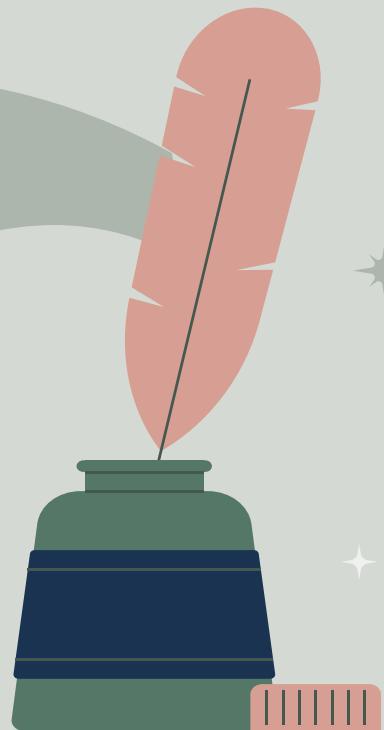


Improving Professional Development for Teachers in Iran

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Humphrey Fellowship Impact Plan



1. Background Knowledge & Problem Statement



Educational Structure in Iran



Education	School/Level	Grades	Age	Years
Primary	Elementary education/Dabestan	1-6	5-11	6
Middle	Lower Secondary Education	7-9		3
Secondary	Upper Secondary Education	10-12		3
Secondary	Pre-University Program	13-13		1
Tertiary	Associate's Degree	14-15		2
Tertiary	Bachelor's degree	14-17		4
Tertiary	Master's degree	18-19	22-24	2
Tertiary	Doctorate/PhD	20-22		3

Teacher Trainings in Iran



Around 2002 the Ministry of Education provided programs with complementary courses for the teachers with AS or AA degrees to continue their education to BS or BA levels. The instructors who received their BA or BS degrees were then able to continue their studies in universities to graduate schools.

In-service training in the Ministry of Education in Iran has two types of programs for the teachers; general and specific. The general courses are shared among all majors while specific courses are tailored to different majors.

Challenges

Time

School work,
Second job,
Commuting

Motivation

Course Design

Resources

Encouragement

Class hours
Enrichment
Programs
Courses
Extracurricular activities
Teacher Trainers,
Access,
Measurement tools

Target Audience & Goals

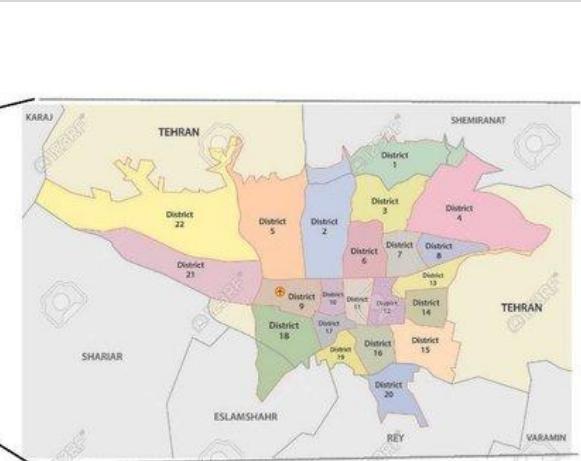
All K-12 public school teachers in Tehran Suburbs

About 2,500 public schools

27,000 teachers

High Teacher Quality

Positive Teacher Relationship



Problem Statement

Challenges

Time

Motivation

Course
Design

Resources

Goals

High Teacher
Quality

Positive Teacher
Relationship

How could we achieve high teacher quality & positive teacher relationship by overcoming the shortage of time, motivation, course design and resource?

