



INTED

INSTITUTE OF TEACHER

Education and Development

EVALUATION OF 2012 INTED SUMMER INSTITUTE

Completed October 2012, revised December 2013

Compiled by Casia Ravi, MA

INTED Background

2

The Institute of Teacher Education and Development (INTED) was founded in Ghana in 2011 with the following aims: 1) providing world-class professional development to improve teaching quality; 2) building effective peer mentoring and collaboration to support teaching and learning; 3) using technology more effectively in the classrooms; and 4) developing leadership support structures for teachers, Headmasters and Assistant Headmasters.














During its 2012 INTED Summer Institute, INTED introduced two teacher and school leader professional development programs: The first, the **Master Fellows Program**, trained teachers and school leaders from six schools to become professional development leaders. The second, the **Fellows Program**, provided professional development to teachers and school heads from 14 schools across Ghana. INTED used a train-the-trainers model: after the Master Fellows were trained, they trained the Fellows.

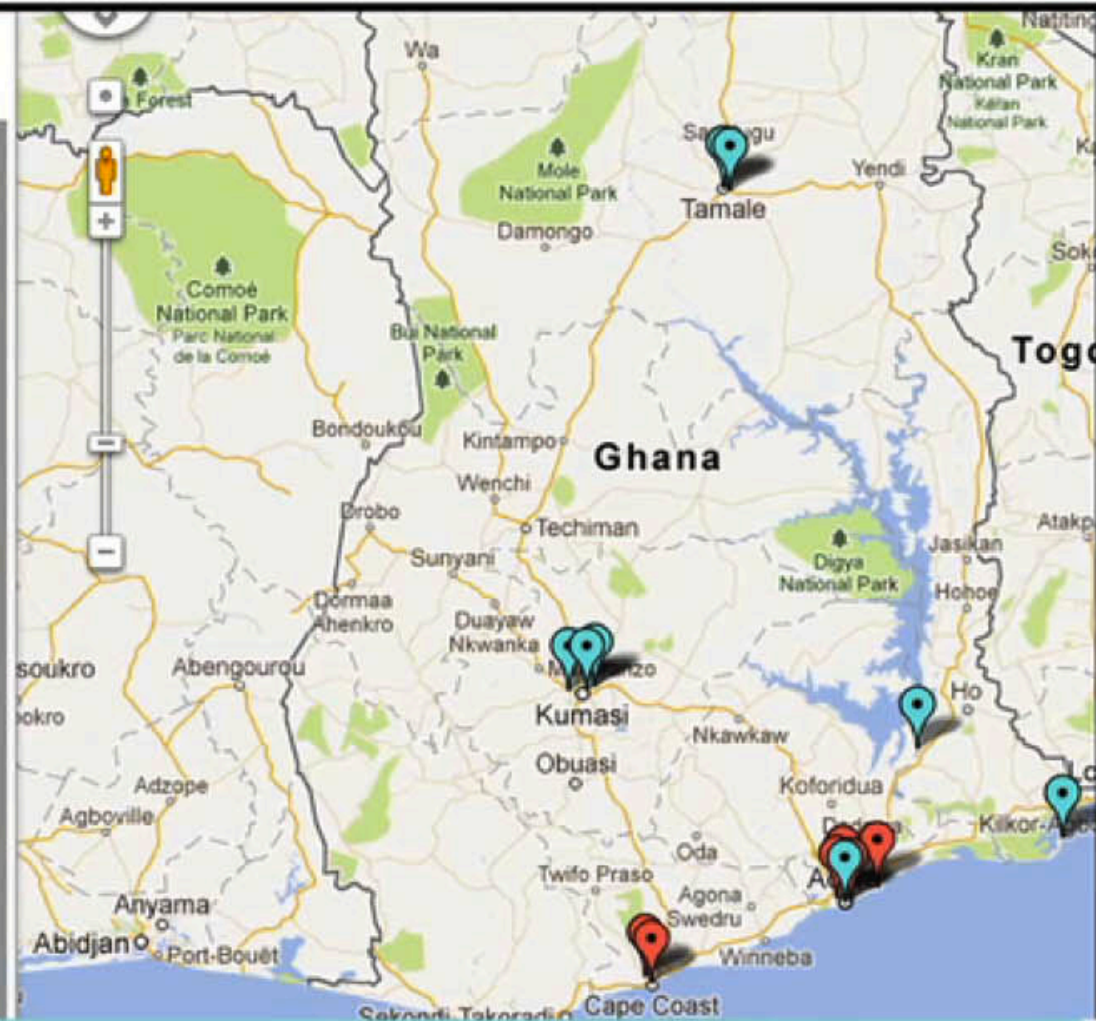
The INTED trainings were held in Accra, Ghana in July 2012 in collaboration with the Center to Support Excellence in Teaching (CSET) at the Stanford Graduate School of Education. Modules covered during this professional development included: critical thinking skills, active student engagement, instructional leadership, lesson design, and technology for teaching & learning.

2012 INTED Summer Institute Schools

3

2012 INTED Summer Institute Schools

-  **Accra Academy Senior High School**
Greater Region Accra
-  **Achimota Secondary School**
Greater Region, Accra
-  **Labone High School**
Greater Region Accra
-  **Mfantsipim School**
Cape Coast, Central Region
-  **SOS-Hermann Gmeiner International College**
Greater Accra Region
-  **Wesley Girls' High School**
Cape Coast, Ghana
-  **Yaa Asantewaa Girls**
Kumasi, Ashanti Region
-  **Anglican Senior High School**
Kumasi, Ashanti Region
-  **Keta Senior High and Basic Schools**
Keta, Volta Region
-  **T.I. Ahmadiyya Senior High School**
Kumasi, Ashanti Region
-  **Kinbu Senior High School**
Greater Accra Region
-  **Northern School of Business, Tamale**
Northern Region
-  **Vitting Senior High School**
Northern Region
-  **Apeguso Senior High School**
Eastern Region



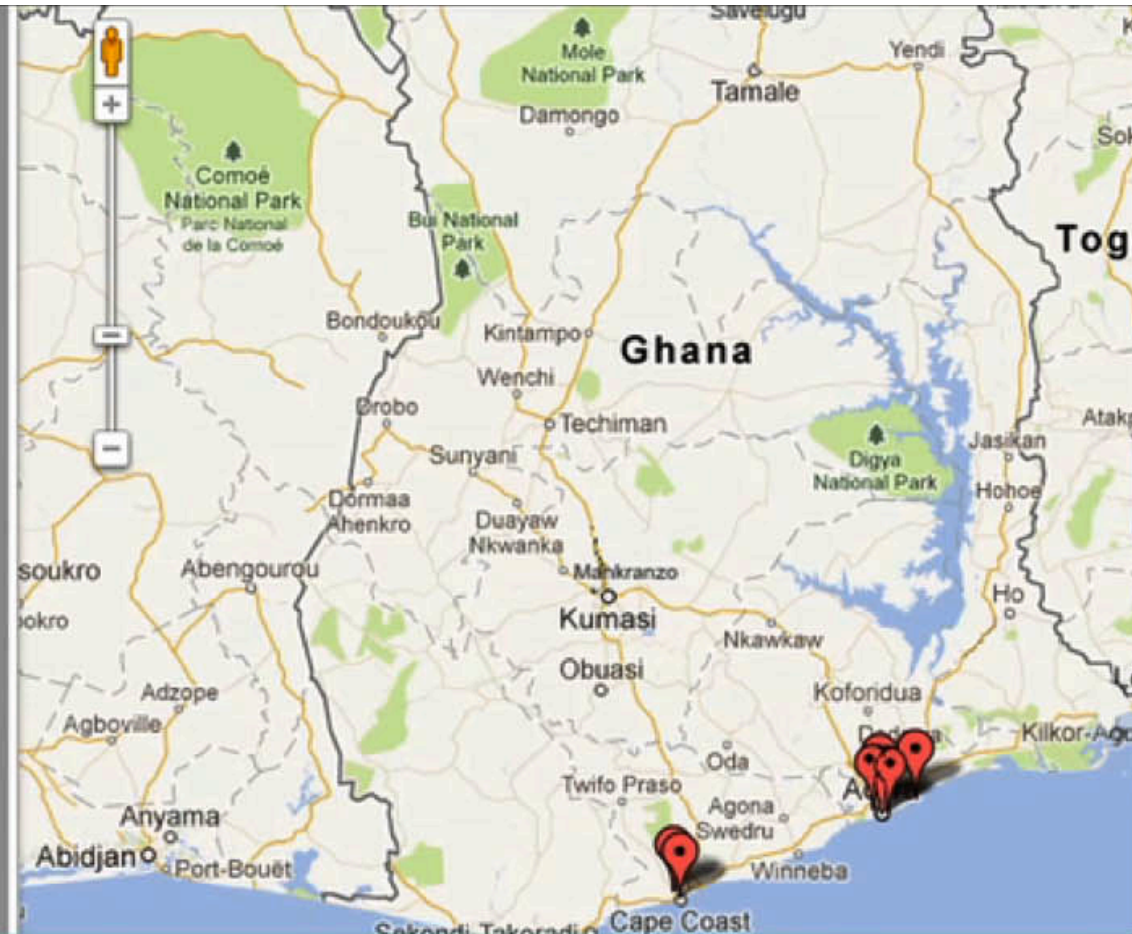
Master Fellows Program

Taught by Educational Consultants

4

2012 INTEDE Summer Institute Schools Master Fellows Schools

-  **Accra Academy Senior High School**
Greater Region Accra
-  **Achimota Secondary School**
Greater Region, Accra
-  **Labone High School**
Greater Region Accra
-  **Mfantsipim School**
Cape Coast, Central Region
-  **SOS-Hermann Gmeiner International College**
Greater Accra Region
-  **Wesley Girls' High School**
Cape Coast, Ghana

















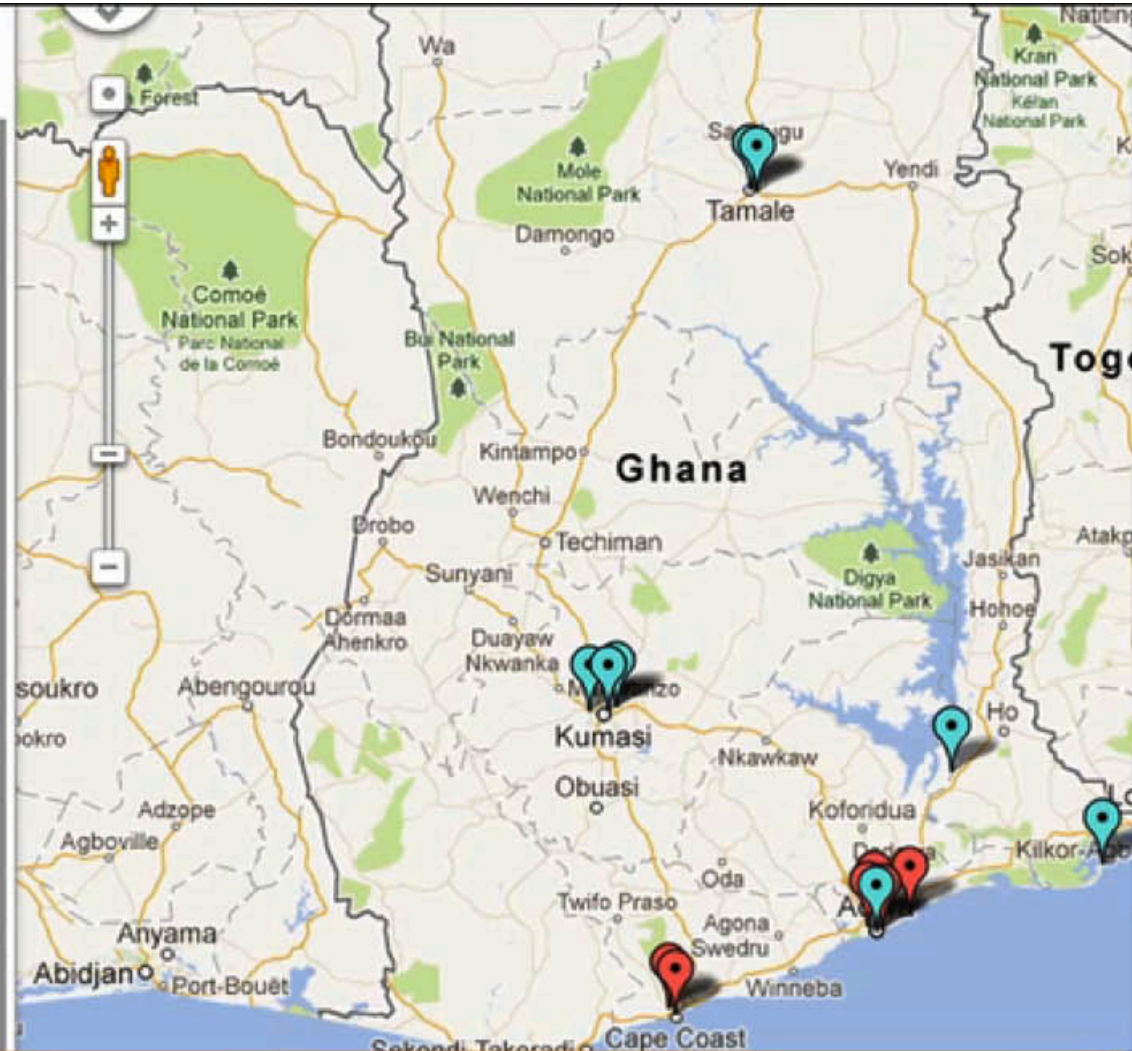
Fellows Program

Taught by Master Fellows

5

2012 INTEDE Summer Institute Schools

-  **Accra Academy Senior High School**
Greater Region Accra
-  **Achimota Secondary School**
Greater Region, Accra
-  **Labone High School**
Greater Region Accra
-  **Mfantsipim School**
Cape Coast, Central Region
-  **SOS-Hermann Gmeiner International College**
Greater Accra Region
-  **Wesley Girls' High School**
Cape Coast, Ghana
-  **Yaa Asantewaa Girls**
Kumasi, Ashanti Region
-  **Anglican Senior High School**
Kumasi, Ashanti Region
-  **Keta Senior High and Basic Schools**
Keta, Volta Region
-  **T.I. Ahmadiyya Senior High School**
Kumasi, Ashanti Region
-  **Kinbu Senior High School**
Greater Accra Region
-  **Northern School of Business, Tamale**
Northern Region
-  **Vitting Senior High School**
Northern Region
-  **Apeguso Senior High School**
Eastern Region



Key Findings (1 of 2)

6

Overall Findings:

- Participants were overwhelmingly positive about their experience with the INTED trainings.
- Master Fellows noted an increase in their knowledge of key teaching practices by participating in INTED.
 - ▣ Before the program, only 22% were “confident” or “very confident” in their knowledge of all five areas taught, but once they completed the program, the figures rise to 100% across all five areas.
- Overall, participants indicated a high level of confidence that they would be able to apply the training content in their own classrooms.
 - ▣ After training the Fellows, the Master Fellows’ confidence increased even further in 3 areas: lesson design, activating prior student knowledge, and factors affect student learning.

