



# TaRL Webinar Series Session 4: Training

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# Evidence from Teacher Training Programs

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# 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

# 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



# 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



# Training teachers with ongoing monitoring improved test scores in the Philippines

- Month-long “Read-a-thon” program, 4<sup>th</sup>-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.

# Training



Teaching at the Right Level  
Pratham Education Foundation  
March 6, 2018



**Pratham**

Every Child in School and Learning Well...

[www.pratham.org](http://www.pratham.org)

# Principles of training

- **Understand the process of the adult learning**
  - Training is imparted to master trainers, resource persons, schoolteachers.
  - 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 opportunity 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**



**Pratham**

Every Child in School and Learning Well..

# Preparatory phase

Sr. No	Topic	Details
1	Determine expected outcome	<ul style="list-style-type: none"><li>• Learn – how to deliver, what to expect from the master trainers and State Resource Groups</li><li>• Imbibe – Pratham’s principles of training</li><li>• Define profile of each state, based on the baseline and endline data of previous year</li></ul>
2	Design the Training Plan	<ul style="list-style-type: none"><li>• Mode of delivery (how)</li><li>• Distribution of responsibilities (who)</li><li>• Material – TLM, Notes on pedagogical aspects of CAMaL</li></ul>
3	Session Plans (content)	<ul style="list-style-type: none"><li>• Daily inputs (what, why, how, when)</li><li>• Content (Activities) – mode of delivery facilitation.</li></ul>
4	Material Creation	<ul style="list-style-type: none"><li>• Review existing material</li><li>• Create Module, new material – if necessary</li></ul>



# 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)**

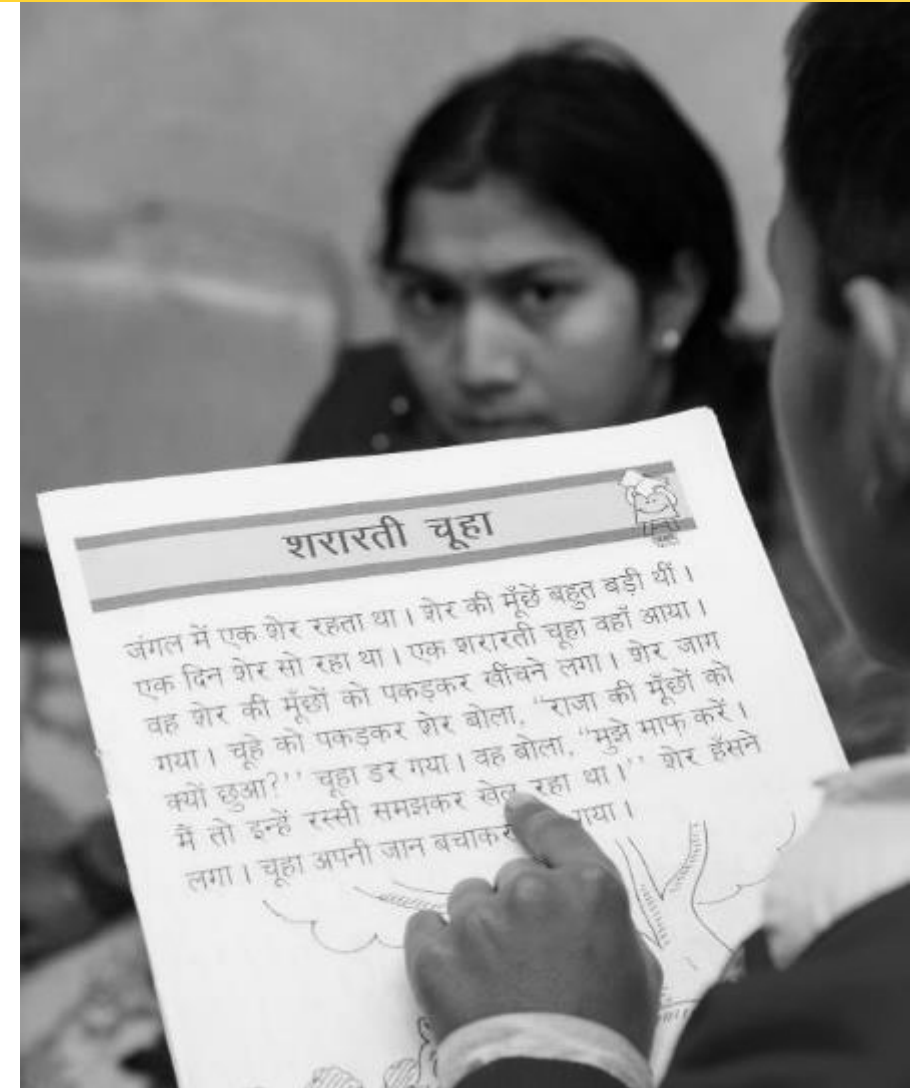
- Conducted by State Resource Group
- Attended by instructors (Pratham's paid staff)
  
- Two groups attend the training
  - Newly appointed
  - Existing teams
  
- Field practice and demonstration (FAQ/QUIZ about the activities, group learning, how to shift children from one group to another, assessment)
- 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

# Reading/Arithmetic

- **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

