

IMPLICATIONS

Planning and Preparation

- Provide ULA and Mathematics teachers with sample lesson plans.
- Deliver sessions on using teacher guides for teachers on methodological days.
- Provide trainings on using current teaching strategies and techniques.
- Provide additional training for ICT teachers to increase their content knowledge.
- Prioritize reorienting ICT teachers' techniques from teacher-centered approaches to student-centered learning.

Learning Environment

- Address students' limited access to computers in schools to support strengthening students' practical skills.
- Provide ICT teachers with strategies for implementing student-centered approaches to engage students without immediate access to computers.
- Remind teachers that all students have the potential to learn their subjects and that success is not dependent on students' innate abilities.
- Encourage teachers to use the differentiated teaching techniques embedded in the teacher guides.
- Support teachers to incorporate guided questioning when helping students to arrive at the correct answer, so that students will come to the correct answer mostly on their own.

Learning Experience

- Support teachers to use the available ULA materials and ensure that the ULA classroom is not dominated by teacher-centered instruction and that teachers are well-trained and receive support for using the new materials.
- Focus professional development efforts on enhancing teachers' skills in incorporating meaningful group work into ICT classrooms.
- Encourage teachers to use the teacher guides to strengthen formative and summative assessment practices.
- Support EFL teachers to use the test generator software available on the Digital Platform to organize summative assessments.

Principled Teaching

- Support ICT teachers to actively participate in professional learning communities to learn from one another and improve their teaching practices.

