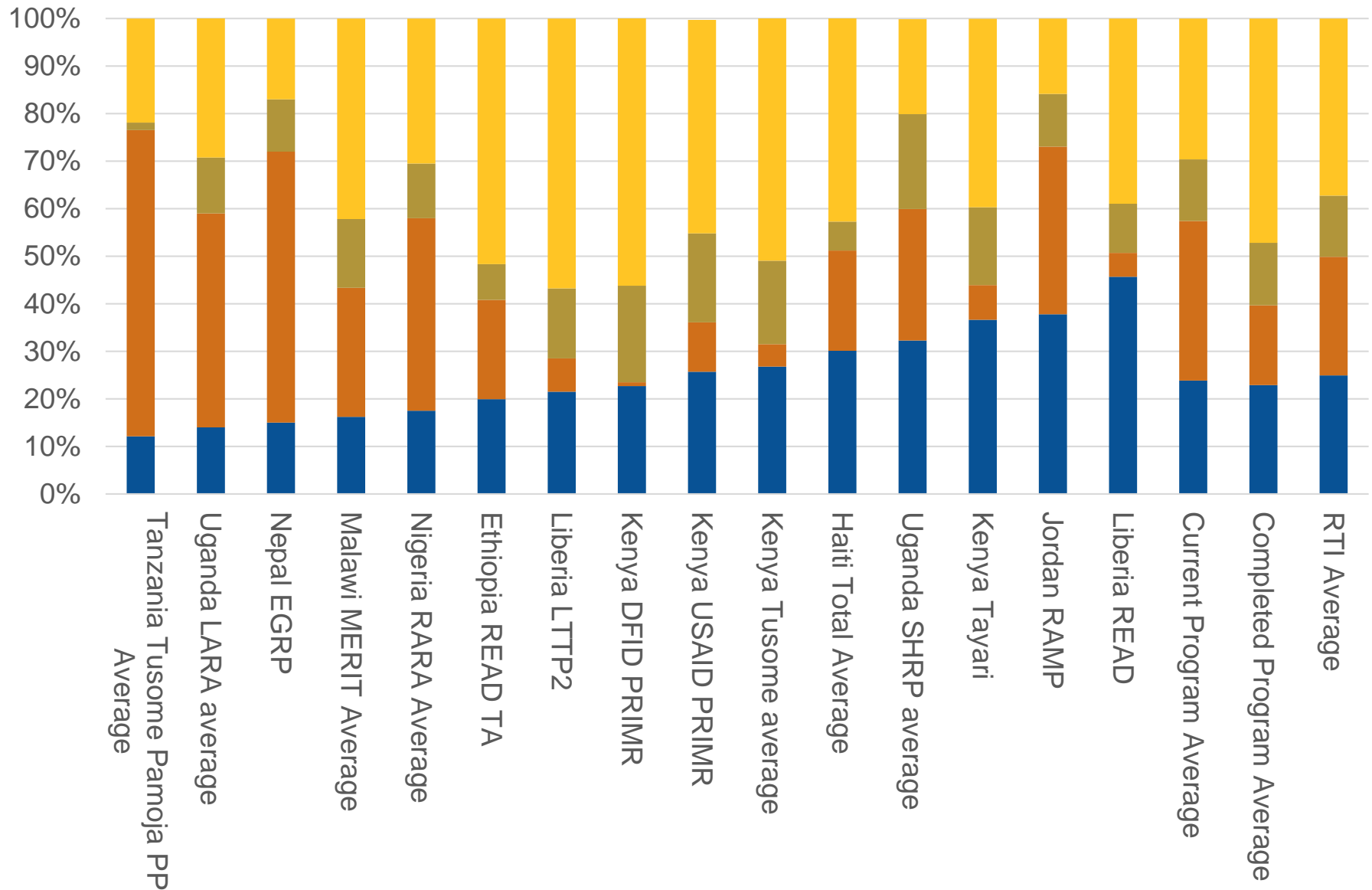
Day 1	Day 2	Day 3	Day 4	Day 5
NUMBERS	NUMBERS	NUMBERS	NUMBERS	NUMBERS
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Layout of the Mathematical Activity lessons