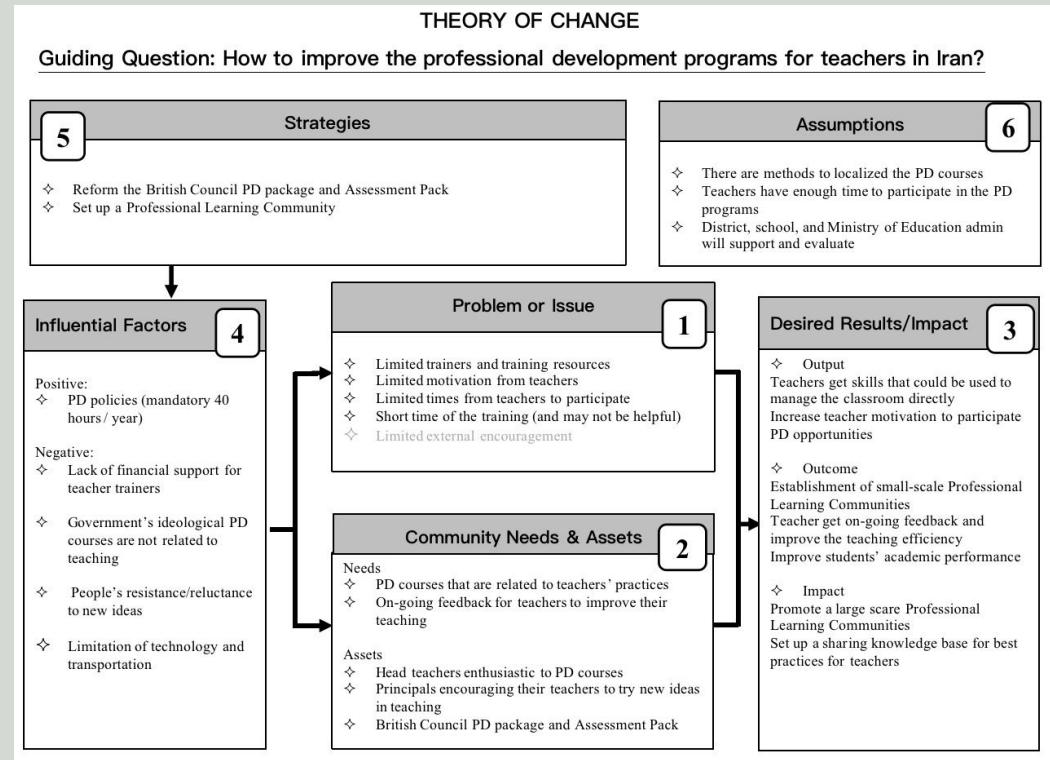
2. Theory of Change



Theory of Change

Problem Statement:

How could we achieve our goals by overcoming the challenges ?



Strategies or Intervention

Challenges

Course Design

Motivation

Time

Resources

Goals

High Teacher Quality

Positive Teacher Relationship

Reform the TPD Courses

Professional Learning

Community

Elements for Effective TPD

Content

- Content focus
- Teacher input and engagement
- Relevant and differentiated
- Data-driven and evidence-based

Activities

- Active learning
- Collaboration and teacher leadership
- Ongoing and job-embedded
- Sustained over time

Environment

- Supportive school culture

Evaluation

Content: British Council PD package

- Content focus*
- Local Teacher input and **engagement**
- **Relevant and differentiated**
- **Data-driven and evidence-based**

Activities: Lecture

- **Active learning**
- Collaboration and teacher leadership
- **Ongoing and job-embedded**
- **Sustained over time**

Environment

- Supportive school culture

Evaluation

Darling-Hammond, L. (2017), Garet, M. S., et al (2001)

Suggestions for Fellow's Strategies

Reform the TPD courses

- Engage **local** teachers to make the programs **relevant** to local cases and practical
- **Active learning** methods
- From **single** subjects to all subjects

Professional Learning Communities

(DuFour & Eaker, 1990)

- Collaboration for ongoing and job-embedded learning to fulfill differentiated need (from **small-scale to large-scale**)
- **Sustained** over time
- **Supportive** school culture (long-term)