BRIEFER

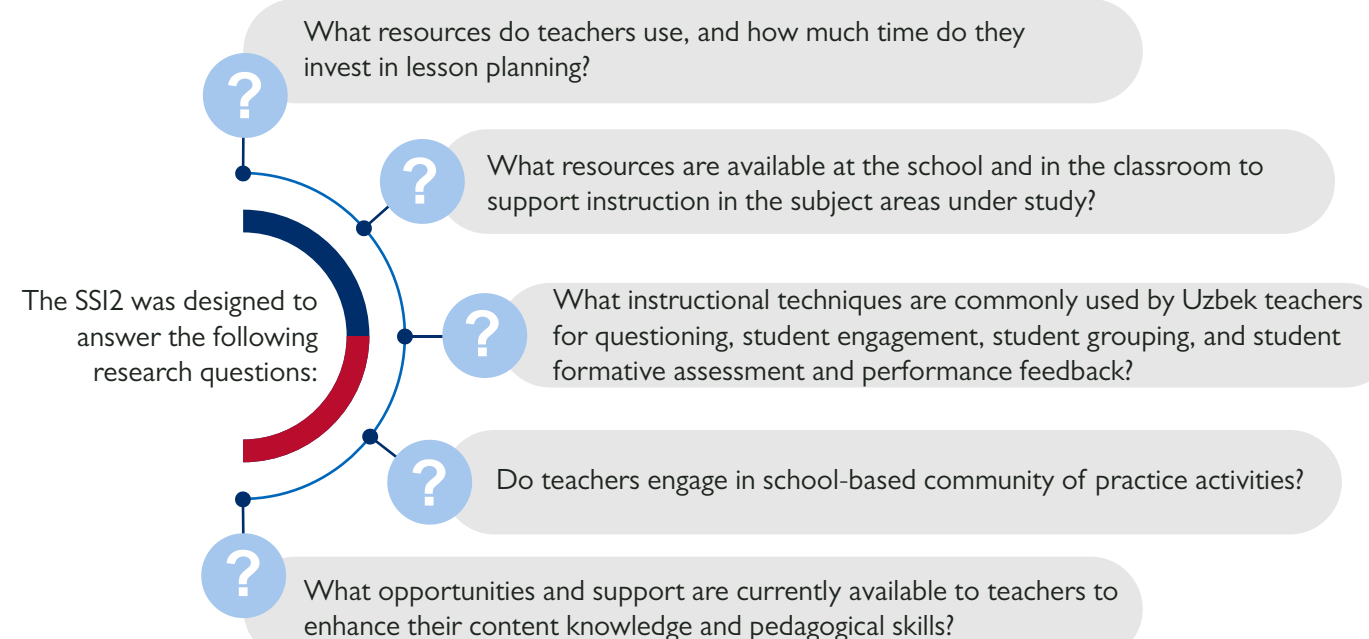
STATUS OF INSTRUCTION STUDY RESULTS—PHASE 2

Uzbekistan Education for Excellence Program

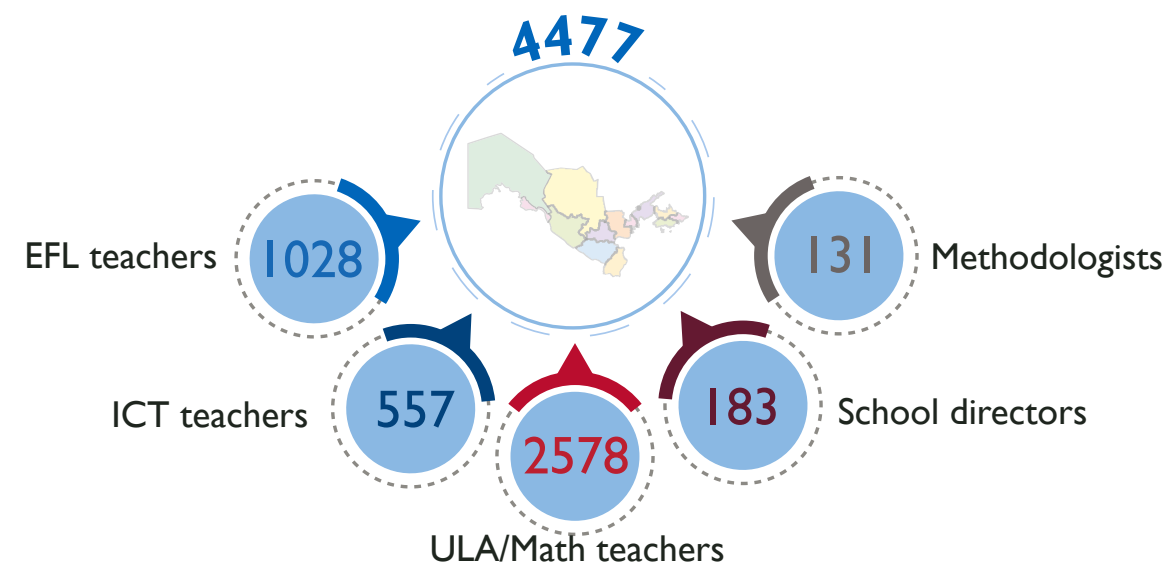
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INTRODUCTION AND BACKGROUND

The Uzbekistan Education for Excellence Program (the Program) is funded by the United States Agency for International Development (USAID) and implemented by the Ministry of Public Education (MoPE) in partnership with the RTI International Consortium, including Florida State University and Mississippi State University. Between May and October 2021, the Program conducted the Status of Instruction Study—Phase 2 (SIS2) to answer the following research questions:



Respondents came from all regions of Uzbekistan, including the Republic of Karakalpakstan and Tashkent City.



METHODOLOGY

The Program used the Framework for Teaching (FFT)¹ to guide the SIS2. The FFT is an evolving instructional resource that provides a roadmap for effective teaching. It outlines 22 components and 76 elements organized into four domains of teaching. The SIS2 adapted a survey tool to include selected elements from each of the four domains: Planning and Preparation, Learning Environments, Learning Experience, and Principled Teaching.

1 Planning and Preparation	<ul style="list-style-type: none"> Lesson planning Subject knowledge and pedagogy Teachers' knowledge of students Setting and communicating instructional outcomes and activities Components of assessments
2 Learning Environment	<ul style="list-style-type: none"> Motivating students and nurturing an environment of respect and rapport Expectations for learning and achievement Student access to computers, mobile devices and Internet Teacher resources in schools
3 Learning Experience	<ul style="list-style-type: none"> Lesson time spent on group work Lesson time spent on student independent work Lesson time spent on lecturing or whole class instruction Typical lesson activities Techniques to engage students in discussions Assessment practices
4 Principled Teaching	<ul style="list-style-type: none"> Teachers' reflective practices and participation in collaborative activities Participation in a professional community

In the SIS2, the Program applied a descriptive quantitative design, accounting for the contextual realities resulting from the coronavirus disease 2019 (COVID-19) pandemic. The SIS2 was designed in the online survey system Voxco, and the link to the survey was shared with teachers, school directors, and methodologists through the MoPE's Telegram channels. Respondents filled out the survey from May through October 2021. Data were exported from Voxco and analyzed in Stata.