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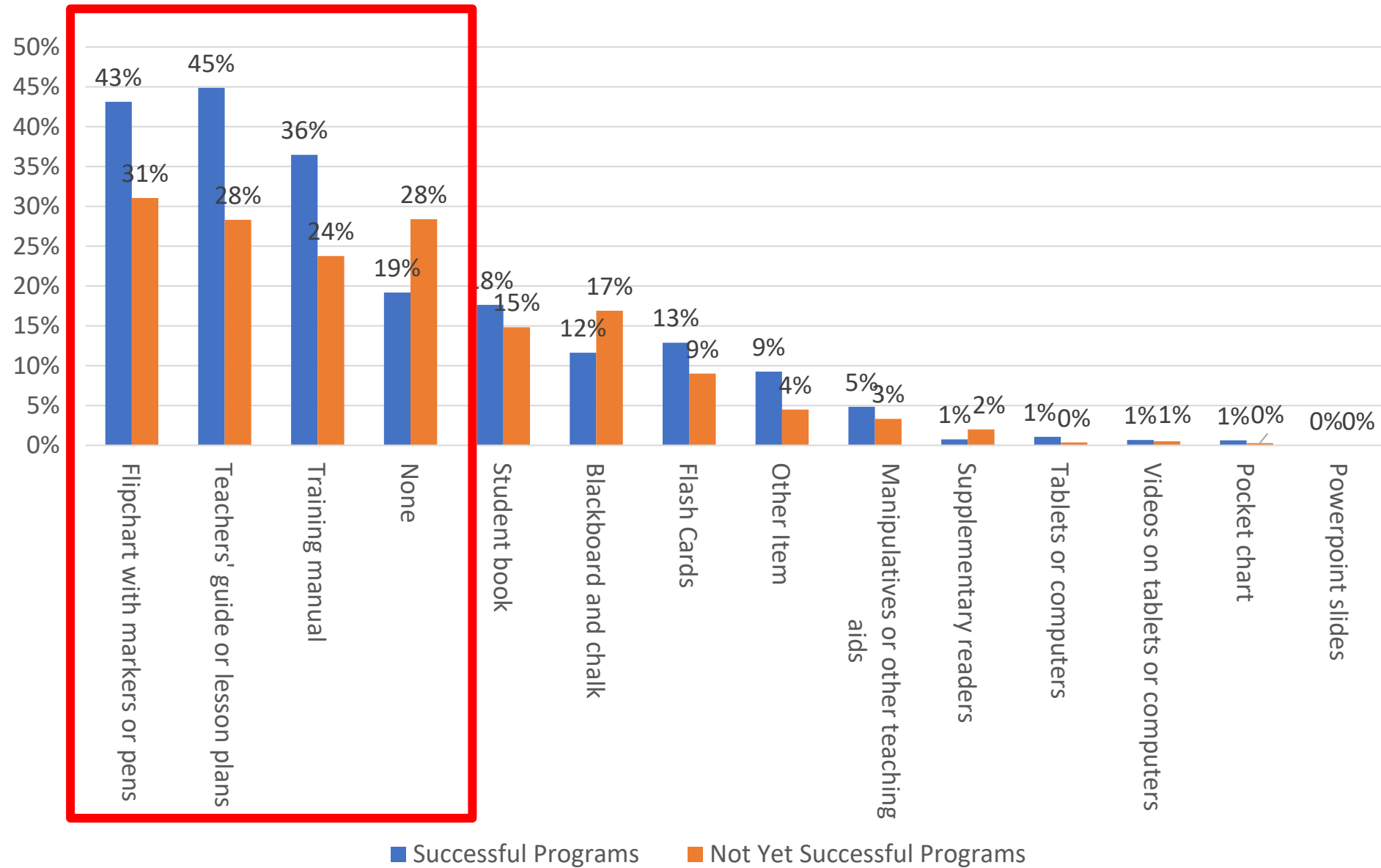


