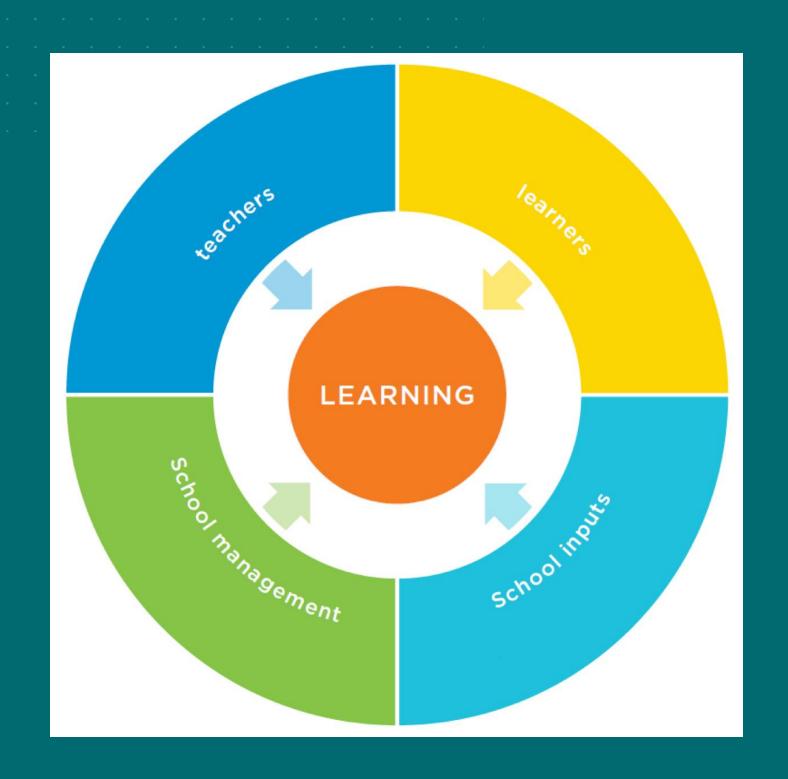


## Help Teachers To Be Their Best:

# How to Get the Most Out of Teacher Professional Development



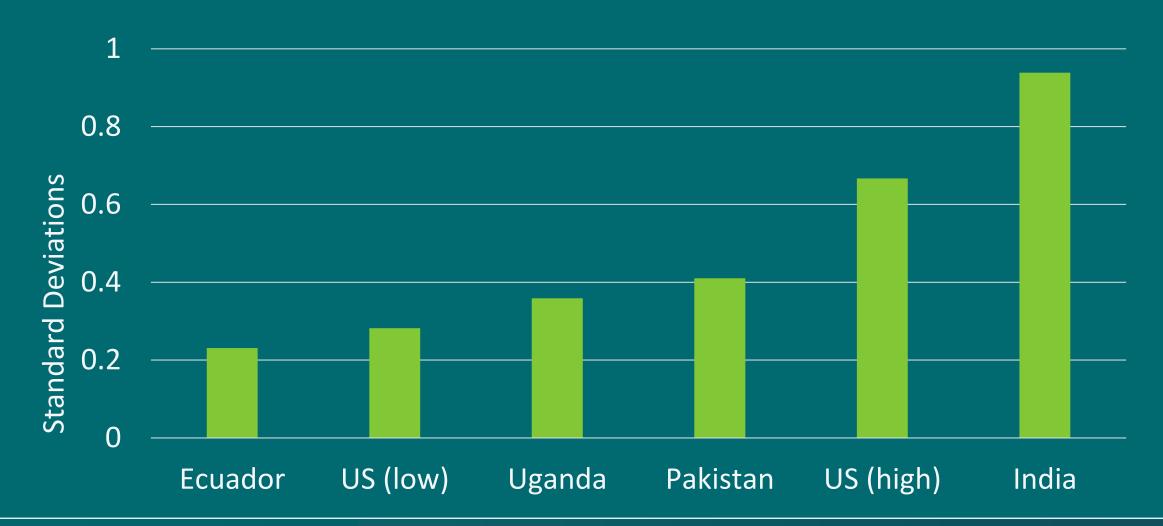


Teachers are central to the learning process.



### **Good teachers matter**

Moving from a poorly performing teacher (bottom 10%) to a high performing teacher (top 10%) would increase learning by...