KEY FINDINGS

The findings are summarized by component to allow for harmonization of relevant items across the four FFT domains.

PLANNING AND PREPARATION

In Uzbekistan, lesson planning was compulsory for teachers until the 2020/2021 school year. Schools designed their own templates, and methodologists checked plans as part of monitoring. School directors and methodologists stated the following:

- The majority of teachers plan their lessons, but a small percentage of teachers do not plan their lessons.
- Teachers use the required lesson planning form provided by the school or MoPE. Teachers who do not have a lesson planning template plan lessons freestyle or make detailed notes for each lesson.
- Teachers mainly plan their lessons using the student textbooks, followed by methodological guides and Internet resources.
- Teachers use methodological guides to plan lesson activities and as a source of general reference.
- Teachers need additional resources to plan their lessons, including online resources, pre-made lesson plans, and guidance on how to teach key skills.

¹ The Danielson Group. (2021). The framework for teaching. Retrieved from <https://danielsongroup.org/framework>

ULA Instructional Practices

Most common responses		Least common responses
Time spent on student group work or pairs (grades 1 and 4)	<ul style="list-style-type: none"> 26%–50% of lesson time in both grades. 	<ul style="list-style-type: none"> More than 75% of the lesson time in both grades.
Time spent explaining language concepts	<ul style="list-style-type: none"> 26%–50% of the lesson time in a typical ULA lesson. 	<ul style="list-style-type: none"> 25% or less of the lesson time in a typical ULA lesson.
Typical activities conducted in the lesson	<ul style="list-style-type: none"> Teacher reads the story aloud. Teacher demonstrates how to read an unfamiliar word. Teacher gives homework. Students read text independently. 	<ul style="list-style-type: none"> Teacher models how to read text. Students write to communicate an idea or story.

Mathematics Instructional Practices

Most common responses		Least common responses
Time spent on student independent work (grades 1 and 4)	<ul style="list-style-type: none"> Grade 1: 26%–50% of the lesson time. Grade 4: 51%–75% of the lesson time. 	<ul style="list-style-type: none"> Grade 1: 76–100% of the lesson time. Grade 4: 25% or less of the lesson time.
Time spent on small groups in a typical Mathematics lesson	<ul style="list-style-type: none"> 26%–50% of the lesson time. 	<ul style="list-style-type: none"> 76–100% of the lesson time.
Time spent explaining concepts	<ul style="list-style-type: none"> 26%–50% of the lesson time. 	<ul style="list-style-type: none"> 76–100% of the lesson time.
Typical activities conducted in the lesson	<ul style="list-style-type: none"> Teacher shows students how to solve a problem. Students solve problems independently at their desks. Students solve problems at the board. Teacher evaluates students' individual work. Teacher explains concepts or strategies. 	<ul style="list-style-type: none"> Engagement of students in small or large groups to solve Mathematics problems.