Evaluation

- Data-driven and evidence-based

Others

- Low-cost of money

3. Logic Model



Logic Model

Inputs

Outputs

Inputs	Activities	Participation/Deliverables	Short	medium	long
#British Council (PD package & Assessment Pack)	#Identify training needs	#Pre-/post-survey on the PD programs	#Increased teacher knowledge of practical instruction strategies	#Teachers implemented skills from the PD courses	#Policy makers and school admin from other districts join the reform of PD
#Experienced public school teachers	#Develop and design in-service PD curriculums and localized measuring tools (begin from a specific subject and grade)	#Ministry of Education, Qualified teacher trainers	# Increased teachers' knowledge of course content	# Over % teachers participate in one PD program	
#Teacher training centers #Higher Education	#Conducting training sessions (from small-scale to large-scale)	#All public teachers (begin from new teachers)	# Improved teachers' attitude toward the PD course		
#Qualified teacher trainers	#Measure PD course effectiveness and renew the PD course	#Teacher training centers/Higher education institutions			
#Current PD curriculum		#Localized PD courses and measurement tools			
#District, Public School Admin	#Teacher community meetings (e.g. same grade/subject)				
#Space					
#Ministry of Education	#School based support from learning community members and consultants	#Principals and district employees (from grade to school to district to nation)	#Set up grade-level or subject-level professional learning community	#Teacher shared their knowledge & resources within the district	#Establishment of positive professional learning communities within the districts/Tehran
#Time			#Teachers are connected in the learning community, built a sense of belonging in a community of professional learners	#Improved positive teacher attitude toward PD programs	#Teachers increased enjoyment in teaching
#Evaluation partners	#Document practical skills and cases for future knowledge base			#Teachers get ongoing feedback and improve the teaching methods	#Build up a shared knowledge base
#Technology				#Increased use of self-assessment tools	#Promote life long, ongoing learning
#Fundings	#Monitor the effectiveness of each PLC.				