Key Findings (2 of 2)

7

- The most frequently noted implication of this training is that teaching and learning will become more student-centered.
- All (100%) of the school leaders participating in the 2012 INTED Summer Institute agreed that the training will impact their practice in a variety of ways, and 100% were confident or very confident about applying the training in their school.
- On average, Master Fellows rated the trainings more highly than did Fellows, with 7 in 10 Master Fellows rating it as “excellent” as compared to 5 in 10 Fellows.
- The most frequent suggestions concerned the timing and length of the training.

Acronyms

8

- **INTEDE:** Institute of Teacher Education and Development
- **CSET:** Center to Support Excellence in Teaching at Stanford Graduate School of Education
- **MFs:** Master Fellows
- **Fs:** Fellows

Table of Contents

| | |
|---|----------|
| □ Evaluation Overview | p. 10-15 |
| □ Introduction to this Report | p. 11 |
| □ 2012 INTED Summer Institute Timeline | p. 12 |
| □ Scope of this Evaluation | p. 13 |
| □ Limitations to this Evaluation | p. 14 |
| □ About the Respondents | p. 15 |
| □ Summary of Quantitative Findings | p. 16-53 |
| □ Part 1: Impact on Participants (Master Fellows vs. Fellows) | p. 17-25 |
| □ Part 2: Highlights from Master Fellows | p. 26-38 |
| □ Part 3: Highlights from School Leaders | p. 39-42 |
| □ Part 4: Perceived Training Quality | p. 43-53 |
| □ Summary of Qualitative Findings | p. 54-68 |
| □ Part 1: Open-Ended Questions | p. 55-60 |
| □ Part 2: Participant Suggestions | p. 61-64 |
| □ Part 3: Evaluator's Suggestions | p. 65-67 |
| □ Part 3: Testimonials | p. 68-70 |
| □ About the Evaluator | p. 71-72 |

10

Evaluation Overview

Introduction to this Report

This report provides an analysis of findings from the inaugural year (2012) of Institute of Teacher Education and Development (INTED) trainings of 22 Master Fellows and 45 Fellows. Evaluation surveys were administered to all participants at the end of each training in the 2012 INTED Summer Institute (see next page for timeline). Of those who attended, 19 Master Fellows (86% response rate) and 36 Fellows (82% response rate), respectively, completed the evaluation surveys.

The findings in this report highlight the following areas: perceived impact of the training, perceived quality of the training, and, suggestions on how the training could be improved. The evaluation surveys included up to 39 selected response items and up to 18 open response items. Therefore, the methods used to analyze these data included quantitative analysis of descriptive statistics as well as qualitative emergent coding, categorizing, and verifying of open-response items.

2012 INTEd Summer Institute Timeline

12

July 8-14, 2012
Master Fellows Program

Stanford Center to Support Excellence in Teaching (CSET) trains Master Fellows. MFs included teachers and headmasters.

1st Survey of MFs

July 15-21, 2012
Fellows Program

Master Fellows Train Fellows
Fellows included teachers and school heads.

2nd Survey of MFs
1st Survey of Fellows

Scope of this Evaluation

13

- This evaluation is comprised of three surveys of INTED participants from 2012 INTED Summer Institute. (1) Master Fellows were surveyed after they were trained by CSET trainers (2) MFs were surveyed a second time after they trained the Fellows. (3) Fellows were surveyed after they were trained by the MFs.
- Both participating teachers and school heads were included in this evaluation survey.
- Five core domains were a focus of the professional development, and are covered in this evaluation:
 - Factors Affecting Student Learning
 - Lesson Design
 - Critical Thinking
 - Active student engagement
 - Prior student knowledge

Limitations to this Evaluation

14

- This evaluator's collaboration with INTED began after it was too late to do a pre-survey of teaching skills before the INTED training. However, an excellent needs assessment survey of teachers and headmasters was conducted by evaluator Melissa Faux from the Georgia Department of Education in December 2011.
- Given the significant time limitations faced in the development of this evaluation, there was no opportunity to include the technology component of the professional development within the scope of this project.
- The evaluator was not able to be present during the course of the training. In the future, it would be highly beneficial for the evaluator to attend in person and to have stricter control over the administration of the evaluation surveys.

About the Respondents

15

| | Master Fellows | Fellows |
|--|--|----------------|
| Total number of INTED participants | 22 | 45 |
| Number who completed survey | 19 (1 st survey) 18 (2 nd survey) | 37 |
| Survey Response Rate | 86% (1 st survey) 82% (2 nd survey) | 82% |
| Male vs. Female Ratio | 47% / 53% | 76% / 24% |
| Range: Years Teaching Experience | 8-33 | 1-30 |
| Average: Years Teaching Experience | 18.1 | 14.4 |
| Mode: Years Teaching Experience | 8 | 4 |
| Public vs. Private Schools | 74% / 26% | 97% / 3% |
| Have received prior professional development | 100% | 84% |
| Number in school leadership roles | 7 | 9 |

Summary of Quantitative Findings

Part 1. Impact on Participants

Part 2. Highlights from Master Fellows

Part 3. Highlights from School Leaders

Part 4. Training Quality

Part 1. Impact on Participants

A comparison of results from Master Fellows vs. Fellows

Impact on Teaching Effectiveness

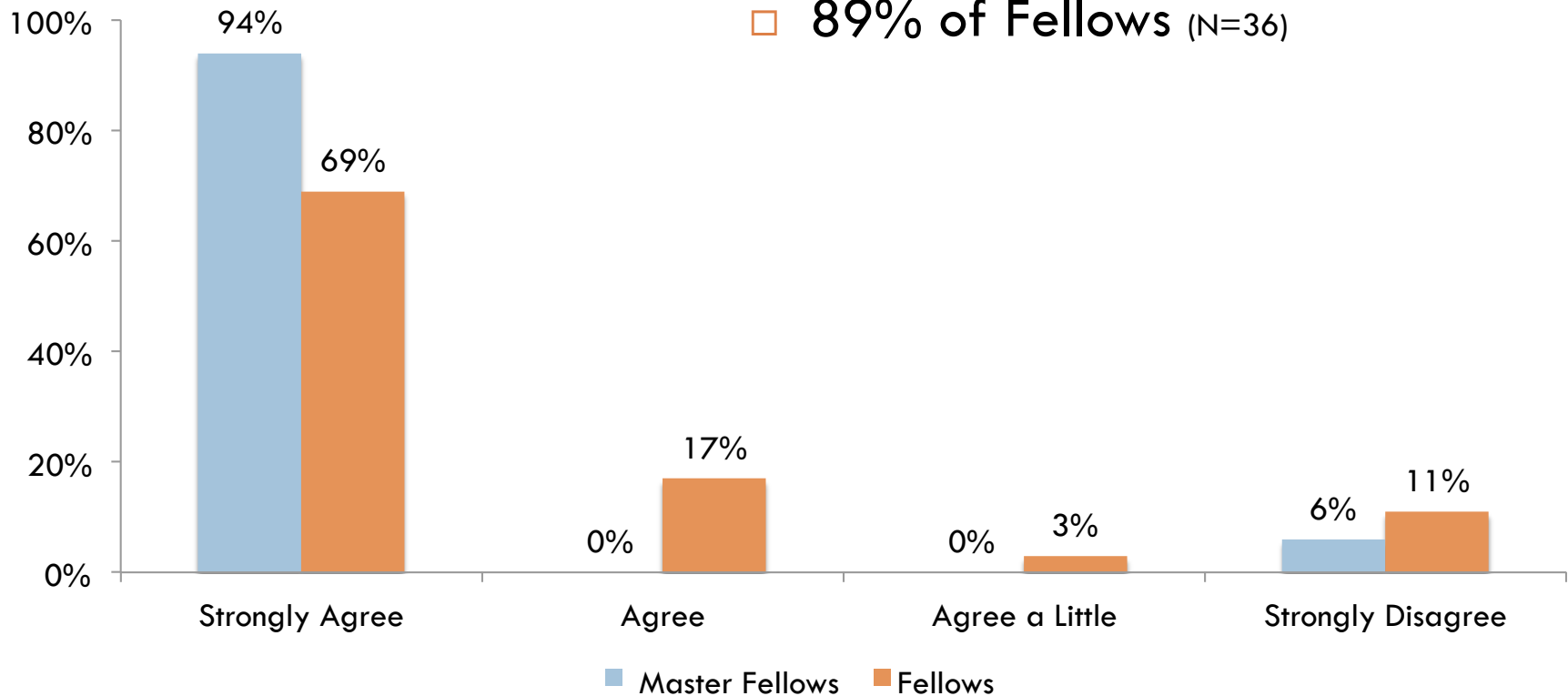
18

“This training will help me increase my effectiveness as a teacher.”

Agreed to some extent:

□ 94% of Master Fellows (N=17)

□ 89% of Fellows (N=36)



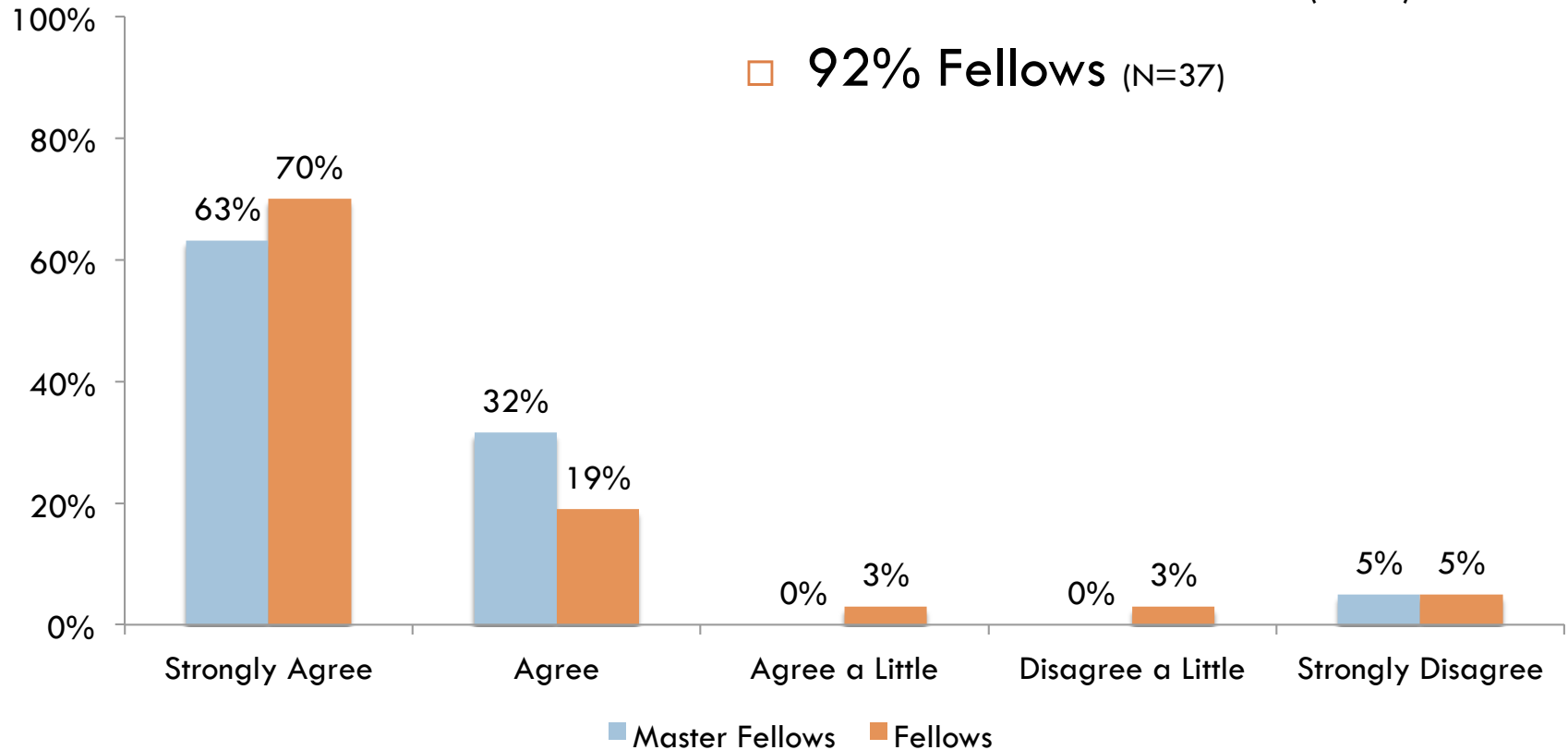
I'll Use What I Learned

“I will use what I learned in my ongoing professional practice.”