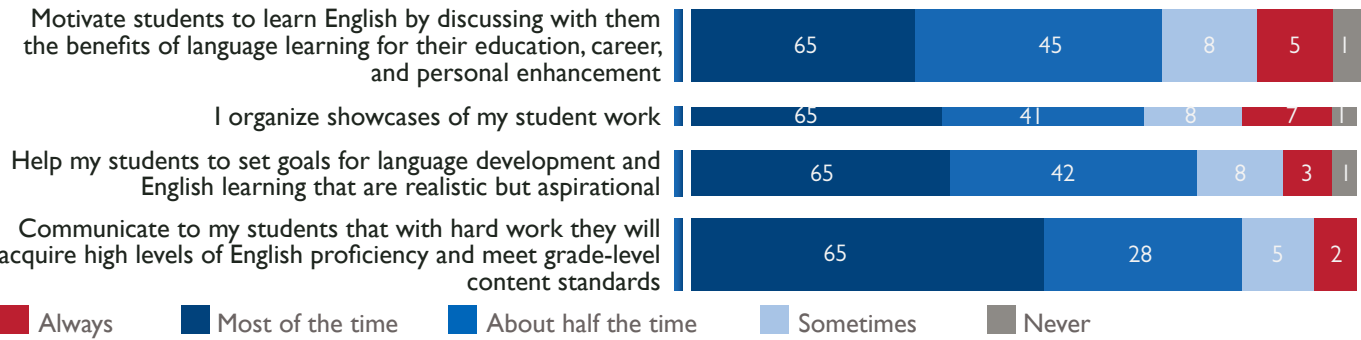
ICT Instructional Practices

Most common responses		Least common responses
Time spent on student individual work (grades 5 and 9)	<ul style="list-style-type: none"> 25%–75% of lesson time, with about half of teachers in each grade reporting using 50% of class time for individual work. 	<ul style="list-style-type: none"> Less than 10% of lesson time in both grades 5 and 9.
Time spent on whole class instruction or group work in a typical ICT lesson	<ul style="list-style-type: none"> 25% of lesson time on whole classroom instruction. 25% of lesson time engaging students in small group work. 	<ul style="list-style-type: none"> Less than 10% of lesson time.
Strategies to introduce new concepts	<ul style="list-style-type: none"> Lecturing and then giving students time to practice. 	<ul style="list-style-type: none"> Exploratory teaching, in which teachers introduce a concept and then provide limited or as-needed instruction.
Use of Internet-based instructional programs	<ul style="list-style-type: none"> Most teacher respondents (70%) said they use Internet-based instructional programs to teach ICT concepts, and most said these programs are in the Uzbek language. 	
Typical activities conducted in the lesson	<ul style="list-style-type: none"> The most-frequently mentioned activities were mainly teacher-centered: <ul style="list-style-type: none"> Teacher demonstrates a new or more complex skill. Teacher checks or evaluates homework. Teacher evaluates students' independent work. 	<ul style="list-style-type: none"> Teacher explains concepts or approaches to students. Students practice new or more complex skills independently or in small groups.

Regarding support to struggling students:

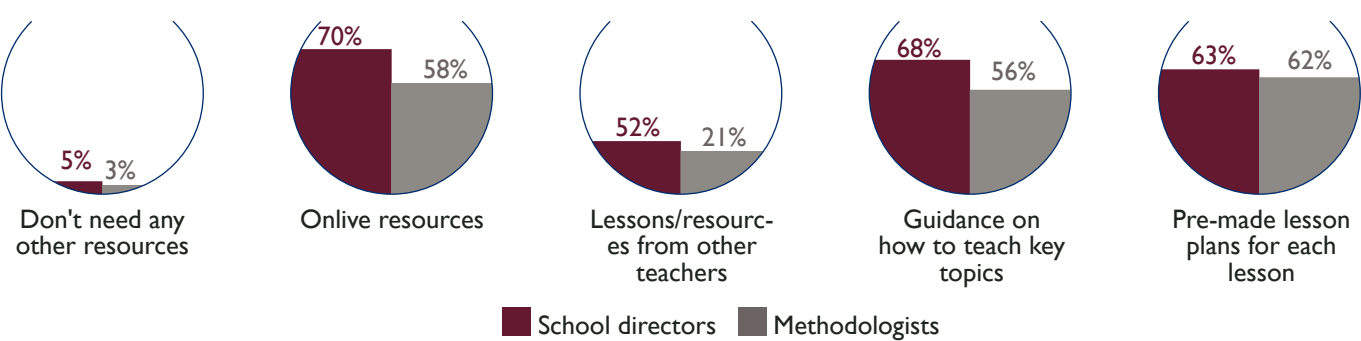
- The most common approaches used by EFL teachers include scaffolding (e.g., moving a student progressively from reading simple to complex text) and supporting students after school or giving students assignments to keep them busy.
- Most ULA and ICT teachers said they help students to find the right answer with clues or guidance and support.
- A substantial proportion of Mathematics teachers said they helped the students after class or repeated the same topic with the whole class.

EFL teachers used a variety of strategies to inspire students, but the most frequent was to communicate to them that if they worked hard, they would attain high levels of English language proficiency and meet grade-level standards.