Assumptions

#There are methods to localized the PD courses

#Teachers have enough time to participate in the PD programs

#District, school, and Ministry of Education admin will support and evaluate

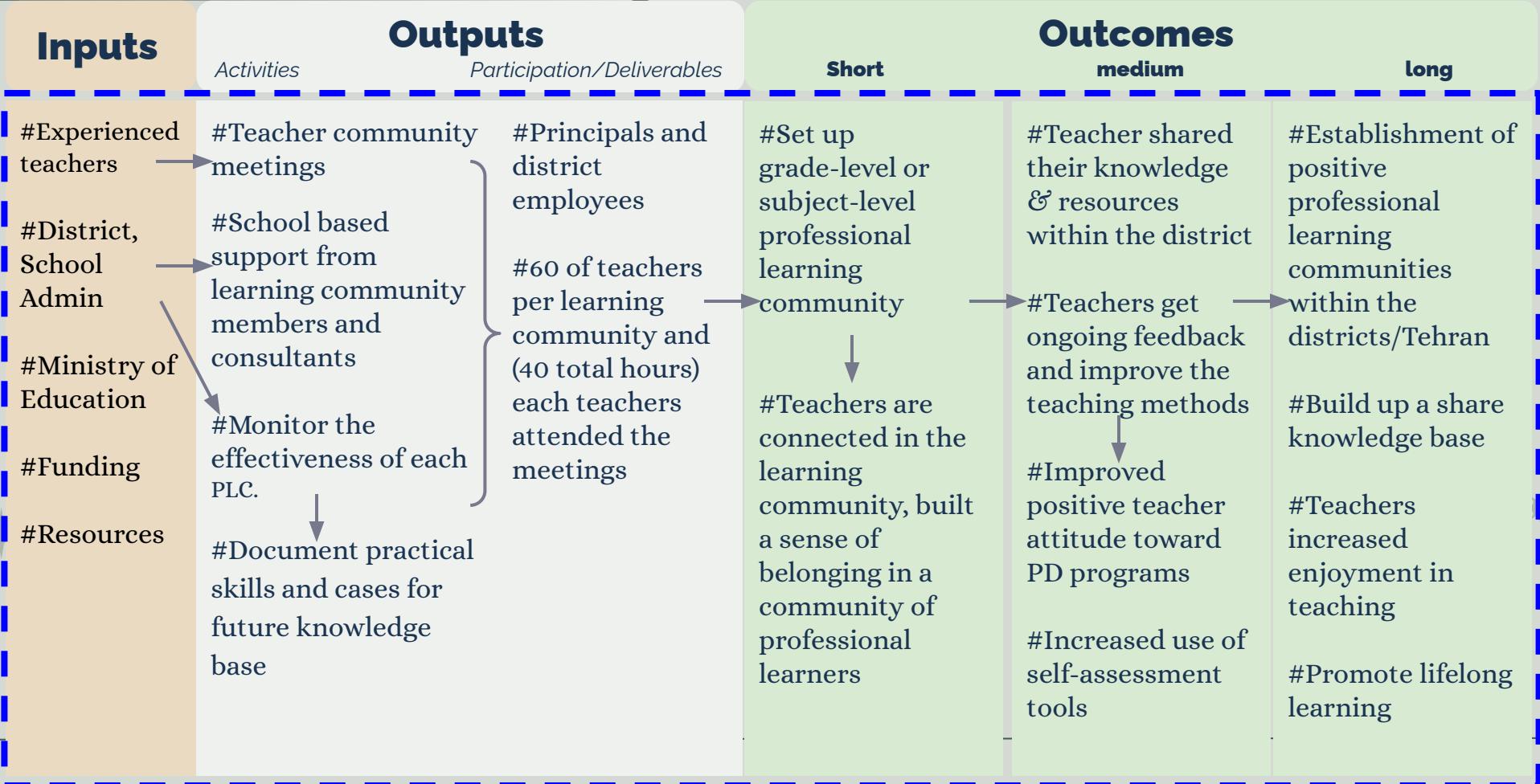
External Factors

#PD policies (mandatory 40 hours / year)

#Lack of financial support for teacher trainers and People's resistance/reluctance to new ideas

#Government's ideological PD courses are not related to teaching

Logic Model (PLC)



4. Evaluation Plan



Evaluation of Professional Development Reform

Research Goals	Analysis Methods	Intended Effects	Possible Analysts
Measuring teacher's reactions/perceptions,	Exit surveys and/or interviews	To measure PDs relevance and indicate what changes should be made	Local academic institution
Knowledge gained	Pre- and post-testing	To measure how much of the intended PD teachers are actually retaining, to see where it is lacking	Local/international NGO
Teacher behavior	Observation w/feedback	To see how feasible it is for teachers to translate PD into practice	Resources from fellowship network (e.g.)
Student outcomes	Subject test scores based on curriculum (ongoing)	To see if PD has an effect on student outcomes	Ministry of Education

Evaluation of Professional Learning Communities

“Critically, TPEGs are designed to accomplish these goals by setting norms that deprivatize teaching via collaborative lesson planning, peer observation, post-observation reflection, and peer feedback” (Cravens 2021).

Research Goals	Analyze Methods	Intended Effects	Analysts
Understanding best practices →	Wholistic classroom observation rubric (like TEAM), also noting which teacher do and do not participate →	Relatively low cost, relevant way for teachers to learn from each other	Previously listed partners, as well as teachers and principles should be encouraged to gain greater understanding of their own observation data
Student Outcomes →	Subject test scores based on curriculum (ongoing) →	To see if any relationship develops between this PD and student performance	
Measuring teacher's reactions/perceptions, →	Exit surveys and/or interviews →	To measure PDs relevance and indicate what changes should be made ★	

Outcomes to Evaluate

Outcomes		
Short	medium	long
#Increased teacher knowledge of practical instruction strategies	#Teachers implemented skills from the PD courses	#Policy makers and school admin from other districts join the reform of PD
# Increased teachers' knowledge of course content	# Over % teachers participate in one PD program	
# Improved teachers' attitude toward the PD course		
		#Increased student academic performance
#Set up grade-level or subject-level professional learning community	#Teacher shared their knowledge & resources within the district	#Leading and supporting low-proficiency teachers
#Teachers are connected in the learning community, built a sense of belonging in a community of professional learners	#Improved positive teacher attitude toward PD programs	#Establishment of positive professional learning communities within the districts/Tehran
	#Teachers get ongoing feedback and improve the teaching methods	#Teachers increased enjoyment in teaching
	#Increased use of self-assessment tools	#Build up a share knowledge base
		#Promote life long, ongoing learning