Agreed to some extent:

95% Master Fellows (N=19)

92% Fellows (N=37)

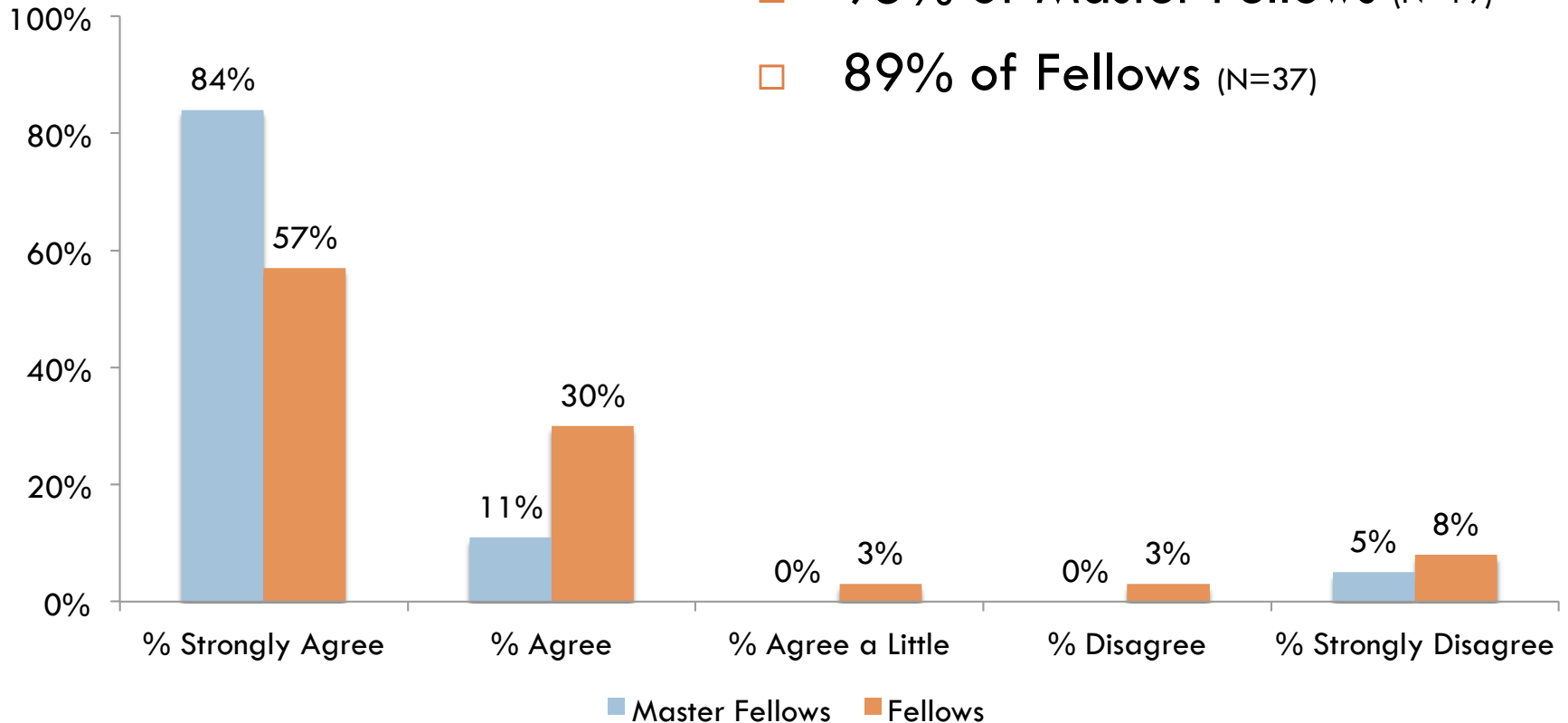


Training Deepened Thinking about Effective Teaching Practices

“This training deepened my thinking about effective teaching practices.”

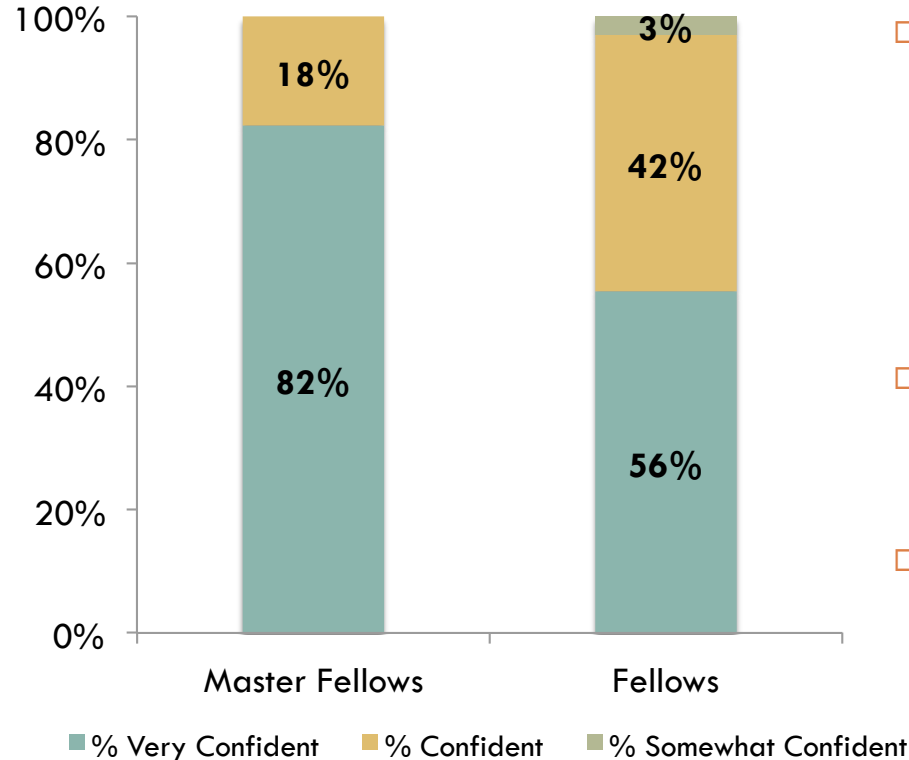
Agreed to some extent:

- 95% of Master Fellows (N=19)
- 89% of Fellows (N=37)



Confidence: Critical Thinking

As a result of this training, how confident do you feel applying critical thinking in your own classroom?



In what ways might your attendance at this training influence/impact STUDENT LEARNING at your school?

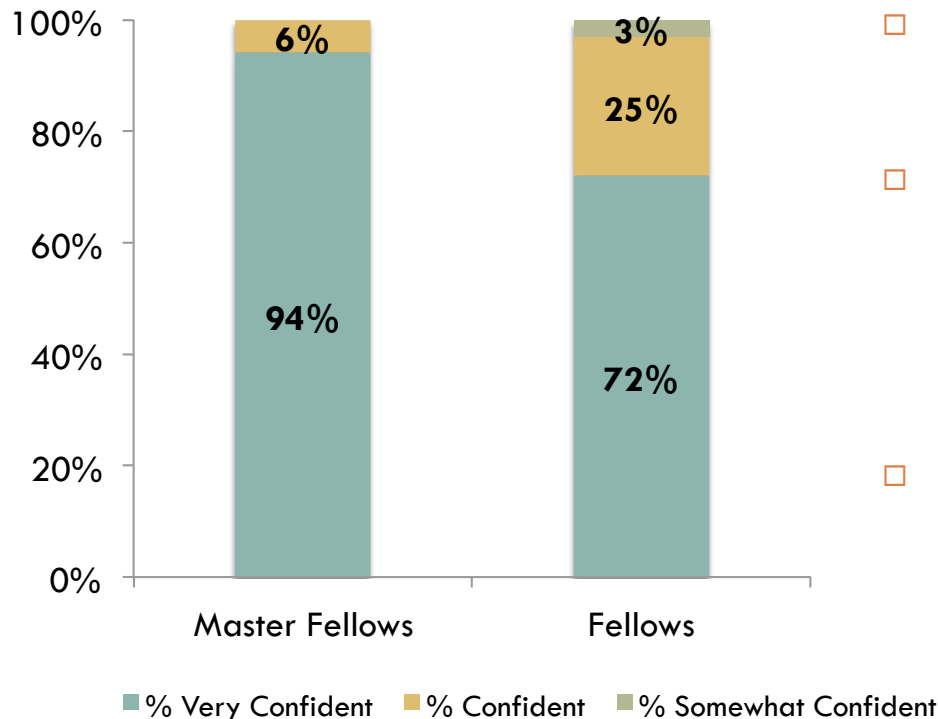
- “Students achievements will increase because I will engage them to think critically, ask high order questions and engage them actively so students can retain what they learn.” –Master Fellow
- “It will help me to engage students effectively in their critical thinking.” –Master Fellow
- “Questions will now be asked to engage students in critical thinking.” –Fellow

Confidence:

Active Student Engagement

22

As a result of this training, how confident do you feel applying active student engagement in your own classroom?

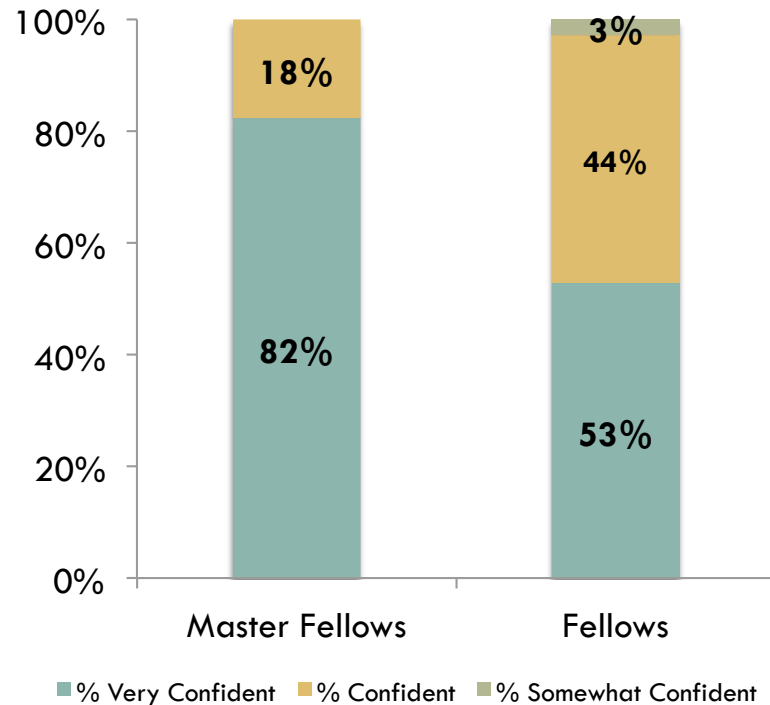


In what ways might your attendance at this training influence/impact **STUDENT LEARNING** at your school?

- “Students will find lessons more engaging as student learning takes centre stage” –Master Fellow
- “It will make most of the students active learners and make them active in class. It will also make teaching and learning student centered rather than teacher centered.” –Fellow
- “It would enable me to engage students actively and to make classroom interaction more student centered.” –Fellow

Confidence: Lesson Design

As a result of this training, how confident do you feel applying lesson design in your own classroom?

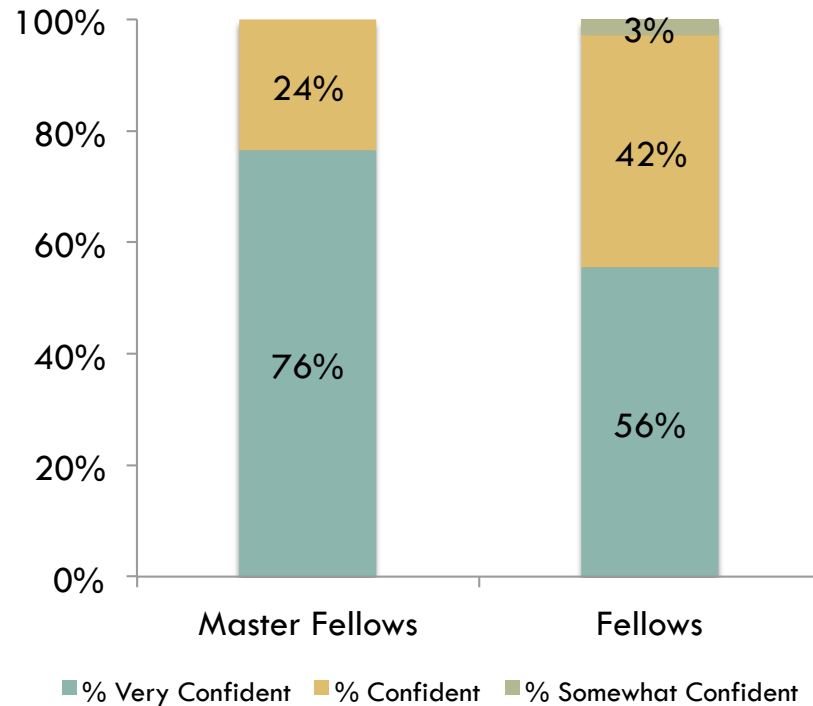


In what ways might your attendance at this training influence/impact STUDENT LEARNING at your school?

- “It will impact student learning greatly because teachers will collaborate more, use new lesson plan designs and teaching strategies learned which will in turn impact students learning.” –Master Fellow

Confidence: Prior Student Knowledge

As a result of this training, how confident do you feel applying prior student knowledge in your own classroom?



In what ways might your attendance at this training influence/impact STUDENT LEARNING at your school?

