TaRL Webinar Series
Session 4: Training

March 6, 2018
Evidence from Teacher Training Programs

Radhika Bhula
Senior Policy Associate, J-PAL
Despite universal primary enrollment, children are not mastering basic skills

- Millions of children lack basic skills in literacy and numeracy
  - Over 80% of Grade 2 students in Ghana, India, and Malawi could not read a simple word
  - Over 60% of Grade 2 students in Ghana, India, Nicaragua, and Uganda could not perform two-digit subtraction

- Teachers are crucial for student learning
  - Difference between weak teacher and great teacher is a full year of learning (U.S.)
  - RCTs show positive impacts on learning from incentivizing teacher effort

WDR 2018; Bold et al. 2017; Hanushek and Rivkin 2010
Large shares of education budgets are spent on trying to improve teaching quality

• 80% of education budgets spent on teacher salaries

• From survey of 38 countries, 91% of teachers had professional development training in past year

• Of 171 World Bank education projects, two-thirds included teacher training

• But, limited evidence from RCTs on effective teacher training
A program that trained teachers to use assessments in the U.S. did not improve test scores

**Classroom Assessment of Student Learning (CASL) in the U.S.**

- Textbook, DVDs, and implementation handbook
- Teachers learned to use assessments to understand their own and student progress
- Teacher knowledge increased
- No change in classroom practices or math test scores

Randel et al. 2011
“Managed” professional development for teachers could hold more promise

- Specific training and curriculum materials to increase teacher effectiveness
- More prescriptive than other types of professional development

Fryer 2016
Two successful examples of managed professional development from the United States

**Success for All in the U.S.**
- Identifies and addresses deficiencies in reading skills using specific strategies
- Comprehensive package with materials, ongoing training, and “blueprint” for implementing the program
- After 3 years, reading improved along variety of measures

**Reading Recovery the U.S.**
- Helps struggling Grade 1 students catch-up to peers
- Year-long teacher training on how to design lessons and use student progress data
- Specially trained teacher meets with student daily
- Large improvements in reading scores (0.90 – 2.02 standard deviations)
- Scaled up to 2,000+ schools in the U.S.

Borman et al. 2007; Schwartz 2005
Recommendations from the World Development Report 2018

• Embed training program into the curriculum
• Prescribe a subject-specific pedagogy
• Include sustained follow-up support for teachers
• Involve teachers in co-learning model

Popova, Evans, and Arancibia 2016
A program in India that trained teachers to assess student performance did not improve learning

**Continuous and Comprehensive Engagement (CCE), Haryana, India**

- Government used “cascade model” to train teachers across Grades 1-8 to regularly assess student performance

- Monitoring data suggests teachers did not fully understand CCE guidelines and few used the methodology in their classrooms

- No impact on test scores

Berry et al. 2014
Training teachers did not improve learning in two Indian states

Pratham materials plus teacher training on methodology (Bihar & Uttarakhand)

- Teachers did not regroup students by learning level during the school day
- No impact on test scores

Banerji et al. 2017
Giving teachers a dedicated time to implement TaRL improved student learning

Govt teachers in Haryana supported by cluster monitors

• Intensive gov monitor training
• Dedicated time for teachers to implement TaRL during the day
• Pratham provides training and additional monitoring

Banerji et al. 2017
Training teachers with ongoing monitoring improved test scores in the Philippines

• Month-long “Read-a-thon” program, 4th-grade classes given storybooks

• Teachers trained on incorporating reading into curriculum (Storytelling, Literacy games, Silent reading)

• SAS, implementing partner, provided ongoing support to teachers

• Students read more books and reading test scores improved immediately after the program ended  

Abeberese et al. 2014
Key takeaways

• Lack of strong evidence that in-service training for teachers increases student achievement in developed and developing countries.

• However, there is some evidence that training teachers on specific pedagogies and providing ongoing monitoring can improve student learning.

• More research is needed to understand how to design effective in-service teacher training programs that improve student learning.
Teaching at the Right Level
Pratham Education Foundation
March 6, 2018
Principles of training

• **Understand the process of the adult learning**
  – Training is imparted to master trainers, resource persons, school teachers.
  – Respect their knowledge, experience and wisdom

• **Learning by doing**
  – Demonstration, practical know-how

• **Delivery**
  – Simple, doable, activity based
Principles of training

• **Have faith in children’s capacities**
  – That children come with their own set of knowledge
  – They can participate in discussions (without creating commotion) with discipline
  – They can acquire knowledge with enquiry, curiosity and lots of zeal and enthusiasm if they are given opportunities to express and deliver.