TPD

Reform the TPD Courses

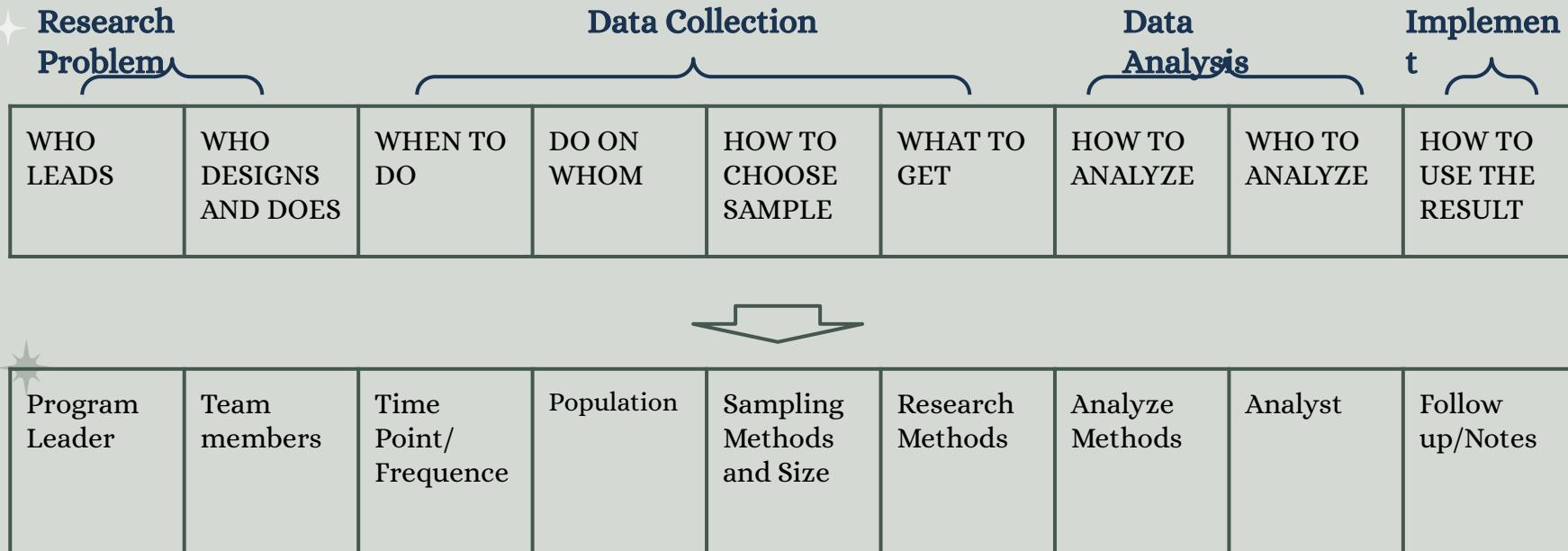
1. The effect of the TPD training (short-term)

PLC

Professional Learning Communities

2. The implementation PD (middle-term, by PLC) (To do)

Key Elements



1. The effect of PD (short-term)

TPD

Program Leader	Team members	Time Point/ Frequency	Population	Sampling Methods & Size
The program manager of the PD training (e.g. Fellow/PLC Panel leaders/Subject leaders)	Teachers and trainers Research Teams Volunteer coordinators	Right after the PD training	Teachers (e.g. with 1-2 years of teaching experience/ first attended the PD programs)	Self-select (note: would have sampling bias, perhaps do quasi-experiment in the future)

1. The effect of PD (short-term)

TPD

Research Methods	Analyze Methods	Analyst	Follow up/Notes
<p>Survey (Scale) Interview Dimension:</p> <p>Planning lessons and courses Understanding learners Managing the lesson Knowing the subject Managing resources Assessing learning Integrating ICT Taking responsibility for professional development Using inclusive practices Using multilingual approaches Promoting 21st-century skills Understanding educational policies and practice</p> <p>(note: change according to the aim of the training)</p>	<p>Quantitative Qualitative</p> <p>(note: Qualitative method is not recommended at the beginning, could use mix-methods in the future)</p>	<p>Local academic institution Local/international NGO</p> <p>Resources from fellowship network (e.g. Vanderbilt Research Team)</p>	<p>Give back the result to the team developing the PD courses</p> <p>Report it to the PLC to give more support in implementation</p>