INSTRUCTIONAL PRACTICES

EFL Instructional Practices		
	Most common responses	Least common responses
Strategies to explain content	<ul style="list-style-type: none">• Putting new English words and phrases in context when introducing them.• Translating new English words into the student's native language.	<ul style="list-style-type: none">• Use of native language and visual support to ensure that students understand concepts during lessons.
Time spent in small groups or pairs (grades 1, 4, 7, and 11)	<ul style="list-style-type: none">• 51%–75% (20–30 minutes) of the lesson time (40 minutes) across all four grades.	<ul style="list-style-type: none">• 76%–100% (30 minutes or more) in grades 4, 7, and 11.• 25% or less (10 minutes or less) in grade 1.
Time spent lecturing versus independent work	<ul style="list-style-type: none">• 51%–75% of the lesson time spent on lecturing.• 26%–50% (10–20 minutes) of class time used for students to work individually.	<ul style="list-style-type: none">• 25% or less of the lesson time
Approaches to foster discussion	<ul style="list-style-type: none">• Asking thought-provoking questions and engaging all students in the discussion.	<ul style="list-style-type: none">• Dividing students according to their abilities (e.g., strong learners with strong learners) during group work.
Questioning techniques	<ul style="list-style-type: none">• Breaking down complex questions into simpler sub-questions.	<ul style="list-style-type: none">• Avoiding unnecessarily challenging words and phrases.
Approaches to scaffolding reading	<ul style="list-style-type: none">• Teacher reads the passage aloud once, defining underlined vocabulary as he or she reads; students follow along in their text.• Having students work in pairs or individually to answer the supplementary questions.	<ul style="list-style-type: none">• Having students write the answer to the guiding question.• Having students work in pairs to answer the guiding question.
Formative assessment methods	<ul style="list-style-type: none">• Games.• Fill-in-the-blank exercise sheets.• Sentence sequence cards (55%)—placing cards with individual words or short phrases into an order that completes a sentence.	<ul style="list-style-type: none">• Students responding with 3-2-1 flashcards: they write or draw three things they learned, two things they found interesting, and one question they still have.• Students signaling their understanding with a raised or lowered thumb.• Stop/continue signals, used by students to indicate that additional explanation is needed during the lesson.
Typical activities conducted in the lesson	<ul style="list-style-type: none">• Teacher demonstrates how to read an unfamiliar word.• Teacher assigns homework.• Teacher reviews or evaluates homework.• Teacher explains grammar rules.• Students do grammar exercises.	<ul style="list-style-type: none">• Students do written translations.• Teacher models how to read text.• Students write to communicate an idea or story.