### How do we get better teachers?





# Why focus on in-service professional development?



Governance

Political economy

Evidence
(it can work)

Evidence
(it often doesn't)



# The promise and peril of PD

#### Successes (just a taste)

- Coaching
  - in South Africa effects even a year after coaching ended (<u>Cilliers et al.</u> 2019; 2022)
  - at scale in Peru (<u>Majerowicz & Montero 2018</u>)
- Initial training plus periodic coaching
  - in assessment-informed instruction in Liberia (Piper & Korda 2011)
  - In mother tongue instruction in Uganda (Kerwin & Thornton 2021)

#### Failures (also just a taste)

- At-scale but theoretical, rote, and passive teacher PD in China (Loyalka et al. 2019)
- Moving from motivated NGO implementation to civil servant implementation (<u>Kerwin</u> & <u>Thornton 2021</u>)
- Sometimes for no obvious reason: Training in active learning in Costa Rica (Berlinski & Busso 2017)

# Do all high-income countries have this figured out?



# Math professional development

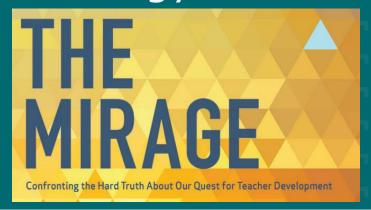
- Reviewed 643 studies of math PD in the US
- 5 were of high enough quality to measure impact
- 2 had positive impacts

Summary of research on the effectiveness of math professional development approaches

Russell Gersten, Mary Jo Taylor, Tran D. Keys, Eric Rolfhus, and Rebecca Newman-Gonchar Instructional Research Group

# Major study of 3 large districts in the US

- Massive investments in teacher PD
- Little improvement from year to year
- No link between improvement and PD strategy



# Broader lessons from highincome country experience



Concrete, classroom-based programs

Detailed, method-focused

Significant contact hours over 6-12 months

No one-shot workshops

# What works in low- and middle-income countries?



#### What we did

Examined 33
 quantitatively
 evaluated PD programs
 in LMICs



#### What we learned

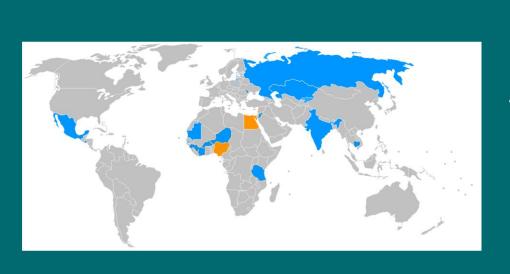
- A specific subject focus (not general PD)
- Initial face-to-face training
- Proportion of face-toface training spent practicing with other teachers
- Mentoring follow-up visits

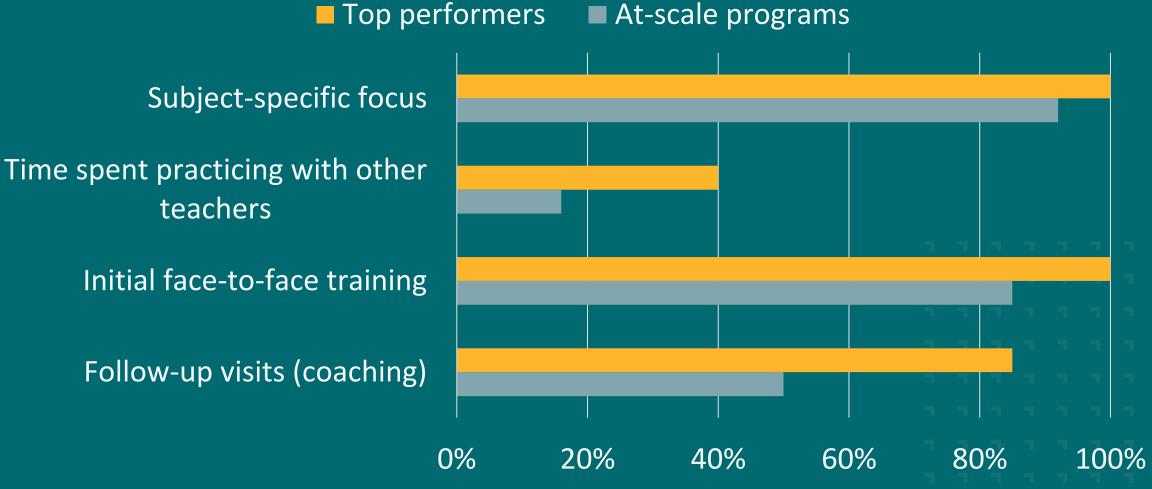
Source: Popova et al. 2022 David K. Evans | 23 February 2023 | @DaveEvansPhD