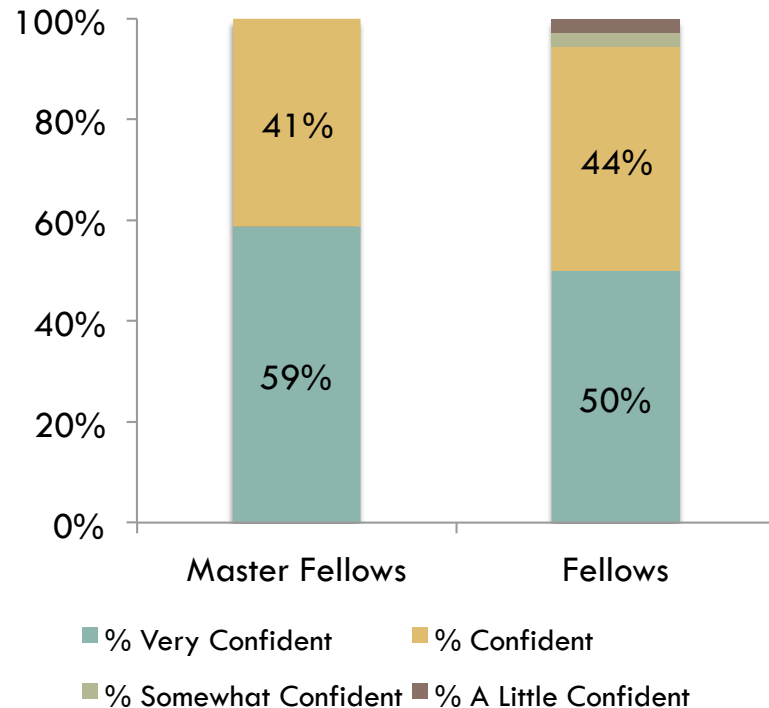
- “[It will impact student learning] by activating their prior knowledge and involving them in active work.” –Master Fellow

Confidence:

Factors Affecting Student Learning

25

As a result of this training, how confident do you feel applying factors affecting student learning in your own classroom?



In what ways might your attendance at this training influence/impact STUDENT LEARNING at your school?

- “As I consistently and systematically use the Teaching Practices ideas and strategies and also collaborate productively with other teachers, students will learn better and in more interesting ways.” –Master Fellow

26

Part 2. Highlights from Master Fellows

Change in Master Fellow's Confidence

□ BEFORE vs. AFTER TRAINING THE FELLOWS

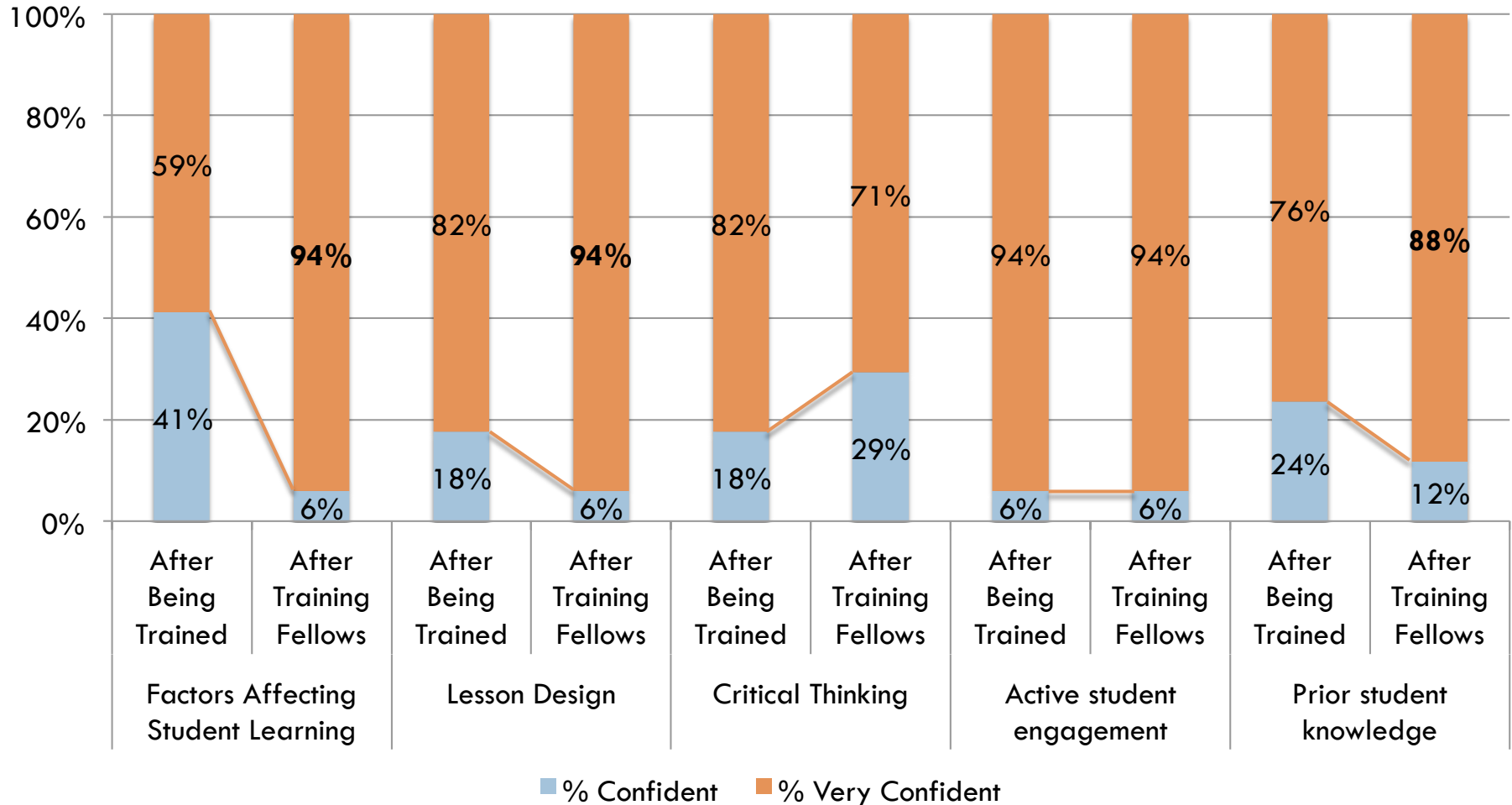
- Master Fellows were asked a series of questions about their confidence related to the content of the INTED trainings at two different points: survey 1 was administered after they were trained in the Master Fellows Program before they themselves trained the Fellows; survey 2 was administered after the MFs trained the Fellows.

MFs' Confidence to Apply Learning in Own Classroom

28

Before vs. After Training Fellows

Summary: After teaching the Fellows, Master Fellows expressed an increase in confidence in their ability to apply the following in their own classroom: factors affecting student learning, lesson design, and prior student knowledge.








MFs' Confidence to Apply Learning in Own Classroom

29

Before vs. After Training Fellows

- After teaching the Fellows, Master Fellows expressed an increase levels of being “very confident” in 3 key areas in terms of their ability to apply the training content in their own classroom: factors affecting student learning, lesson design, and prior student knowledge.

| As a result of this training, how confident do you feel applying the following areas in your own classroom? | % VERY CONFIDENT | |
|---|---------------------|---|
| | AFTER BEING TRAINED | AFTER TRAINING FELLOWS |
| Factors Affecting Student Learning | 59% | 94%  |
| Lesson Design | 82% | 94%  |
| Critical Thinking | 82% | 71%  |
| Active student engagement | 94% | 94%  |
| Prior student knowledge | 76% | 88%  |

Change in Master Fellow's Knowledge

- BEFORE vs. AFTER TRAINING



Change in Knowledge of Teaching Practices

31

- Master Fellows were asked:
 - ▣ *“Think about what you already knew and what you learned during this training about teaching. Then evaluate your knowledge in each of the following topic areas covered in INTEd Before vs. After this training.”*
 - Factors Affecting Student Learning
 - Lesson Design
 - Critical Thinking
 - Active student engagement
 - Prior student knowledge

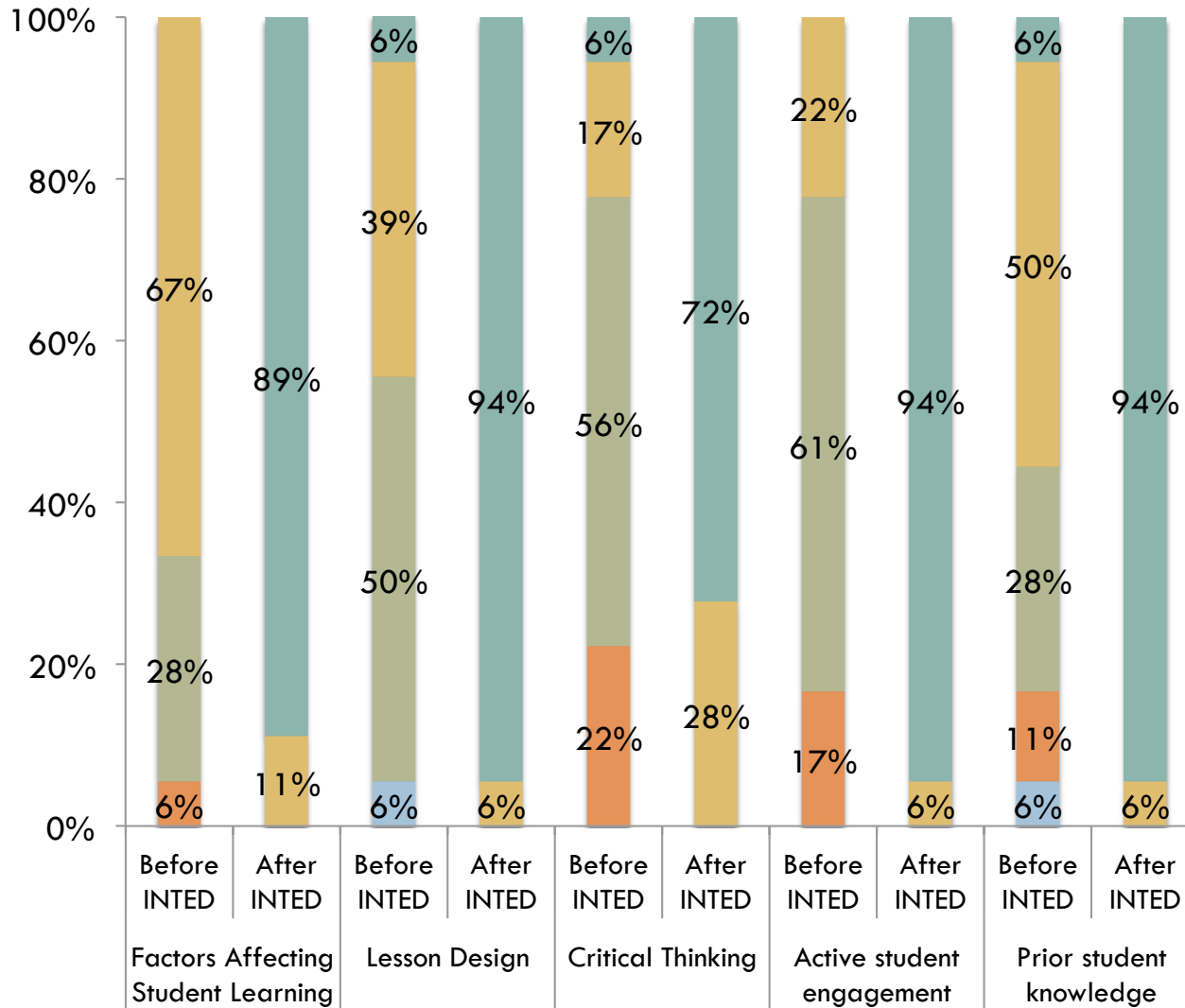
Change in Knowledge of Teaching Practices

32

- Master Fellows expressed an increase in their knowledge around all five of the core teaching practices covered through INTEd.

| Think about what you already knew and what you learned during this training about teaching. Then evaluate your knowledge in each of the following topic areas covered in INTEd | % VERY CONFIDENT | |
|--|------------------|----------------|
| | BEFORE TRAINING | AFTER TRAINING |
| Factors Affecting Student Learning | 0% | 89% |
| Lesson Design | 0% | 94% |
| Critical Thinking | 6% | 72% |
| Active student engagement | 0% | 94% |
| Prior student knowledge | 6% | 94% |

Change in Knowledge of Teaching Practices



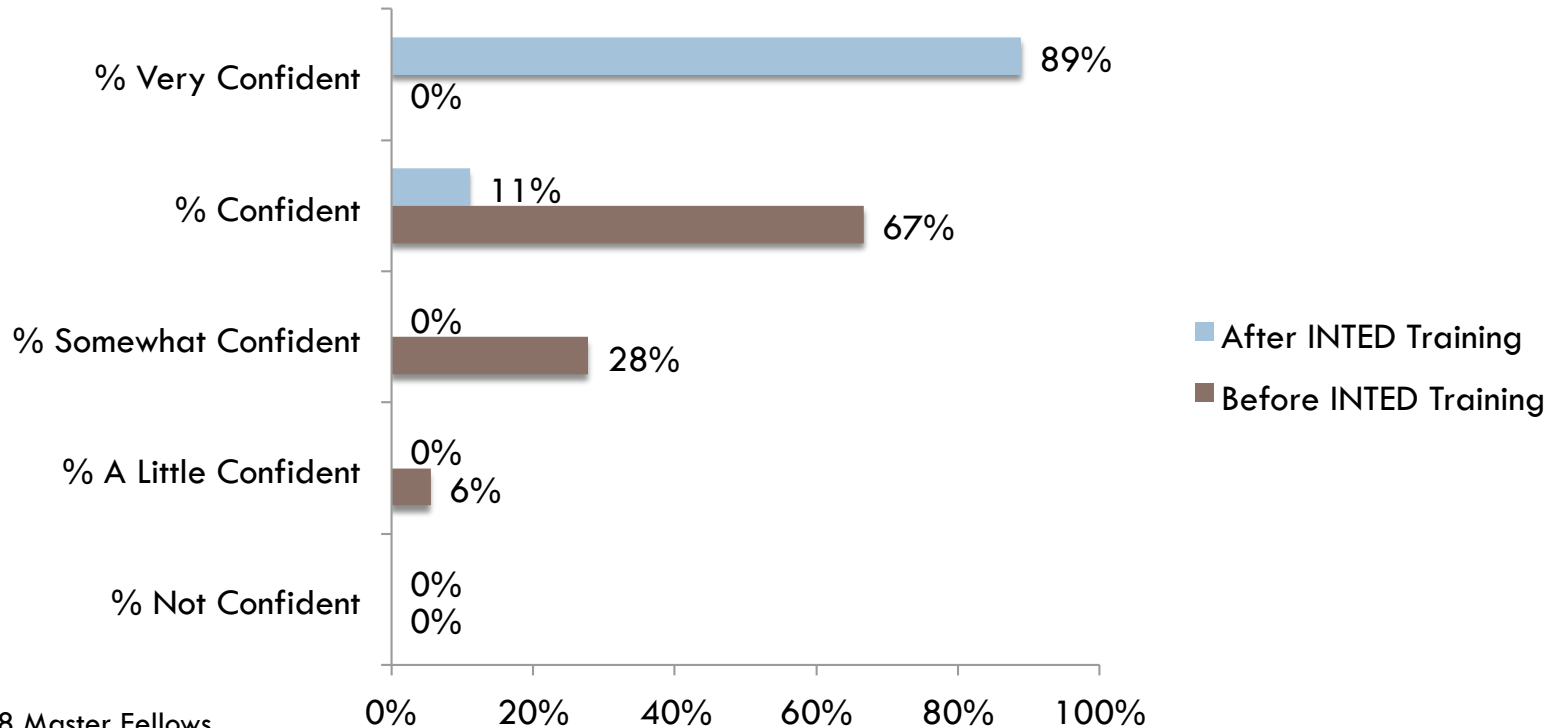
Think about what you already knew and what you learned during this training about teaching. Then evaluate your knowledge in each of the following topic areas covered in INTED Before vs. After this training.