Four TPD Methods in Manual

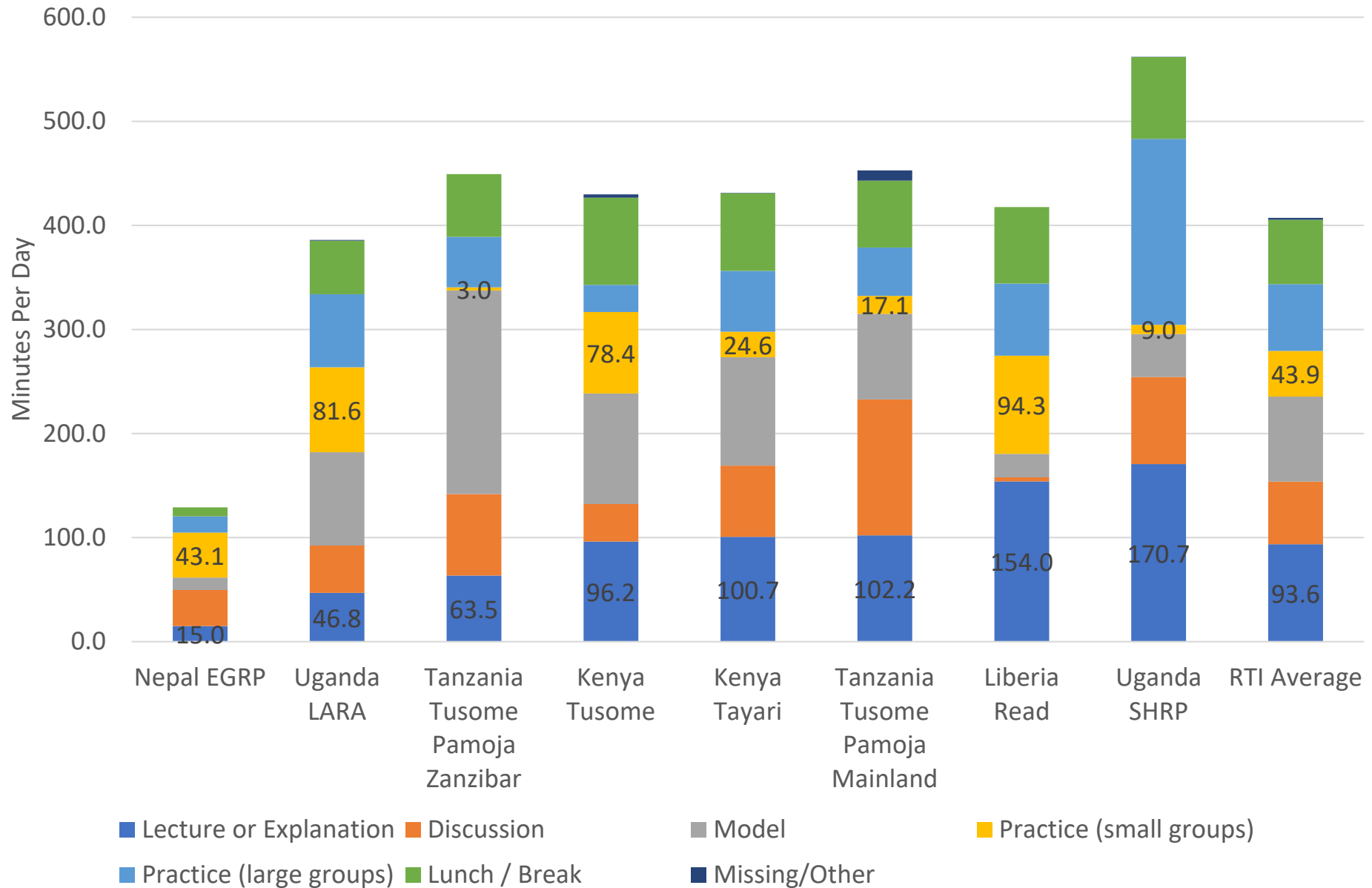


■ Lecture/explanation ■ Discussion ■ Modeling ■ Practice

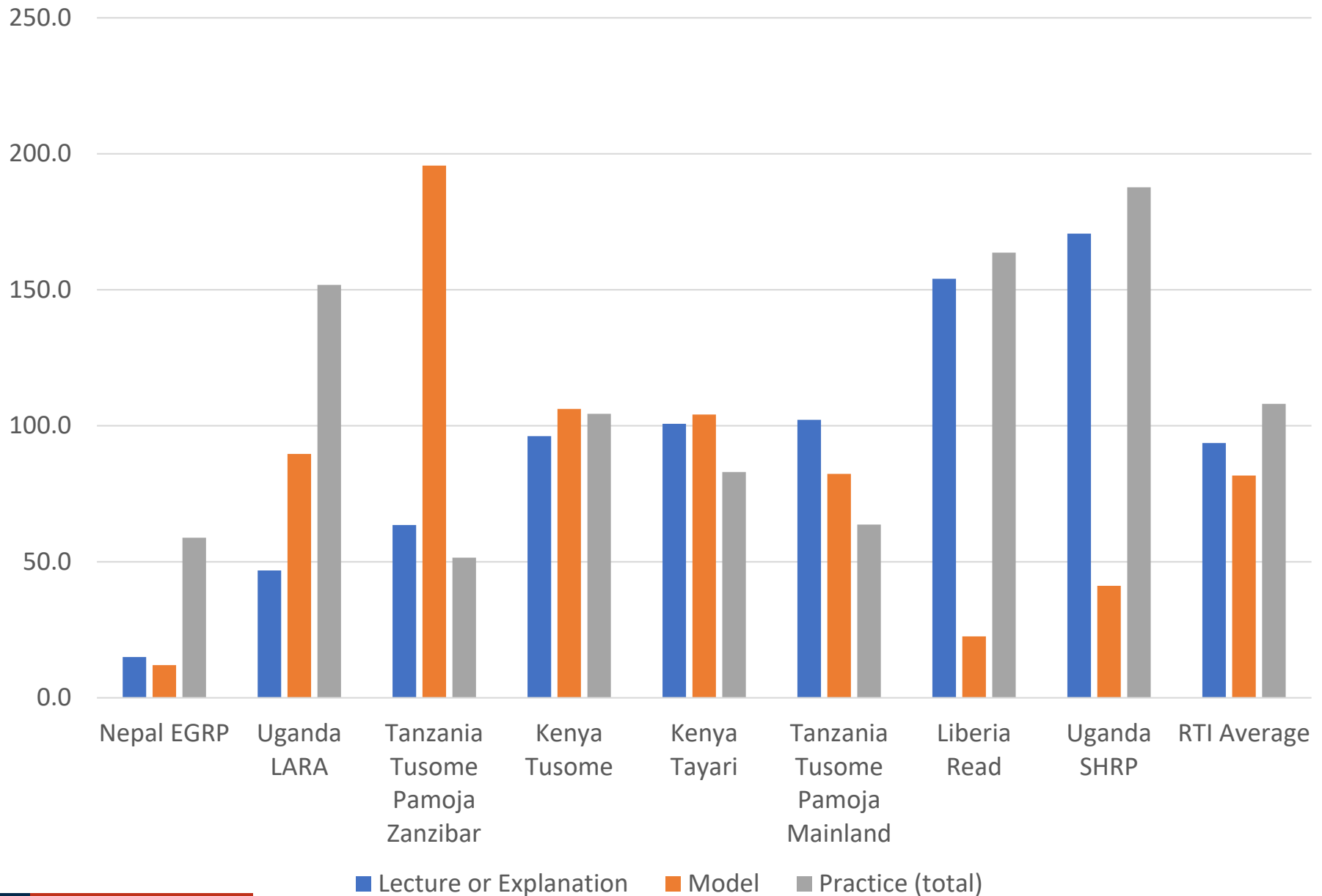
Tools Used During TPD



Observed Time Using TPD Methods

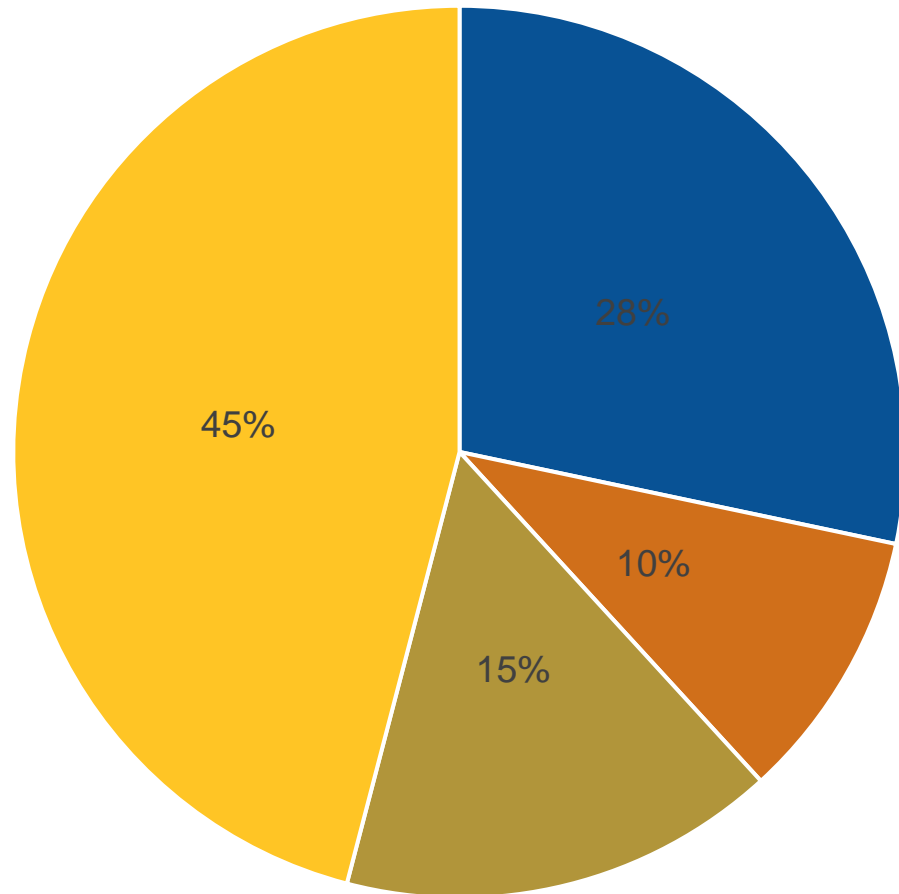


Lecture, Modeling and Practice Time



