

Webinar 5: Handout 6
EGR program planning tool

TEACHER & EDUCATOR CPD: Key activities, questions and considerations

Purpose of this tool:

The purpose of this worksheet is to assist early grade reading teams as they plan and implement their programs. Designed to guide initial discussions and decisions about program design, implementation, monitoring and evaluation, the worksheet includes a list of key activities, questions and considerations related to a specific topic. EGR teams are encouraged to complete the worksheet as a team, so all stakeholders' and collaborators' ideas can be considered. More detailed planning related to each topic and key activity would then follow.

How to use this tool:

1. Review the list of key activities for each topic, at different stages of the program cycle
2. Read and review the key considerations that will guide your planning
3. In the "Your program experience and plans" column, for each key activity:
 - a. identify steps or tasks that your team will undertake to carry out the activity. Identify key collaborators and people responsible.
If you have already undertaken a particular activity:
 - i. identify lessons learned or guidance that may inform scale up of the program, or that could be shared with others in a similar context (either within the same country or in another country)
 - ii. identify how you might need to modify an approach if you have encountered challenges during initial implementation, or if monitoring and evaluation has indicated the approach has not been effective
 - iii. identify how your approach might need to be modified when the program is scaled up
 - b. Identify specific challenges with respect to each activity or key consideration. What actions need to be taken and what strategies may need to be undertaken to address them?

TEACHER PROFESSIONAL DEVELOPMENT

Key activities	Questions & considerations to guide planning	Your program experience & plans
1. Become familiar with the EGR program	<ul style="list-style-type: none"> • What are the goals of the EGR program? • What are major activities of the EGR program? • What grades/classes are the focus of the EGR program? • What languages will teachers be teaching children to read? • What should teachers know and be able to do to implement the program? • What EGR materials and resources (i.e., scope & sequence, teacher’s guide, student book, etc.) will teachers need to use? • What instructional, learning and assessment strategies are used? 	
2. Become familiar with the existing systems that provide training and support	<ul style="list-style-type: none"> • What are the in-country policies related to PD? • Who provides ongoing PD in the country (i.e. MOE, in-country private organizations, Teacher Training Institute, etc.)? • What systems and supports are available to build sustainability? 	
3. Identify teacher PD needs	<ul style="list-style-type: none"> • What are the gaps in teacher knowledge of in terms of EGR content, instruction and assessment (among other topics)? (Conduct or review existing classroom observation data regarding teacher practices.) • What are teacher’s knowledge and beliefs about student learning? About children with disabilities? About gender equitable instruction? • What are the language needs of the teachers? (Assess teacher language competencies if needed.) 	
3. Identify who needs to be trained	<ul style="list-style-type: none"> • Who needs training at the following levels and institutions? Common actors include: <ul style="list-style-type: none"> ○ national ministry of education personnel responsible for curriculum development, materials development, assessment, monitoring and evaluation, among other areas ○ teacher pre-service training institution personnel ○ sub-national ministry of education personnel (e.g., district authorities, school supervisors, etc.) ○ schools staff (head teachers, teachers) ○ community actors (e.g., school-based management committees, education NGOs, etc.) 	
4. Identify PD needs for in-service and pre-service levels	<ul style="list-style-type: none"> • What do the different personnel need to be trained on? (See list of potential topics in Session 4 PowerPoint and Handout 1.) Note that training content may be the same for different individuals, but may also differ depending on their roles, responsibilities and needs. 	

TEACHER PROFESSIONAL DEVELOPMENT

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	<ul style="list-style-type: none"> • How will pre- and in-service PD align and complement each other? 	
5. Conduct an analysis of available PD	<ul style="list-style-type: none"> • What professional development opportunities currently exist (or have recently been conducted)? • What PD has been conducted related to the new EGR program/practices? • What is currently being taught in the pre-service or other types of teacher training programs (i.e., teacher training institutes)? • What needs to be reviewed? What is new? 	
6. Conduct analysis of available professional development staff	<ul style="list-style-type: none"> • How many teachers need to be trained? Based on number of teachers to be trained, how many trainers are needed? • What human resources are available for providing PD? Who in-country has the knowledge and skills for conducting PD on EGR topics, as well as cross-cutting issues including gender and disabilities, and inclusive pedagogy? • What are the gaps? What other personnel resources are available to fill the gaps (i.e., outside consultants, NGO staff, etc.). • Who should conduct the trainings? How should these people be prepared? 	
7. Identify parameters of teacher PD, including: when teachers (and others) will be trained, for how long, and by whom	<ul style="list-style-type: none"> • Based on analysis, what PD modalities (types) are needed (i.e., initial training in a workshop setting, refresher, coaching, small group-based, peer learning, etc.)? • Based on the content of PD, type, and availability of PD personnel, where should training take place (i.e., regional, cluster, school, etc.)? Consider issues specific to women’s mobility and safety. • How should training and PD be provided? (e.g., formal workshops, school-based workshops, one-on-one coaching, etc.) • How many days of training need to be provided? How much time each day? Does the training accommodate the needs of parents with childcare responsibilities, particularly mothers? • What topics should be included in initial training? During school-based trainings/meetings? • For rural areas and schools located in crisis/conflict areas, how will PD be provided? For pastoral areas? 	
8. Identify EGR resources needed for teacher training and PD	<ul style="list-style-type: none"> • What materials do teachers need to be trained to use (i.e., teacher’s guide, student book, decodable and leveled books, resources for children with disabilities, or other resources) exist that will need to be incorporated into the training/PD? 	

TEACHER PROFESSIONAL DEVELOPMENT

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	<ul style="list-style-type: none"> • Are there supplemental resources (i.e., teacher toolkit) for teachers who are in pastoral or crisis/conflict regions? • What resources need to be developed to guide and support trainers (e.g., a trainer guide)? Who will develop them and what is the process and timeline for doing so? 	
<p>9. Identify ongoing professional development and supports for successful implementation and sustainability</p>	<ul style="list-style-type: none"> • What follow-up PD is needed? Identify both content and modality. • Who is available to provide ongoing support (i.e., head teacher, coach, peer teacher, project staff, trainers or others)? • What motivation and incentives for engaging in PD are available? What could be provided that is appropriate, feasible and sustainable for the context? 	
<p>10. Develop plan for monitoring and evaluating teacher PD; conduct M&E and use it to inform ongoing PD efforts</p>	<ul style="list-style-type: none"> • Who will conduct M&E? • What type(s) of data will be collected (i.e. implementation of materials, use of scripts, assessment of student outcomes, etc.)? What data is required by USAID? • Who will be trained? How will they be trained? • What is the schedule for data collection? • Where will the data be collected (i.e., all schools, randomly selected schools)? • How will the data be used (i.e. to inform materials revision, and to determine teachers' needs, follow-up training and support, provide feedback to teachers, etc.)? 	