# But most at-scale, government implemented PD doesn't do this...



Comparison of 139 government-funded, at-scale PD programs across 14 countries

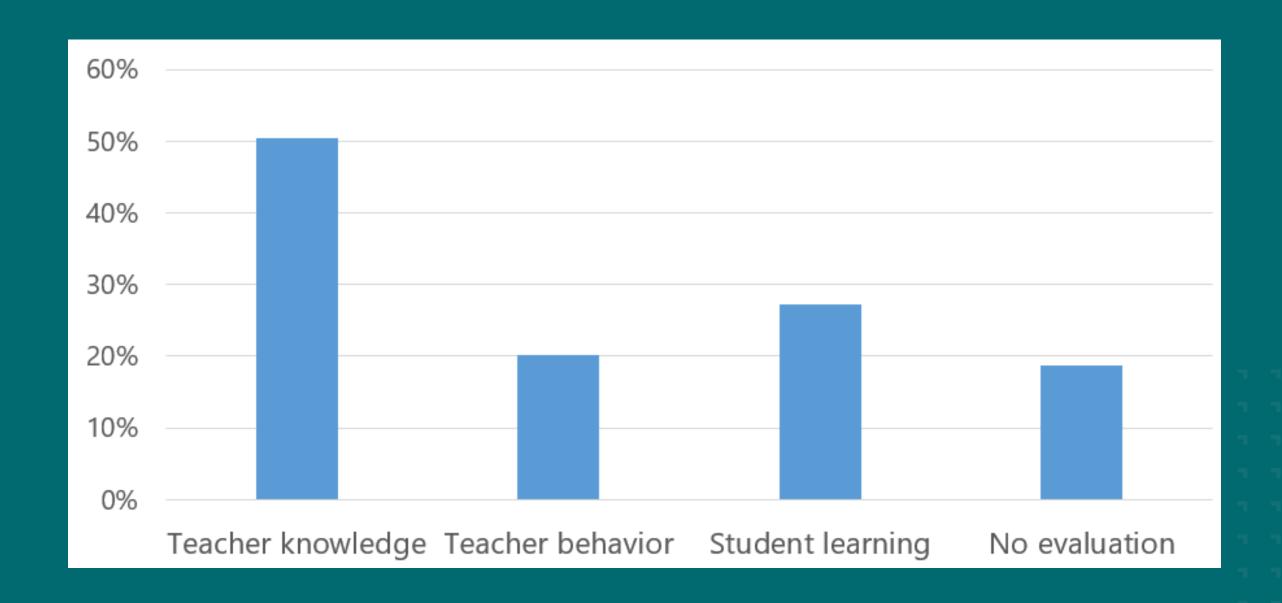




Source: Popova et al. 2022 David K. Evans | 23 February 2023 | @DaveEvansPhD

# Most at-scale government programs go largely unevaluated (in any form) in terms of teacher behavior or student learning





### Where are we learning? Teacher PD at CIES



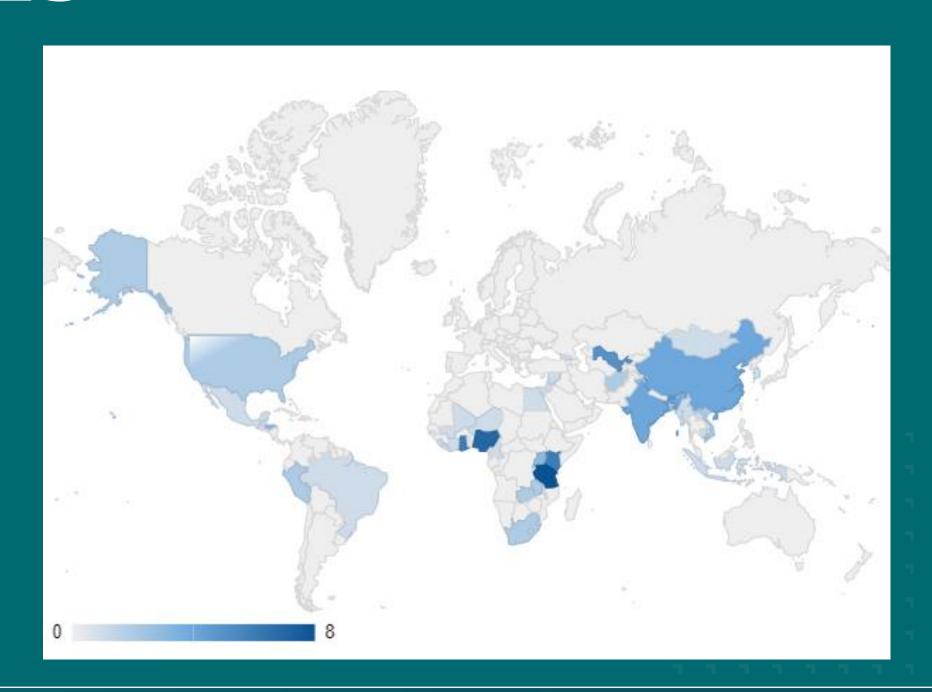
- At least 1 PD study from 40 difference countries
- This includes qualitative and quantitative studies