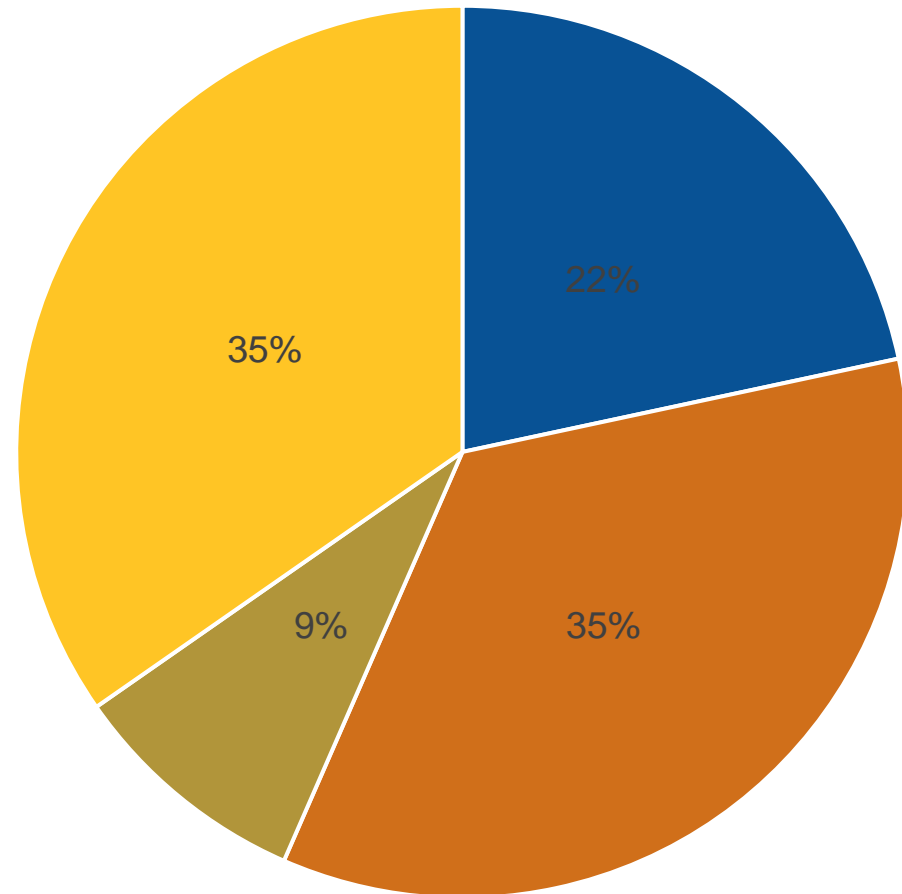
TPD Methods in Observed Trainings

Successful Programs



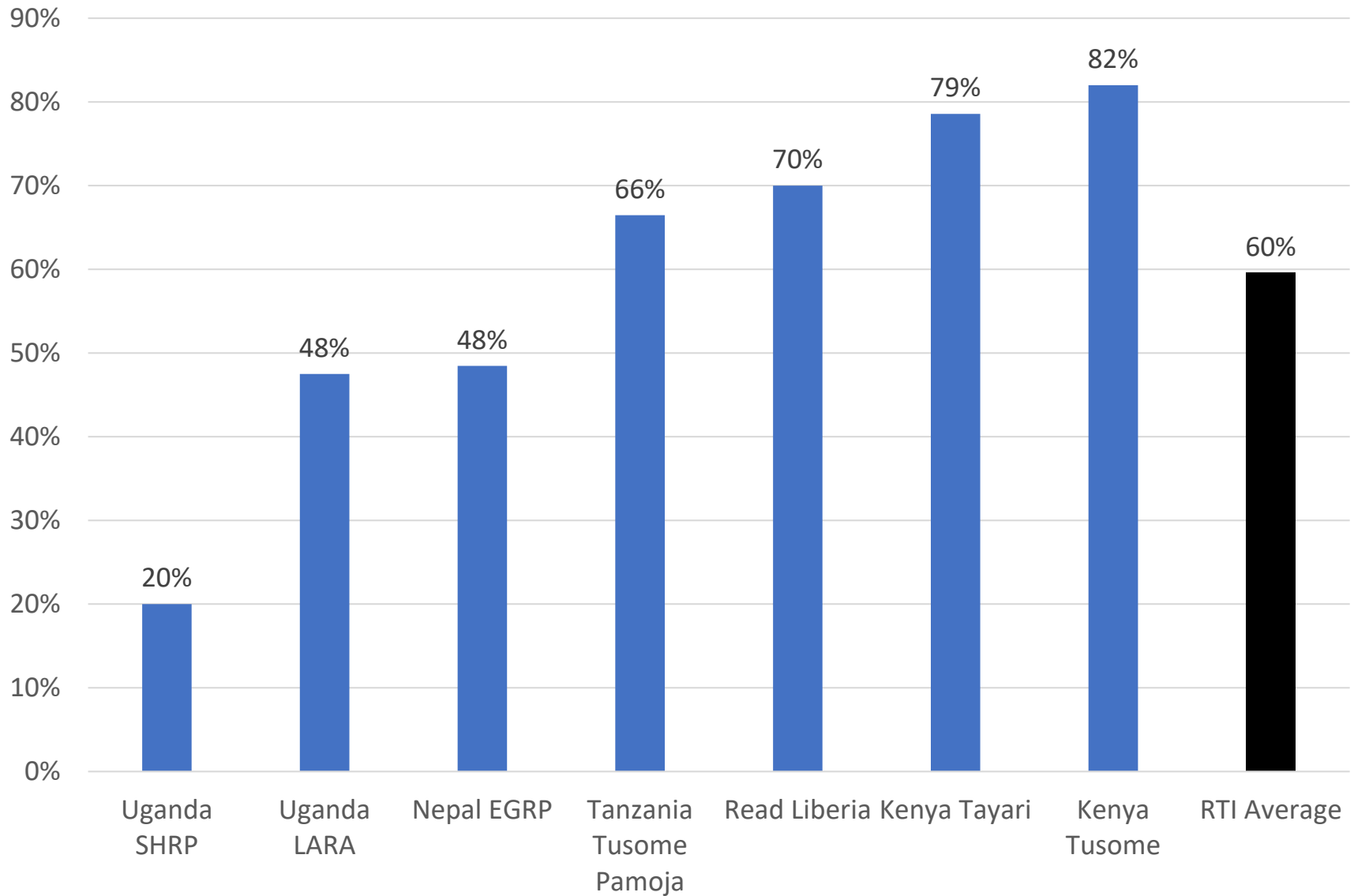
■ Lecture/explanation ■ Discussion
■ Modeling ■ Practice

Not Yet Successful Programs



■ Lecture/explanation ■ Discussion
■ Modeling ■ Practice

% of Teachers that Practiced At Least One Skill



Overall Reflections

- Plan better for better trainings
- Design TPD packages for teacher change
- Limit # of training days within one training session
- Reduce content in each training
- Prepare trainers to effectively model
- Teachers need to practice in pairs or small groups
- Increase coaching visits
- Work with the system
- New ongoing study of coaching and communities of learning
- Focus on teacher change



Thank you!
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jmejia@rti.org

Overall Effectiveness, Modeling and Management – Percent Effective