- % Very Confident
- % Confident
- % Somewhat Confident
- % A Little Confident
- % Not Confident

Factors Affecting Student Learning

“Think about what you already knew and what you learned during this training about teaching. Then evaluate your knowledge in each of the following topic areas covered in INTEDE Before vs. After this training.”

MFs’ Self-Assessment of Own Knowledge of Factors Affecting Student Learning

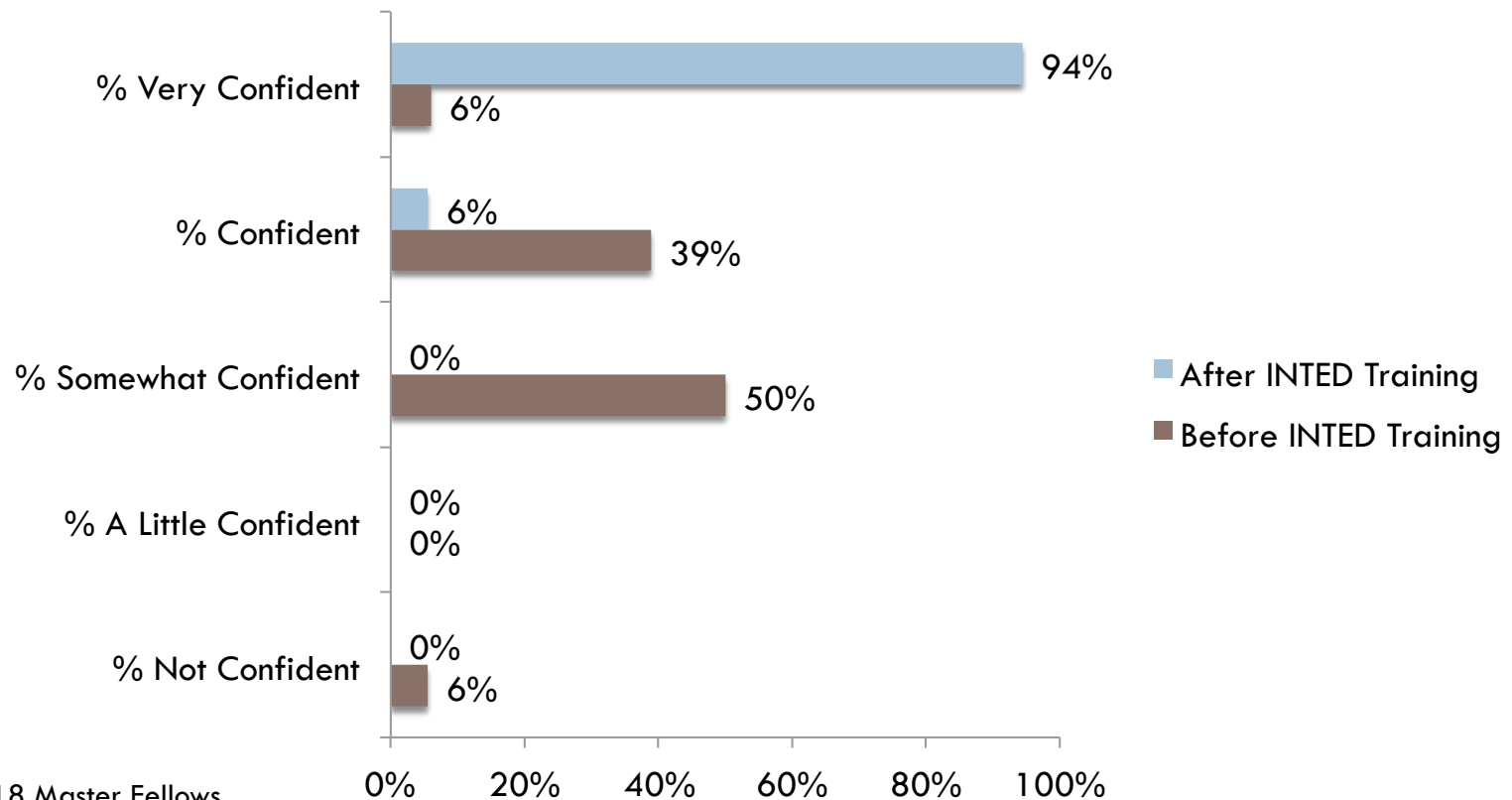


Lesson Design

35

“Think about what you already knew and what you learned during this training about teaching. Then evaluate your knowledge in each of the following topic areas covered in INTED Before vs. After this training.”

MFs’ Self-Assessment of Own Knowledge of Lesson Design

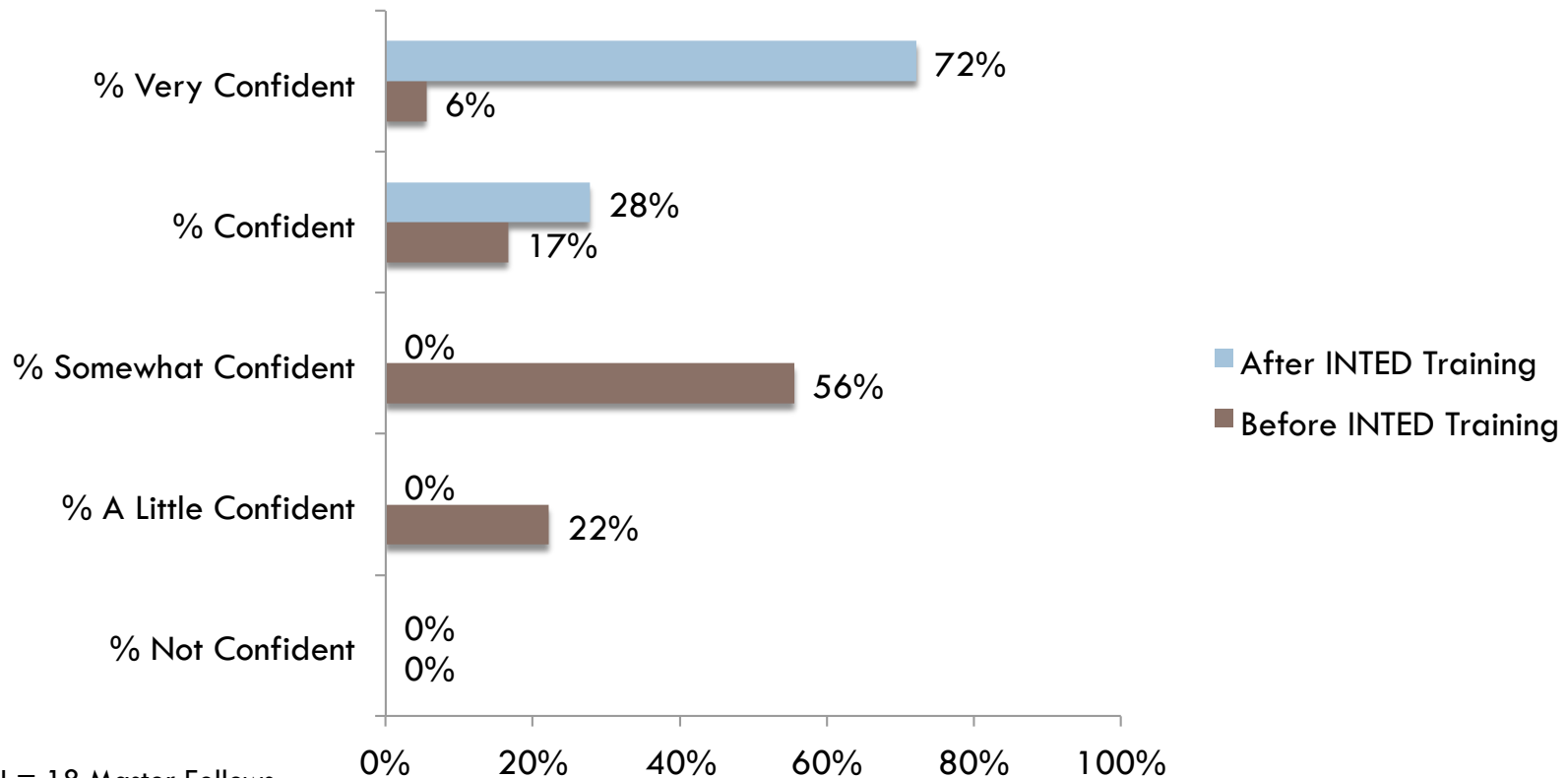


Critical Thinking

36

“Think about what you already knew and what you learned during this training about teaching. Then evaluate your knowledge in each of the following topic areas covered in INTEDE Before vs. After this training.”

MFs’ Self-Assessment of Own Knowledge of Critical Thinking

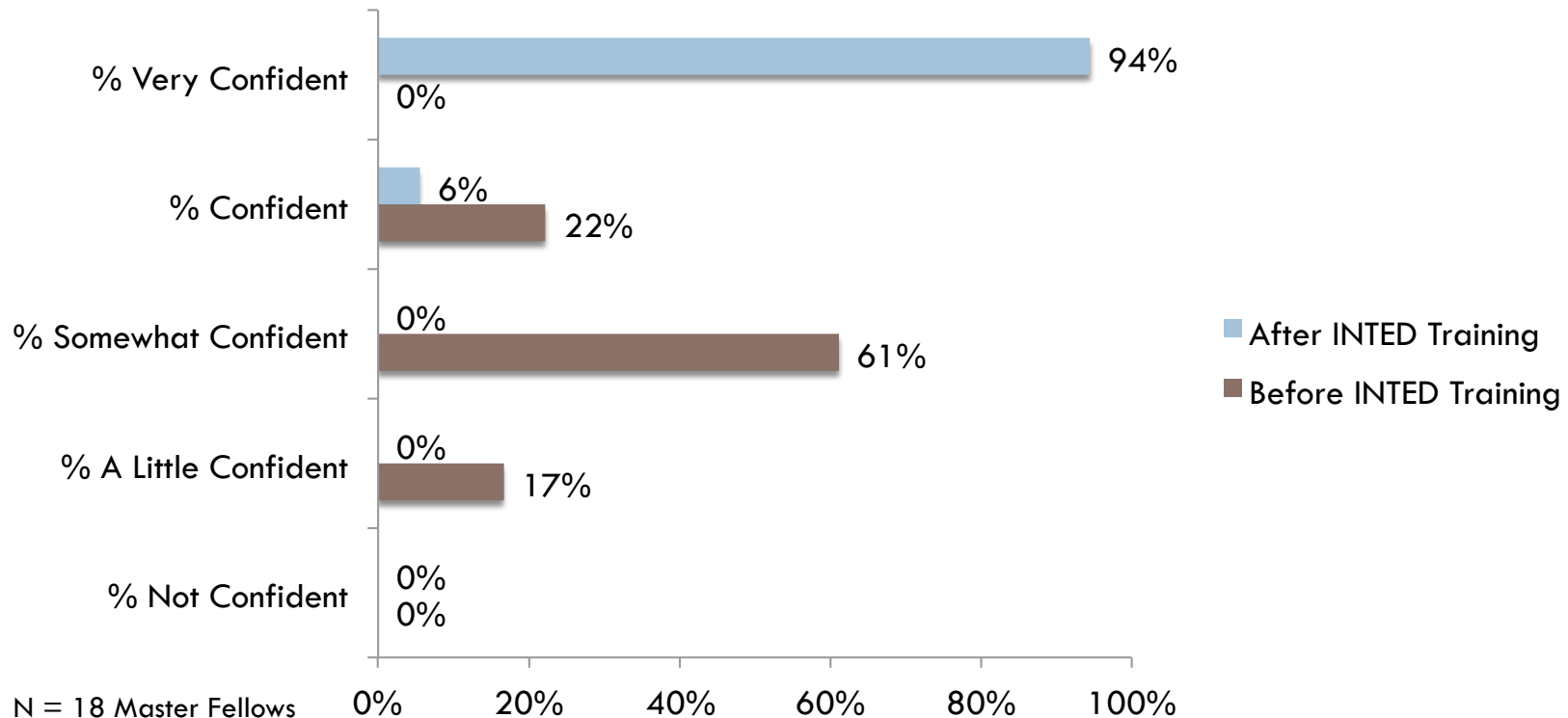


Active Student Engagement

37

“Think about what you already knew and what you learned during this training about teaching. Then evaluate your knowledge in each of the following topic areas covered in INTEDE Before vs. After this training.”