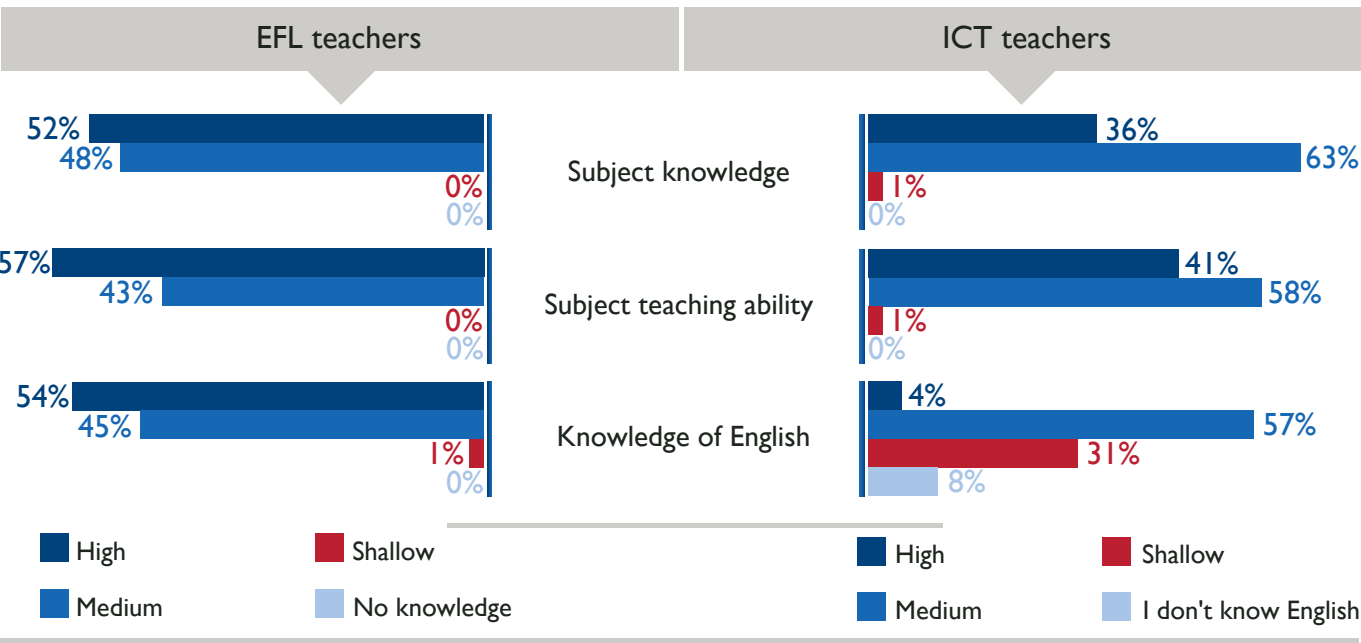


SUBJECT KNOWLEDGE AND PEDAGOGY

Teachers were asked about their subject knowledge and teaching ability:

- Over half of EFL teachers said that they had high subject knowledge, teaching capability, and knowledge of English.
- Over half of ICT teacher respondents (57%–63%) reported having medium knowledge in those three areas. ICT teachers who do not know English will be limited in their subject knowledge and teaching ability because most materials for ICT lesson planning are taken from web-based resources, which are most often in English.

EFL and ICT Teachers' Subject Knowledge, Teaching Ability, and English Knowledge



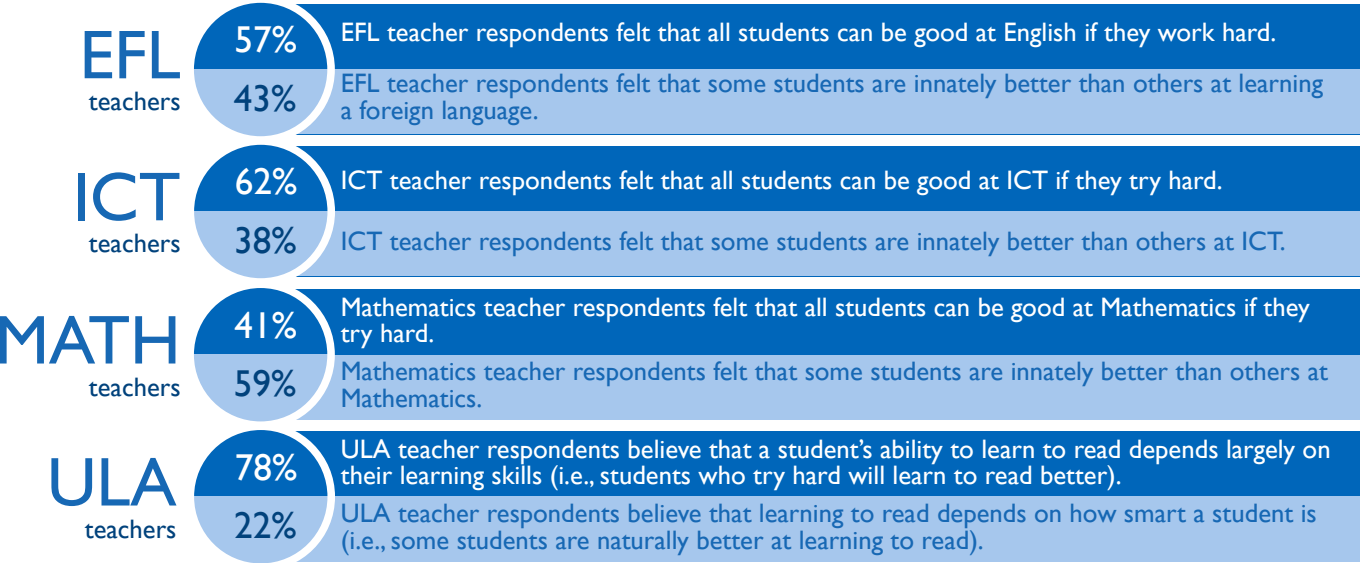
Teachers were given statements related to several teaching practices and asked to indicate how often they employed each in their lessons or to specify whether they agreed or disagreed with an opinion:

- The majority of EFL teachers said that they always or most of the time used audio-visual materials, structured work in pairs and groups to enhance active usage of English, and differentiated and used the features of social language while teaching. The least routinely applied practices were as follows: asking students to do written translations; focusing on teaching English through real-world assignments and problem-solving, concentrating on fluency; and differentiating and emphasizing cognitive academic language proficiency in teaching.
- ULA teachers exhibited varied pedagogical knowledge: in some scenarios, most strongly agreed with the most-desirable opinion, but in others, most agreed with the least-desirable opinion. When teaching students reading and writing skills, the majority of ULA teacher respondents leaned toward the most desirable view. ULA teachers' views on the types of reading comprehension questions and books for students to read did not differ greatly and leaned toward less-desirable opinions.