2. The implementation PD (middle-term) (Please see the handbook)

PLC

Further Experimental Design

Groups could be divided as:

Group 1: Controlled Group (No PD&PLC)

Group 2: Professional Development Course (PD)

Group 3: Professional Learning Communities (PLC)

Group 4: Both PD & PLC

NOTES: It would be difficult to show the effectiveness of either form of PD if all teachers participate in both. We would recommend A factorial design if resources allow.

Timeline

AUGUST- EARLY SEPTEMBER: BRITISH COUNCIL PD TRAINING, PLC TRAINING

LATE SEPTEMBER: SCHOOL YEAR BEGINS

OCTOBER-JANUARY: FIRST SEMESTER OBSERVATION

LATE JANUARY-EARLY FEBRUARY: POSSIBLE PD & PLC REFRESHER/ADDITION

FEBRUARY-JUNE: SECOND SEMESTER OBSERVATION

LATE MAY-JUNE: SUBJECT TESTING FOR STUDENTS

LATE JUNE: SCHOOL YEAR ENDS

5. Limitation



Limitations

TEACHER BUY IN

IF TEACHERS ARE STRUGGLING WITH MOTIVATION DUE TO TIME CONSTRAINTS, UNDER PAY, AND LACK OF INCENTIVE, PROFESSIONAL DEVELOPMENT MAY NOT HAVE EFFECTIVE OR POSITIVE INFLUENCE ON STUDENT OUTCOMES.

ASSUMPTIONS

WE'RE ASSUMING THAT PD OR PLC WILL HAVE POSITIVE EFFECTS ON STUDENT OUTCOMES, BUT WE'RE NOT POSITIVE IT WILL HAVE A SIGNIFICANT EFFECT IN THIS CONTEXT

EVALUATION

WE DO NOT CURRENTLY HAVE A TEAM IN PLACE TO OVERSEE THIS EVALUATION, THERE IS A CHANCE IT COULD BE VERY DIFFICULT TO FIND OR PUT TOGETHER A CAPABLE, AND EFFICIENT TEAM WHO IS WILLING TO WORK ON THIS INITIATIVE

FUNDING

WE'RE NOT CURRENTLY AWARE OF HOW MUCH FUNDING WOULD BE AVAILABLE FOR THIS PROJECT OR HOW LONG IT WOULD LAST.

SAMPLING

SELF SELECTION WILL MOST LIKELY RESULT IN BIAS

Thank you!

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Questions & Suggestions



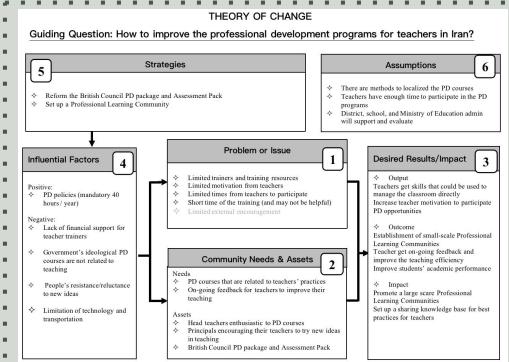
Roadmap

Identify Issues



Problem Statement:

How could we achieve our goals by overcoming the challenges ?

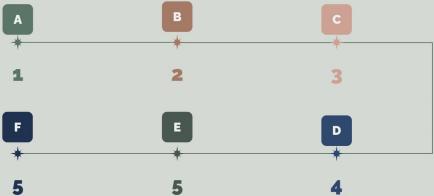


Intervention

TPD

PLC

Timeline



Evaluation

Reform the TPD Courses

- ### 1. The effect of the TPD training (short-term)

PLC Professional Learning Communities

- ## 2. The implementation PD (middle-term, by PLC) (*To do*)