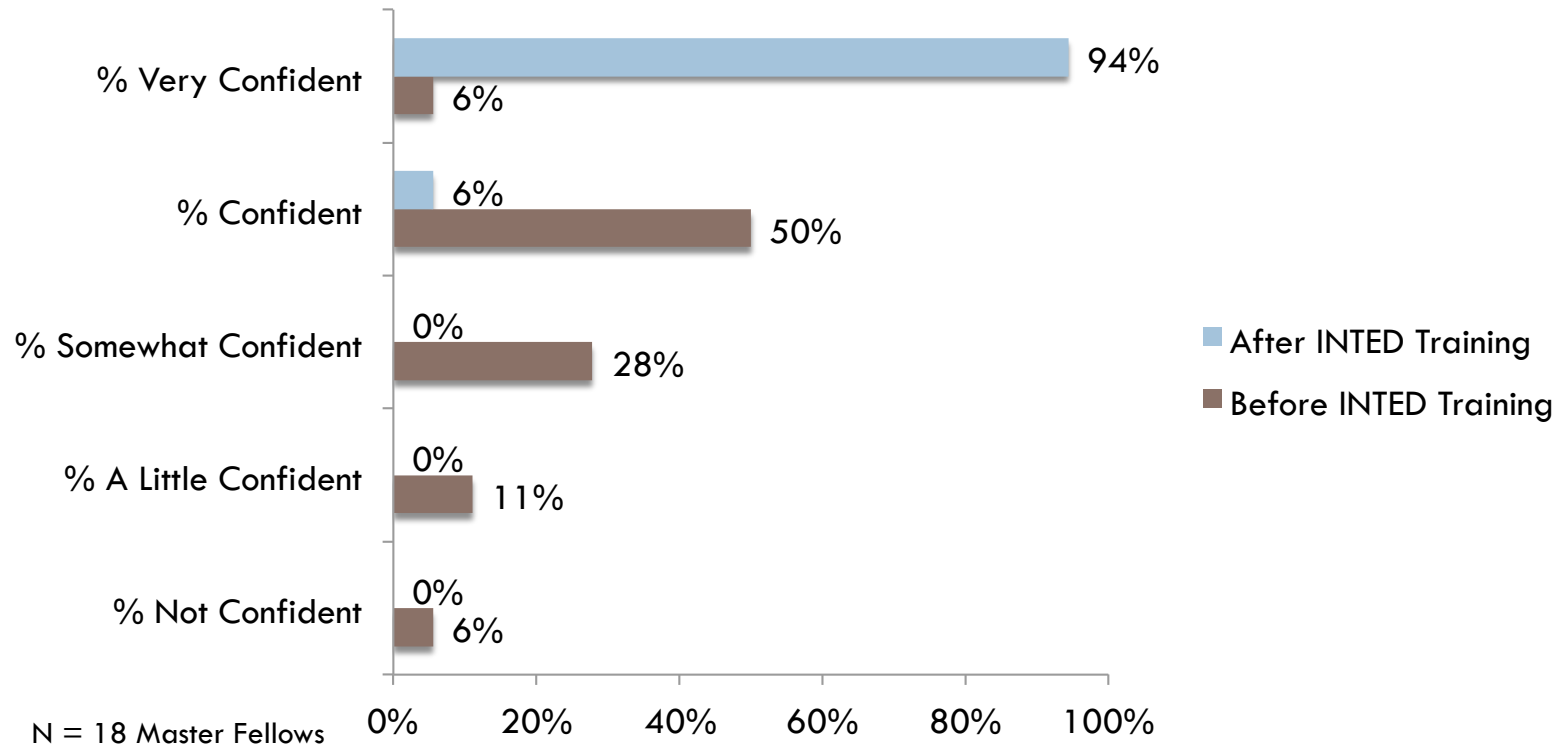
MFs’ Self-Assessment of Own Knowledge of Active Student Engagement



Prior Student Knowledge

“Think about what you already knew and what you learned during this training about teaching. Then evaluate your knowledge in each of the following topic areas covered in INTEDE Before vs. After this training.”

MFs’ Self-Assessment of Own Knowledge of Prior Student Knowledge



Part 3. Highlights from School Leaders

Impact of Training on School Leaders

40

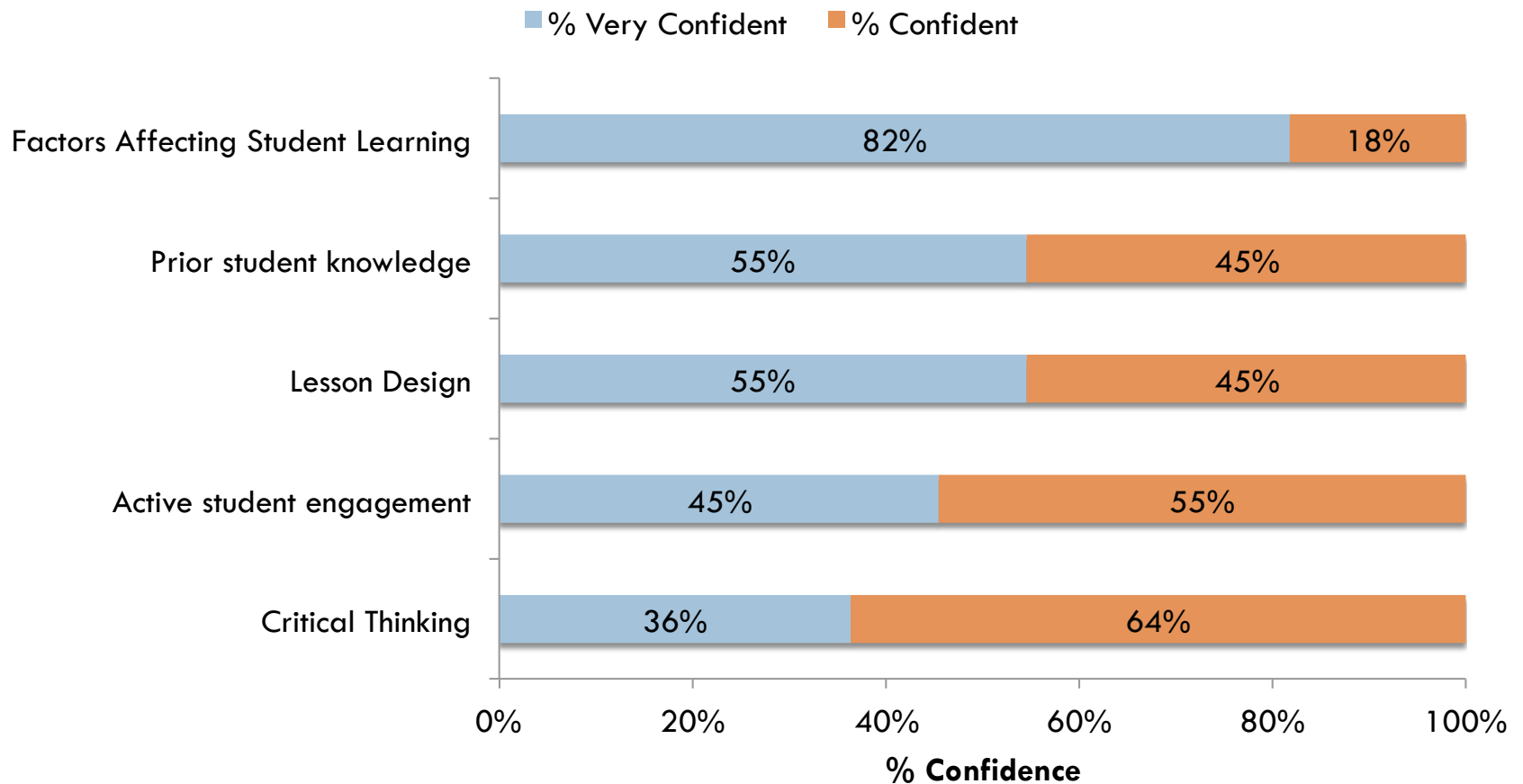
- 100% agreed to some extent to the following indicators of the impact of the training on them as school leaders; in particular, the following proportions **strongly agreed** with the following statements:

| Strongly Agree | Area of impact on school leaders |
|-------------------|--|
| 100% | I will be able to identify actions that a leader can take to support the implementation of the teaching practices. |
| 10 in 11 (91%) | As a result of this training, I will be able to identify the actions that a leader can take to facilitate dialogue among teachers. |
| 10 in 11 (91%) | This training will help me increase my effectiveness as a school leader. |
| 7 in 11 (64%) | The content of this training gave me valuable tools and strategies I can use as a leader. |
| 6 in 11 (55%) | This training deepened my thinking about effective school leadership. |

School Leaders' Confidence to Apply Training in Their School

41

As a result of this training, how confident do you feel applying the following areas in your school?



N = 11. Answered by school leaders only. Includes 2 Master Fellows and 9 Fellows.

What School Leaders Will Do Differently at their School

42

What, if anything, are you planning to do differently at your school as a result of attending this training?

Key = (Number of responses related to this theme)

- Increase collaboration with and among teachers (7)
- Nothing (2)
- Periodic refresher training (1)
- Ensure student-centered teaching (1)
- “Sell the idea of professional culture of learning in my school” (1)
- Encourage teachers to co teach difficult topics (1)
- Modify teachers’ record book (1)
- “Draw an action plan to share and implement the new practices with my colleagues” (1)

43

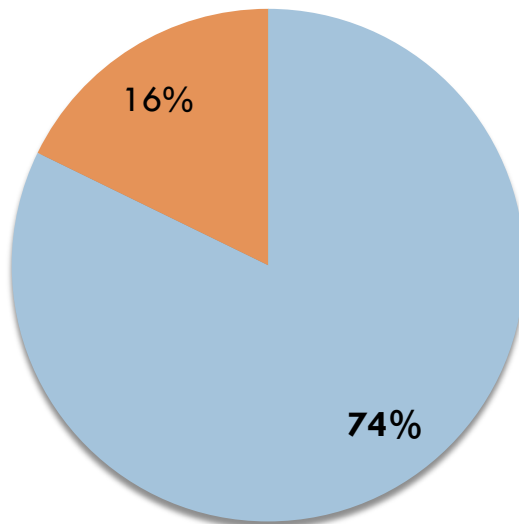
Part 4. Perceived Training Quality

Overall Rating of Training

44

Respondents: Master Fellows (N=19)

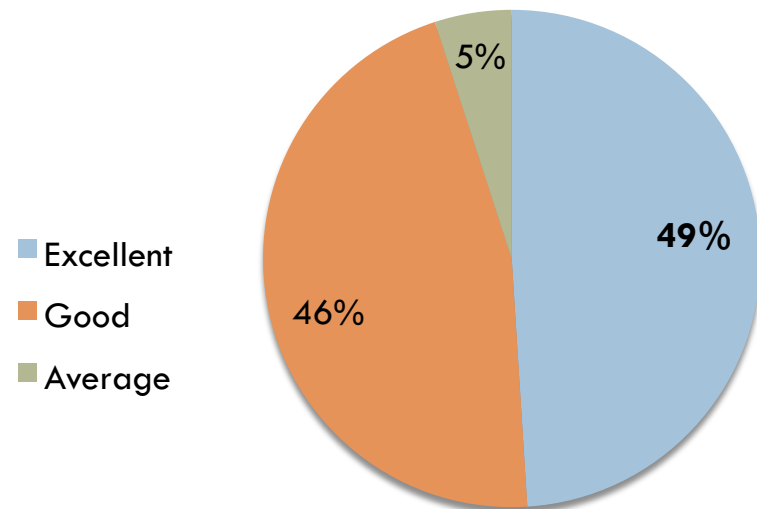
Training led by CSET



“The programme was quite educative in terms of strategies pertaining to leadership and classroom teaching. The facilitators from CSET did a fantastic job.” –Master Fellow

Respondents: Fellows (N=37)

Training led by Master Fellows



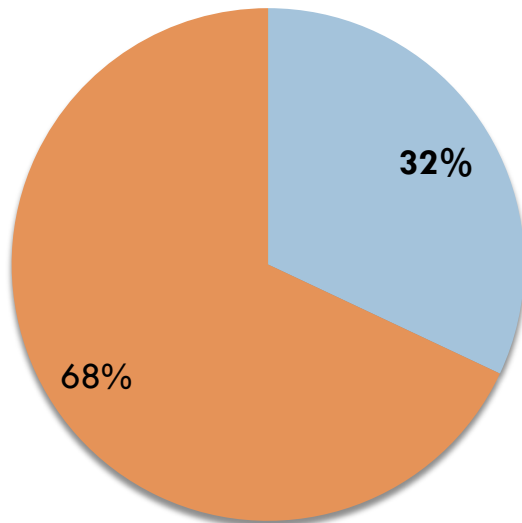
“The programme was fantastic-educative and entertaining.” –Fellow

Pace of Training

45

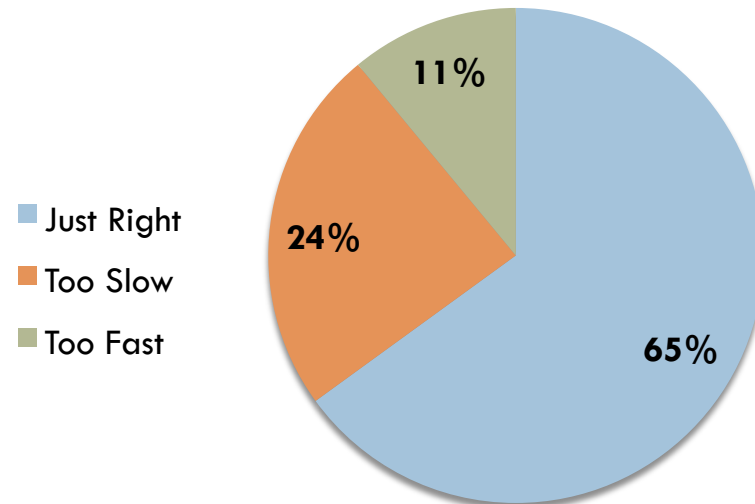
Respondents: Master Fellows (N=19)

Training led by CSET



Respondents: Fellows (N=37)

Training led by Master Fellows



- Just Right
- Too Slow
- Too Fast

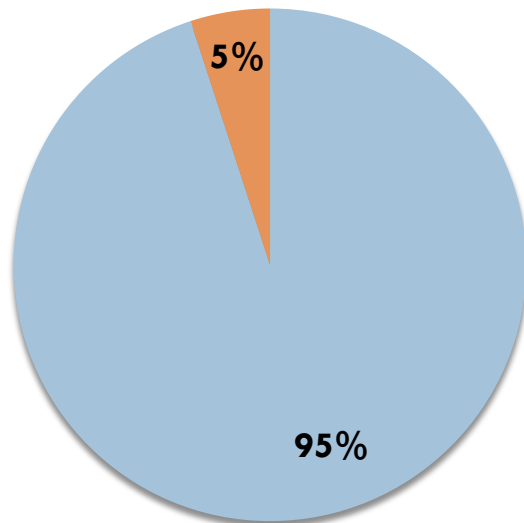
Appropriate Level of Interaction

46

“The amount of interaction encouraged with other participants in this training was...”