• **Facilitation**
  – Help children to LEARN and not get into the mode of ‘TEACHING’
  – Have patience and perseverance

• **Understand implications of evidence**

• **Learn together - to adapt appropriate instructional method and create teaching learning material.**
CAMaL (Combined Activities for Maximized Learning)

- Children learn in many ways - activities are designed to stimulate different modes of learning

- Integrated approach - listen, speak, do, read and write

- Combination of activities - suited to children’s levels

- Activities include - whole class, group activities and individual

- Children write every day - they write their own thoughts with constraint of write ‘grammatically write sentences’ initially to pick up writing skills swiftly
Training Delivery - divided into three parts

Part I: Preparatory phase - National level Master Trainers and Program Heads

Part II: National training - Master Trainers train the State Resource Groups (SRGs)

Part III: Training by State Resource Groups (SRGs) to state level personnel
### Preparatory Phase

<table>
<thead>
<tr>
<th>Sr. No</th>
<th>Topic</th>
<th>Details</th>
</tr>
</thead>
</table>
| 1      | Determine expected outcome     | • Learn – how to deliver, what to expect from the master trainers and State Resource Groups  
• Imbibe – Pratham’s principles of training  
• Define profile of each state, based on the baseline and endline data of previous year |
| 2      | Design the Training Plan       | • Mode of delivery (how)  
• Distribution of responsibilities (who)  
• Material – TLM, Notes on pedagogical aspects of CAMaL |
| 3      | Session Plans (content)        | • Daily inputs (what, why, how, when)   
• Content (Activities) – mode of delivery facilitation. |
| 4      | Material Creation              | • Review existing material  
• Create Module, new material – if necessary |
National and State level training (Direct Implementation)

- **National training (Residential)**
  - Conducted by National Master Trainers
  - Attended by state resource groups
    - Demonstration on how to transact the know-how, activities
    - Get opportunity to discuss, conduct activities and exchange ideas
    - Have discourse about pedagogical principles related to CAMaL approach and activities conducted therein
    - Plan state training strategy based on state’s performance
  - Monitoring, Measurement and Evaluation (MME) unit conducts sessions based on mock data/mock situations
  - QUIZ/FAQ

- **State Training (Residential)**
  - Conducted by State Resource Group
  - Attended by instructors (Pratham’s paid staff)
    - Two groups attend the training
      - Newly appointed
      - Existing teams
    - Field practice and demonstration (FAQ/QUIZ about the activities, group learning, how to shift children from one group to another, assessment)
    - Give practice to create simple paragraphs, create word math problems
Government Partnership (Training)

• National Master trainers train
  – State level Resource Groups

• National/State Resource Groups train
  – District level Government Resource Teams

• Government Resource Teams in collaboration with Pratham’s SRGs train
  – Block level Cluster Resource Coordinators (CRCs)
    • CRCs conduct practice classes for 15 to 20 days

• CRCs with the help of Pratham’s SRGs
  – Conducts training for school teachers

• Topics covered
  • What is CAMaL (TARL)?
  • Why to conduct practice classes?
  • Why trainers can monitor the class more effectively?
  • Why basic skills like reading and arithmetic need to be ensured?
  • Discussion and practice
    • Assessment
    • Activities
    • Level wise distribution of children
    • Creating reading and math material
• Understand children’s levels and help them
  – To learn letters, consonants and vowels sounds, words clubbed with diverse activities
  – To learn numbers with place value, counting, number names/symbols and four operations with word problems

• Children are usually familiar with print. But to help them acquire reading skill
  – Build their confidence
  – Help them to listen carefully and speak without inhibition
  – Encourage them to participate in activities – under guidance, with demonstration, to work with peers and then learn independently to read
Reading and Arithmetic

- **Learning by doing**
  - Create mind map, think about words, talk about words, write words and sentences, do loud reading of the sentences.
  - For solving math sums – talk aloud about each step.
  - Word problems to be solved
    - With discussion,
    - With the help of material
    - Follow steps
    - Understand logic – why such step are followed

- **With the intervention they learn to,**
  - Read moving a finger under each word
  - They know that chunk of consonant and vowel sounds are composite words which carry meaning
  - A set of words in sentences creates meaning which they enjoy to read
  - Paragraphs of simple short sentences builds their confidence in ability to their reading.
  - Understand number with place values
  - Follow rules of solving operations

Pratham
Every Child in School and Learning Well...

www.pratham.org