- Mathematics teacher respondents reported strong subject teaching ability, as the majority of them chose the most-desirable opinions. However, most of them believe that students cannot use their previous knowledge to solve a new problem. These results demonstrate that Mathematics teachers understand some modern, research-based strategies for teaching Mathematics in primary school but continue to hold more traditional ideas about how Mathematics has been taught in Uzbekistan.
- The majority of ICT teacher respondents generally felt that students should ask questions when they do not understand a concept, that it is important to discuss wrong answers, that modeling skills is an effective pedagogical technique, and that the problem-solving process is the most important part of an ICT lesson. However, most of them felt that in an ICT class, a student must first be shown by the teacher how to solve a given problem; few respondents believed that students could apply what they have already learned to solve new problems.

TEACHERS' KNOWLEDGE OF STUDENTS

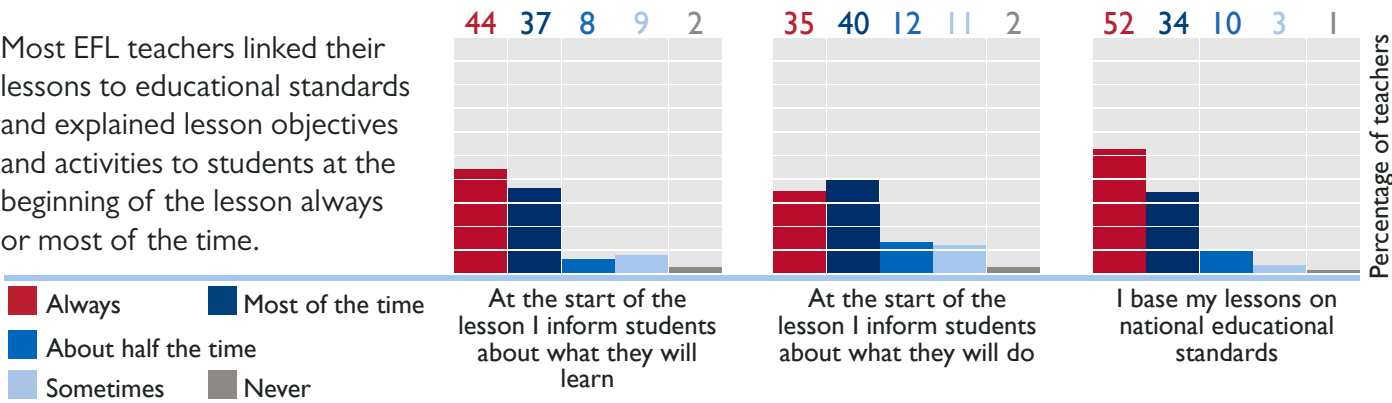
Teachers were given two perspectives on how students learn and asked to choose the one with which they agreed most. The majority of EFL and ICT teachers believed that all students can be good at learning their subjects if they try hard. Similarly, most ULA teachers believed that a student's ability to learn to read depends more on their learning skills (i.e., trying hard) than on being smart (i.e., naturally being clever). In contrast, most Mathematics teachers thought that some students are naturally better at Mathematics than others.



About half of EFL teachers offered students assignments depending on their ability most of the time during teaching. Teachers mostly consult with their colleagues before the school year to learn about the abilities of their incoming classes.

TEACHERS' SETTING AND COMMUNICATING LESSON OBJECTIVES AND ACTIVITIES

Most EFL teachers linked their lessons to educational standards and explained lesson objectives and activities to students at the beginning of the lesson always or most of the time.