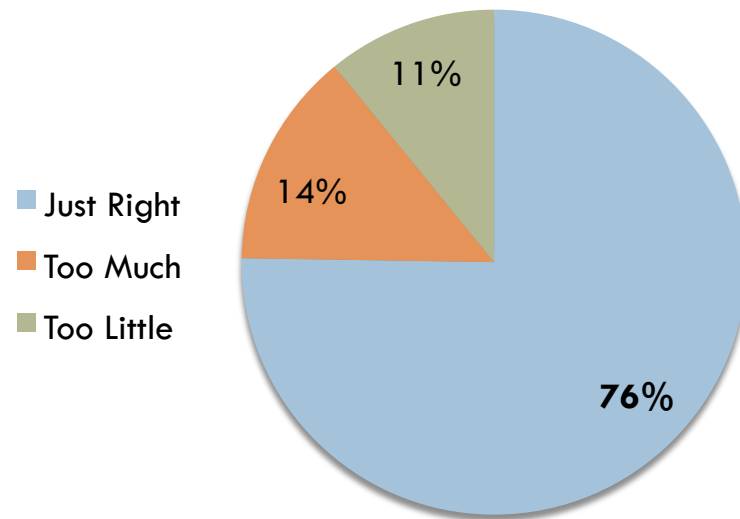
Respondents: Master Fellows (N=19)

Training led by CSET



Respondents: Fellows (N=37)

Training led by Master Fellows



- Just Right
- Too Much
- Too Little

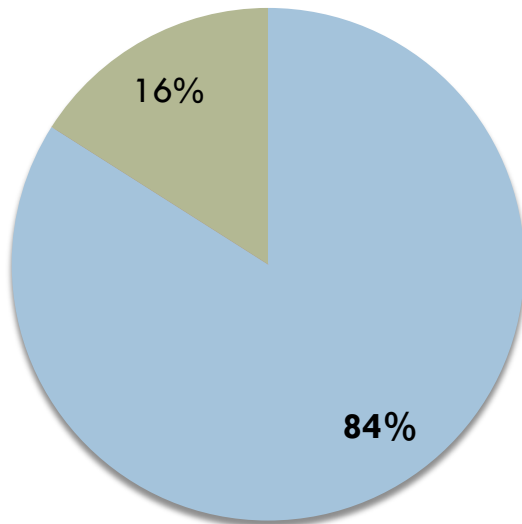
Amount of Material

47

“The amount of material covered in the training was...”

Respondents: Master Fellows (N=19)

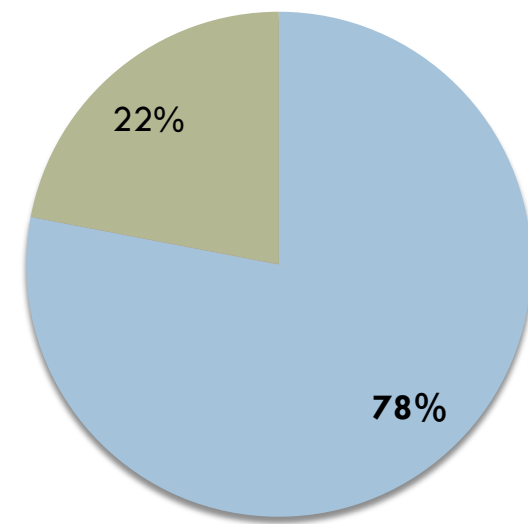
Training led by CSET



Respondents: Fellows (N=37)

Training led by Master Fellows

■ Just Right
■ Too Much



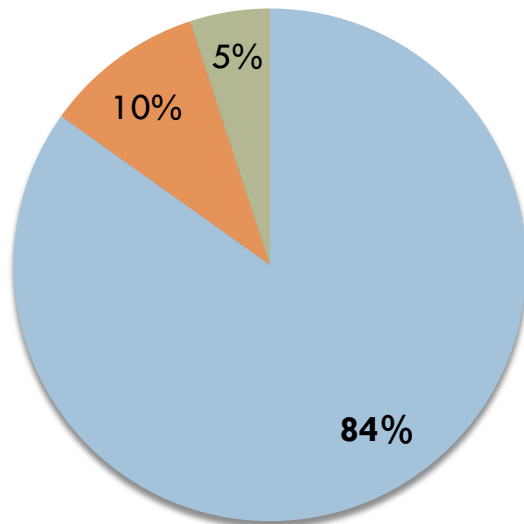
Opportunities to Practice Material

48

“The opportunities to practice the material introduced were...”

Respondents: Master Fellows (N=19)

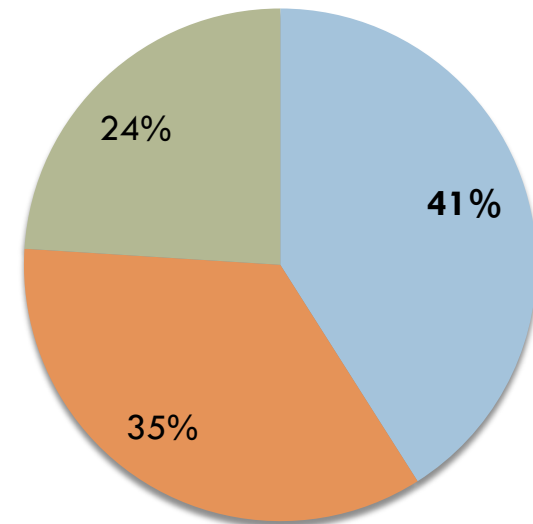
Training led by CSET



Respondents: Fellows (N=37)

Training led by Master Fellows

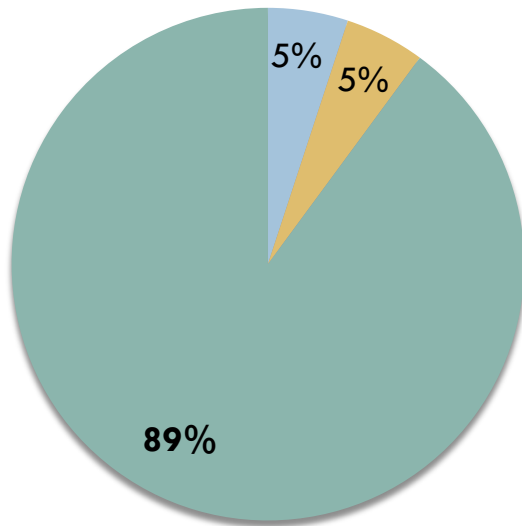
■ Just Right
■ Too Little
■ Too Much



Trainers Were Knowledgeable

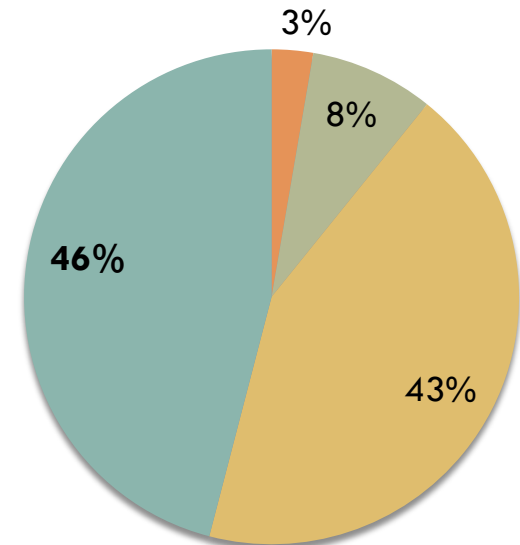
Respondents: Master Fellows (N=19)

Training led by CSET



Respondents: Fellows (N=37)

Training led by Master Fellows



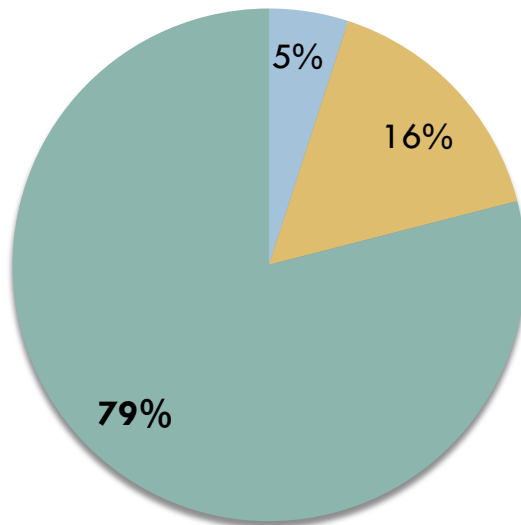
- Strongly Disagree
- Disagree
- Agree a Little
- Agree
- Strongly Agree

Quality of Instruction Was Good

50

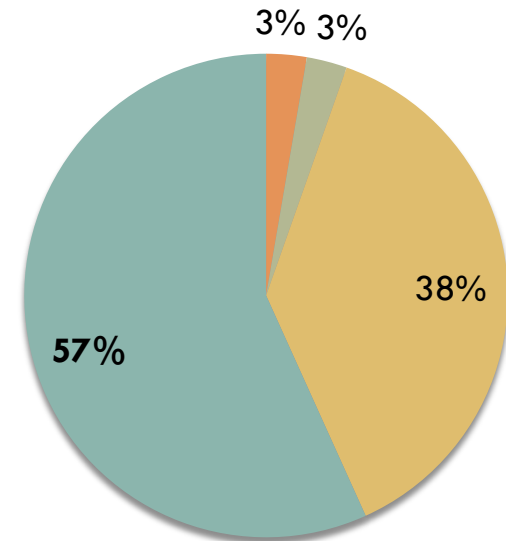
Respondents: Master Fellows (N=19)

Training led by CSET



Respondents: Fellows (N=37)

Training led by Master Fellows



- Strongly Disagree
- Disagree
- Agree a Little
- Agree
- Strongly Agree

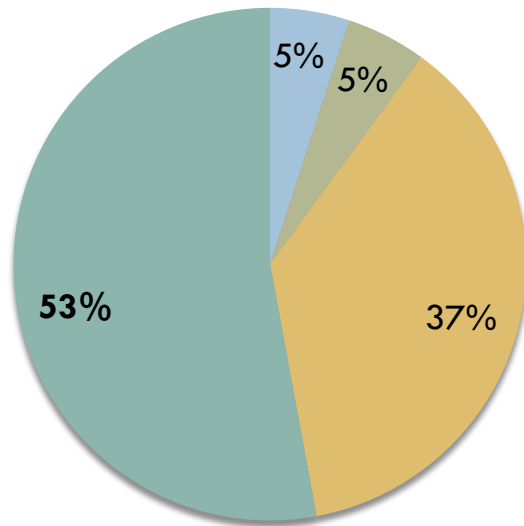
Training Objectives Were Met

51

“The training objectives were met for each topic.”