### Where are we learning? Teacher PD at CIES

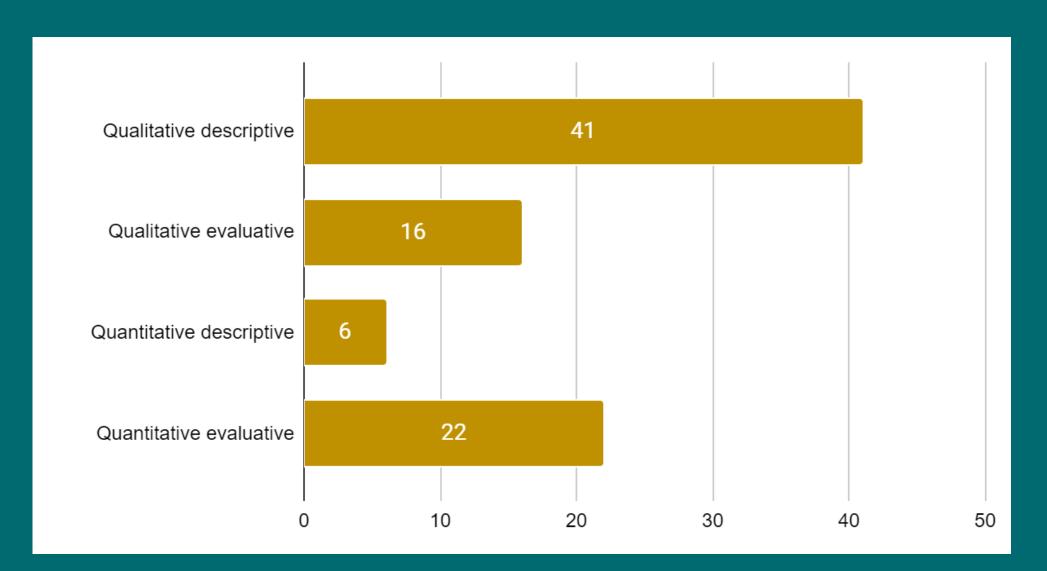


- Highest concentrations of studies in
  - Tanzania 8
  - Nigeria 7
  - Ghana 6
  - Kenya 6
  - Bhutan 5
  - Uzbekistan 5
  - China 4
  - India 4



### How are we learning? Teacher PD at CIES





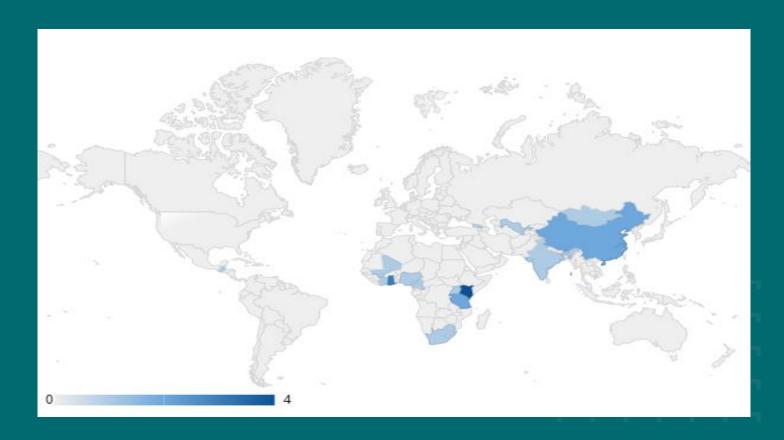
- Characterizing programs qualitatively (41 studies)
- Quantifying the impact of programs (22 studies)

# Updating where we're learning in terms of quantitative evaluations





Search conducted in 2016 (Popova et al. 2022)



**CIES 2023** 



### What we still need to learn

#### Approaches that work to improve student learning ...

When implemented at scale

When implemented by (or integrated with) existing systems

With adaptation

In low-income contexts

In the most fragile contexts



### Remember

- Teacher professional development can be highly effective, with enduring impacts
- In many contexts, it's the most immediate tool available to strengthen teacher performance
- But
  - It's easy to get it wrong
  - · We have much to learn.
- Today: two approaches seeking to get it right within government systems – Coach and BLEND