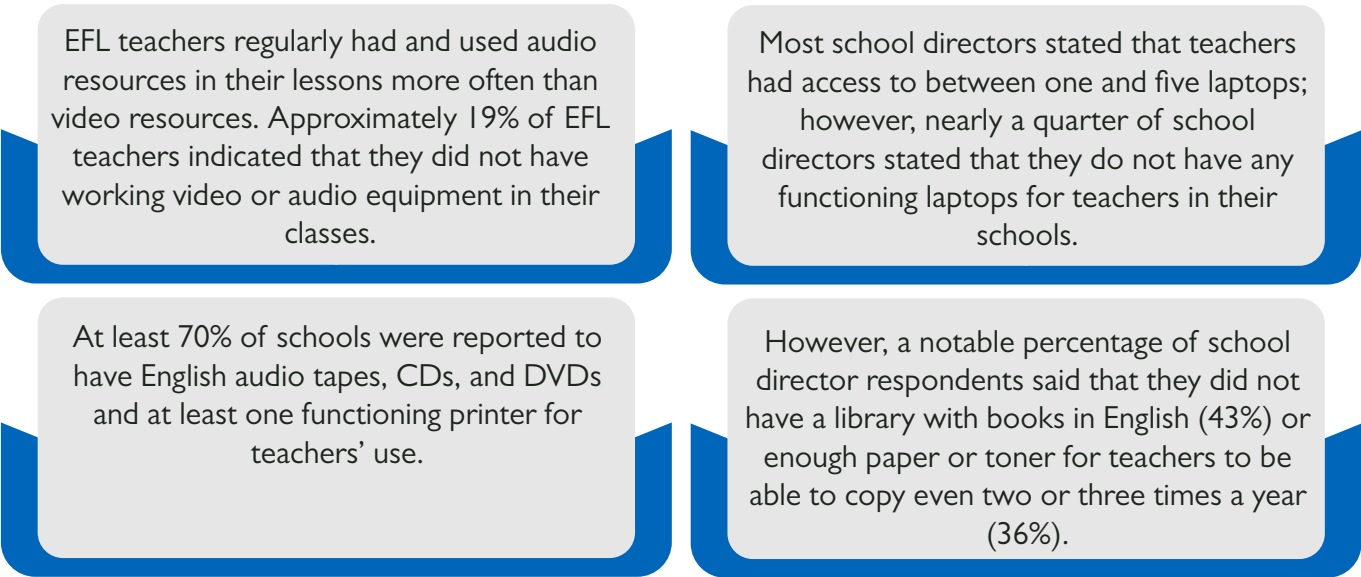


STUDENTS ACCESS TO RESOURCES IN AND OUTSIDE SCHOOL

Teachers were given statements to respond to about students' access to computers, mobile devices, the Internet, and books. The findings indicate limited student access to computers in schools but higher access outside schools.

- The majority of EFL teacher respondents (57%) said that their students never have access to a functioning computer in the language laboratory (i.e., lingo lab) or classroom.
- EFL teacher respondents reported that half or three-quarters of their students have computers, smartphones, and reliable Internet access at home or outside of school.
- Half of ICT teacher respondents reported that they have 11–15 working student computers in their school computer lab, and substantial proportions of them said that these computers were 2–5 years (29%) or 6–10 years (27%) old.
- More than 80% of school director respondents reported that they had (and students used) a library with books or a lab with functioning computers.

TEACHER RESOURCES INSIDE AND OUTSIDE SCHOOL



TEACHERS' KNOWLEDGE EXEPECTATIONS OF STUDENTS,ACTIONS TO SUPPORT STRUGGLING STUDENTS,AND SRATEGIEIES TO MOTIVATE STUDENTS

The SIS2 explored teachers' knowledge expectations of students and how teachers support students who do not meet their expectations.

Subject	Description	Results
ULA	What students should already know when beginning grade 1.	The most-frequently mentioned response was letters and the sounds they represent (56% of teacher respondents), followed by the ability to answer questions about a story and to write some letters (both mentioned by 46% of respondents).
	Grade at which teachers expect students to read fluently and comprehend.	The most-frequently mentioned response was at the end of grade 1 (48% of teacher respondents), followed by the end of grade 2 (35%).
MATH	What students should already know when beginning grade 1.	The most-frequently selected responses were recognizing the numbers 1–10 (63% of teacher respondents), doing simple addition and subtraction (51%), and writing the numbers 1–10 (50%).
	Grade at which teachers expect students to fluently know simple multiplication solutions that involve digits up to 10.	The majority of teacher respondents (80%) specified grade 2.
ICT	What students should already know when beginning grade 5.	Most teacher respondents (78%) believed that students should know what a computer is and what it can be used for.
	When teachers expect students to have mastered keyboarding.	The majority of teacher respondents (58%) indicated that students should have this skill by the end of grade 5.