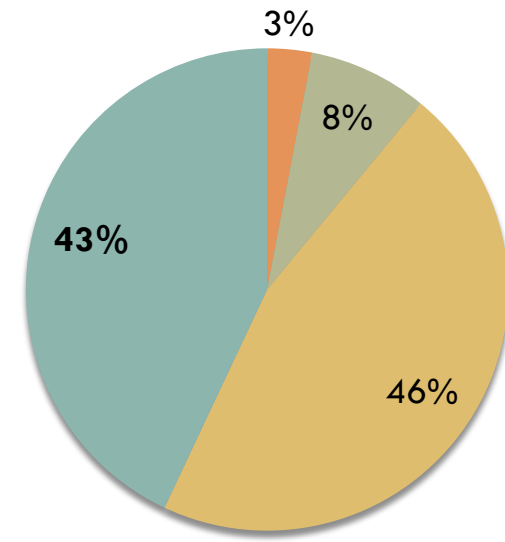
Respondents: Master Fellows (N=19)

Training led by CSET



Respondents: Fellows (N=37)

Training led by Master Fellows



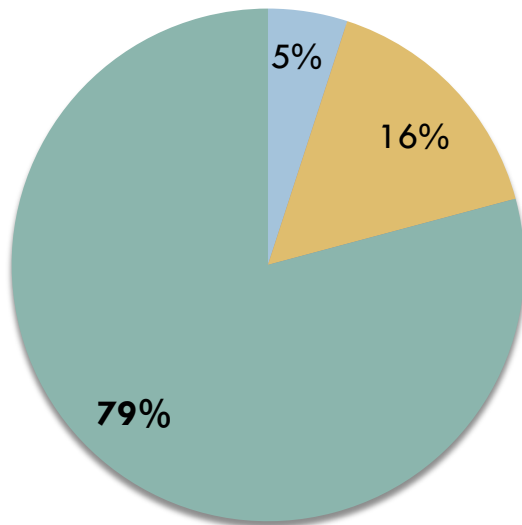
- Strongly Disagree
- Disagree
- Agree a Little
- Agree
- Strongly Agree

Content Was Engaging

52

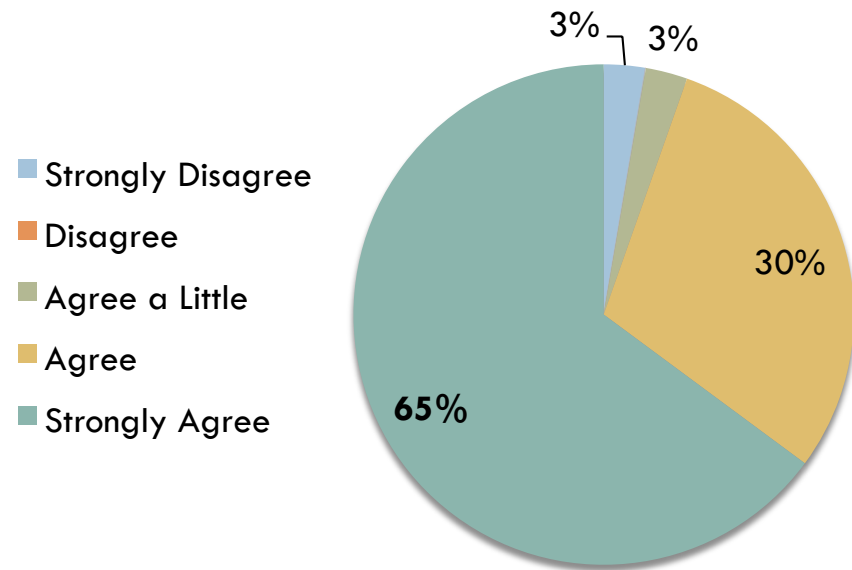
Respondents: Master Fellows (N=19)

Training led by CSET



Respondents: Fellows (N=37)

Training led by Master Fellows



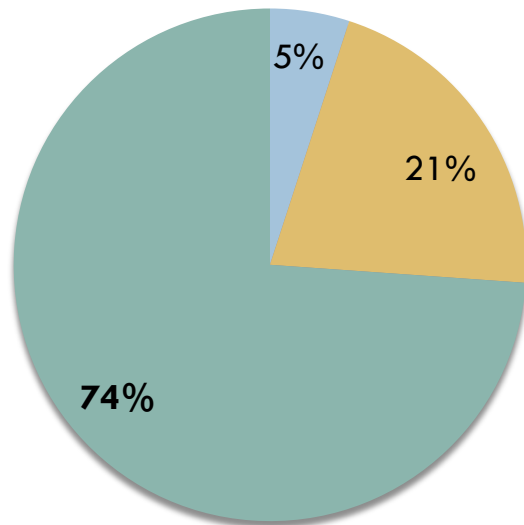
- Strongly Disagree
- Disagree
- Agree a Little
- Agree
- Strongly Agree

Materials Were Useful

53

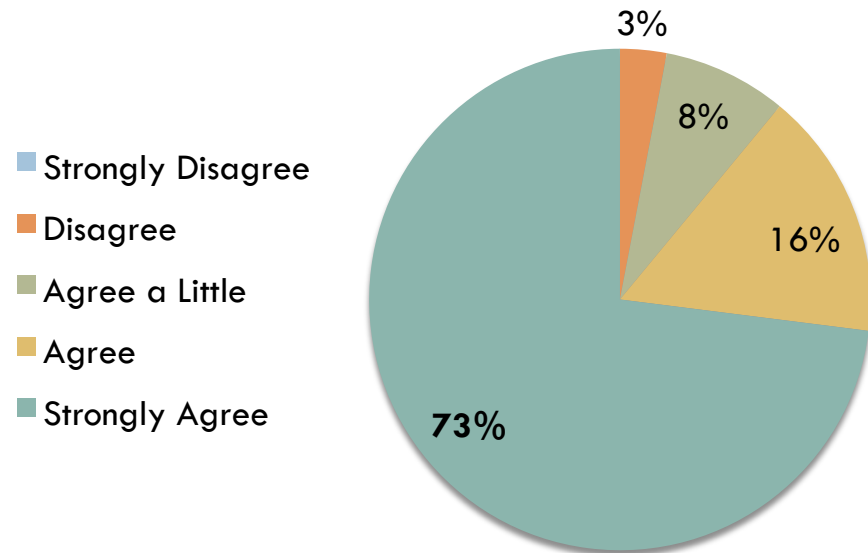
Respondents: Master Fellows (N=19)

Training led by CSET



Respondents: Fellows (N=37)

Training led by Master Fellows



- Strongly Disagree
- Disagree
- Agree a Little
- Agree
- Strongly Agree

Summary of Qualitative Findings

Part 1. Open-Ended Questions

Part 2. Suggestions

Part 3. Testimonials

Part 1. Open-Ended Questions

Implications of Training: Key Theme

56

Key Theme:

➤ **Teaching and learning will become more student-centered**

Theme mentioned by 33% of all participants
N = 14 Fellows and 4 Master Fellows

- Question: “In what ways might your attendance at this training...”
 - a) affect **teaching practices** at your school?
 - b) impact/influence **student learning** at your school?

“It will make most of the students active learners and make them active in class. It will also make teaching and learning student centered rather than teacher centered.” –Fellow

Other Implications of Training

57

Additional themes mentioned by multiple participants.

For Student Learning

- More active student engagement and participation
- Improved student achievement
- Increased critical thinking

For Teaching Practice

- Increased collaboration amongst teachers
- Lesson plan design
- Activate students' prior knowledge
- Improved teaching

Most / Least Useful Aspect of Training

58

What aspect of the training did you find MOST / LEAST useful?

MOST USEFUL

- ❑ The teaching strategies (12)
- ❑ Team building/collaboration (11)
- ❑ Design studios (9)
- ❑ Leadership training (9)
- ❑ All aspects (6)
- ❑ Active student engagement (5)
- ❑ Lesson design (4)
- ❑ Critical thinking (3)
- ❑ Practical nature of it (2)

LEAST USEFUL

- ❑ None / all was useful (37)
- ❑ The evening movies (2)
- ❑ Leadership training (2)

Key = (Number of responses related to this theme)

Notes: Includes Master Fellows and Fellows. Comments made by just one participant not included.

Further Support Needed from INTED

59

What other further support will you need from INTED, specifically?

Note: This question was only asked of Fellows

- Follow-up training, including refresher courses (6)
- Soft copies of training materials (4)
- Updates on new trends in teaching (2)
- Ongoing correspondence, e.g., INTED newsletter (2)
- “Monitoring” (2)
- Effective supervision (2)
- “Follow ups” (2)
- Other teaching materials (2)

Key = (Number of responses related to this theme)

Additional Training/Supports Needed

60

What additional training or support would you find most helpful to successfully implement what you've learned in your classroom?

- Continued networking and connection with INTED and other fellow participants (7)
- In-service training (4)
- Foreign exposure (3)
- More teaching strategies (3)
- Team building (3)
- Funds/financial support (3)
- Support of participants' administrators (3)
- Other materials and resources (3)
- Use of technology (2)
- More on I.C.T. (2)
- Soft copies of training materials (2)

Note: Numbers in parentheses represent number of responses related to this theme

Part 2. Participant Suggestions

Key themes in suggestions made by Master Fellows and Fellows who participated in the 2012 INTED Summer Institute

Participant Suggestion 1: Reconsider the Timing of the Training

62

- When asked how to improve this training in the future, suggestions most frequently concerned the timing of the training.
 - ▣ 50% (N=28) of all participants gave suggestions related to timing.
- In particular, both Master Fellows and Fellows noted that the training should **occur over vacations** so as not to miss so much while school is in session.
 - ▣ *“The time for the program should be slated for the vacations so that school Head’s will release their teachers without hesitation.”* –Master Fellow
 - ▣ *“It should be organized during the long vacations so as not to take teachers from the classroom.”* –Master Fellow
- **The training should last longer** (N=7 Fellows, 1 Master Fellow)
 - ▣ *“The duration needs to be extended like one month for us to get a full understanding of the concepts and the strategies.”* –Fellow

Participant Suggestion 2: Improve INTED's Communications

63

- Another theme in participants' suggestions concerned the timeliness and quality of communications from INTED prior to the training.
- **Send Out Invitations Earlier.** Fellows were much more likely than the Master Fellows to mention the need to send invitations out sooner.
 - *"The invitation must be communicated as early as possible."* –Fellow
 - *"Invitation to teachers should be given earlier in time for the teachers to prepare for their trips. Some of us were called late and had to rush to the programme."* –Fellow
 - *"Flow of information to participants must be stepped up especially what specific programs will be rolled out between August 2012 to September 2013."* –Master Fellow
- **Communicate logistics and expectations in a more explicitly manner.**
 - *"The organizers should be more forthcoming with information on the structure and programmes/schedules for dates and times of the various segments of the institute."* – Master Fellow
 - *"Those having their own laptop computers must be encouraged to bring them along. Because when I was coming I contemplated bringing mine along but I finally left it behind."* –Fellow

Participant Suggestion 3: Expand Participant Selection Process

64

- Fellows highlighted the need to **open out the selection process** to more potential candidates.
 - *“Let’s publicize it and make accessible to all teachers (TV and radio discussion).” –Fellow*
 - *“Open to anyone who (general public) wants to participate.” –Fellow*
 - *“Other schools and their teachers and Heads must be included.” –Fellow*
 - *“In future more unprofessional teachers must be invited.” –Fellow*
 - *“More schools in deprived communities must be invited.” –Fellow*
- **Other suggestions related to the selection process** included the following:
 - *“Selection of teachers from schools for this program should be looked at critically. This can be done by Zoning the Country so that teachers are selected to be trained as trainers for the various schools in each Zone.” –Fellow*

Part 3. Evaluator's Suggestions

Evaluator's Suggestions (1 of 2)

66

- Suggested changes for next year's surveys:
 - Give a pre-assessment of the 5 key teaching practices at the very start of the programme (perhaps before participants arrive for the INTED Summer Institute) to gauge initial understanding prior to the implementation of the programme. Then, compare these pre-assessment results to at results end of the training to give a more accurate gauge of changes over time.
 - Add a question for Master Fellows to assess if there is a particular area where they deepened their understanding of a concept after training the Fellows.
 - As objectives for the technology portion of the INTED programme are clarified further in advance of the training, an effort should be made to included questions about this component as part of the evaluation survey.
- Follow-up with participants later in the year after the Summer Institute and have them report out on how well they are implementing the strategies.

Evaluator's Suggestions (2 of 2)

67

- Evaluator should begin to collaborate with those designing the professional development content months in advance so that the content of the training is thoroughly understood and accurately represented in the evaluation questions explored, particularly in survey questions.
- The evaluator's questions should continue to be vetted with the professional development staff and key INTED staff.
- In the future, the evaluator should directly administer (ideally in person) the survey so as to have tighter control over how it is implemented.
- Ideally, the evaluator should be present during the Summer Institute trainings as well, so that there is an opportunity to tweak aspects of the evaluation as needed to be more in line with the content of the training and the cultural context. In this way, the questions will also be more meaningful and relevant to participants.

Part 4. Testimonials

Quotes from 2012 INTED participants

Implications for Teaching Practices

69

In what ways might your attendance at this training affect **TEACHING PRACTICES** at your school?

- *“It will strongly affect teaching practices because teachers will be gradually assisted to change their old ways.” –Master Fellow*
- *“It will change the teaching from a teacher centered to a student centered one. It will engage students more in the teaching.” –Fellow*
- *“It will directly translate into effective teaching and I intend to take colleagues in my department through the concepts and skills learnt. At a whole school level, my colleagues and I should be able to conduct professional development sessions to benefit all members of the community.” –Master Fellow*
- *“By applying the concepts and strategies learnt in my own teaching, evaluating their effectiveness and then sharing them persuasively with the colleagues within my department and intend to influence the existing teams to use some of the INTED strategies and ideas. Our department leading the effective application of these ideas will then promote their use to other departments in the school as a whole.” –Master Fellow*
- *“1. Learning will now be the focus than teaching. [sic]. 2. Questions will now be asked to engage students in critical thinking. 3. Experience gained would be shared with colleague teachers to impact onto students for better results.” –Fellow*

Implications for Student Learning

70

In what ways might your attendance at this training impact/influence STUDENT LEARNING at your school?

- *“Students will find lessons more engaging as student learning takes centre stage.”
–Master Fellow*
- *“It will impact student learning greatly because teachers will collaborate more, use new lesson plan designs and teaching strategies learned which will in turn impact students learning.” –Master Fellow*
- *“School will encourage active student participation.” –Master Fellow*
- *“Students achievements will increase because I will engage them to think critically, ask high order questions and engage them actively so students can retain what they learn.”
–Master Fellow*
- *“By activating their prior knowledge and involving them in active work.” –Master Fellow*
- *“It will enhance students’ participation.” –Fellow*

71

About the Evaluator

About the Evaluator

72



- Casia Ravi specializes in educational program evaluation. She has a Master's in International Educational Administration and Policy Analysis from Stanford University School of Education. At the time of conducting this study, Casia was serving as Associate Director, Program and Impact at the New Teacher Center (NTC), which is based in California and focuses on improving student learning by accelerating the effectiveness of new teachers through high-quality mentoring and professional development.