

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
Enrollment
Prerequisites
Course materials
Extra support

Teacher Trainers,
Access,
Measurement tools

Target Audience & Goals

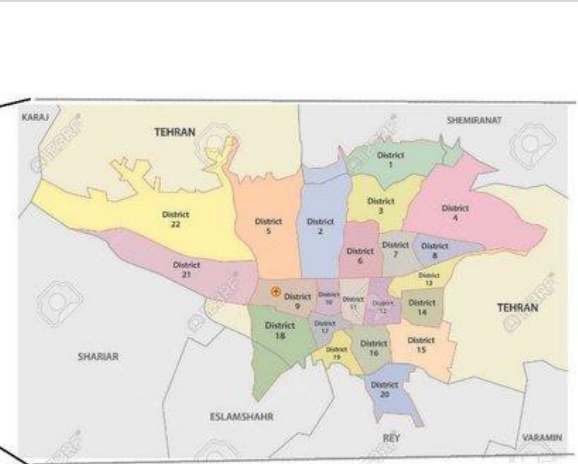
All K-12 public school
teachers in Tehran
Suburbs

About 2,500 public
schools

27,000 teachers

High Teacher Quality

**Positive Teacher
Relationship**



Problem Statement

Challenges

Time

Motivation

**Course
Design**

Resources

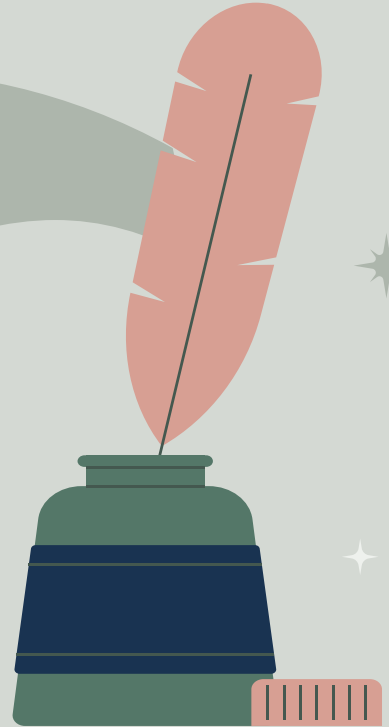
Goals

**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



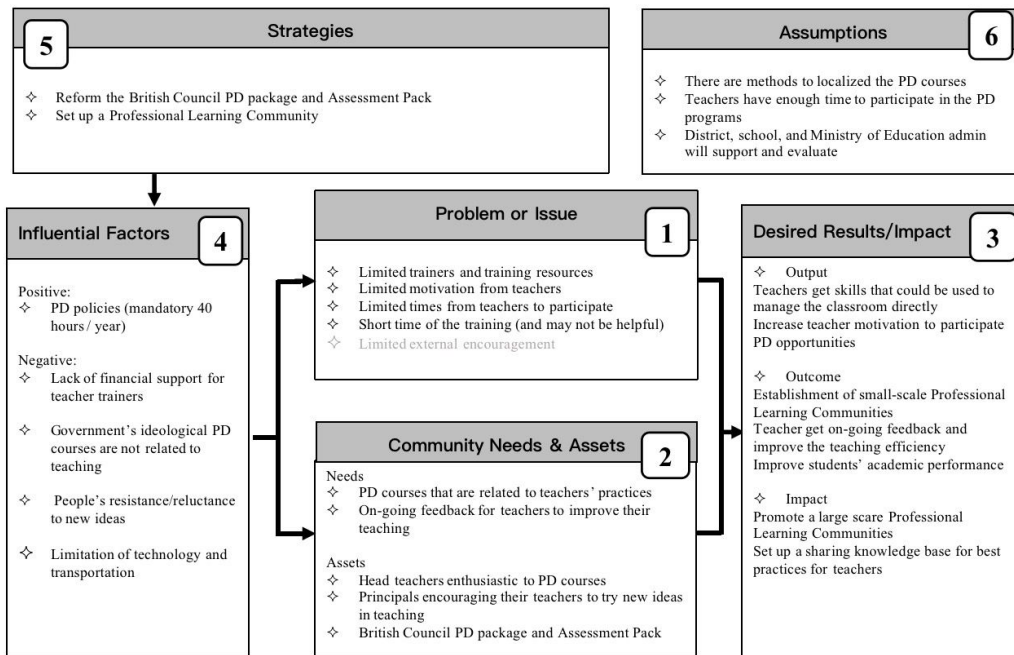
Theory of Change

Problem Statement:

How could we achieve our goals by overcoming the challenges?

THEORY OF CHANGE

Guiding Question: How to improve the professional development programs for teachers in Iran?



Strategies or Intervention

**Goal
s**

Challenges

**Course
Design**

Reform the TPD Courses

**High Teacher
Quality**

Motivation

Time

Professional Learning
Community

**Positive
Teacher
Relationship**

Resources

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

Evaluation

- Data-driven and evidence-based

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)

Others

- ✨ Low-cost of money

3. Logic Model



Logic Model

Inputs

Outputs

Outcomes

Activities

Participation/Deliverables

Short

medium

long

#British Council (PD package & Assessment Pack)

#Experienced public school teachers

#Teacher training centers
#Higher Education

#Qualified teacher trainers

#Current PD curriculum

#District, Public School Admin

#Space

#Ministry of Education

#Time

#Evaluation partners

#Technology

#Fundings

#Identify training needs

#Develop and design in-service PD curriculums and localized measuring tools (begin from a specific subject and grade)

#Conducting training sessions (from small-scale to large-scale)

#Measure PD course effectiveness and renew the PD course

#Teacher community meetings (e.g. same grade/subject)

#School based support from learning community members and consultants

#Document practical skills and cases for future knowledge base

#Monitor the effectiveness of each PLC.

#Pre-/post-survey on the PD programs

#Ministry of Education, Qualified teacher trainers

#All public teachers (begin from new teachers)

#Teacher training centers/Higher education institutions

#Localized PD courses and measurement tools

#Principals and district employees (from grade to school to district to nation)

#60 of teachers per learning community and (total hours) each teachers attended the meetings

#Increased teacher knowledge of practical instruction strategies

#Increased teachers' knowledge of course content

#Improved teachers' attitude toward the PD course

#Set up grade-level or subject-level professional learning community

#Teachers are connected in the learning community, built a sense of belonging in a community of professional learners

PLC

#Teachers implemented skills from the PD courses

#Over % teachers participate in one PD program

TPD

#Teacher shared their knowledge & resources within the district

#Improved positive teacher attitude toward PD programs

#Teachers get ongoing feedback and improve the teaching methods

#Increased use of self-assessment tools

#Policy makers and school admin from other districts join the reform of PD

OTHE P

#Increased student academic performance

#Leading and supporting low-proficiency teachers

#Establishment of positive professional learning communities within the districts/Tehran

#Teachers increased enjoyment in teaching

#Build up a share knowledge base

#Promote life long, ongoing learning

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

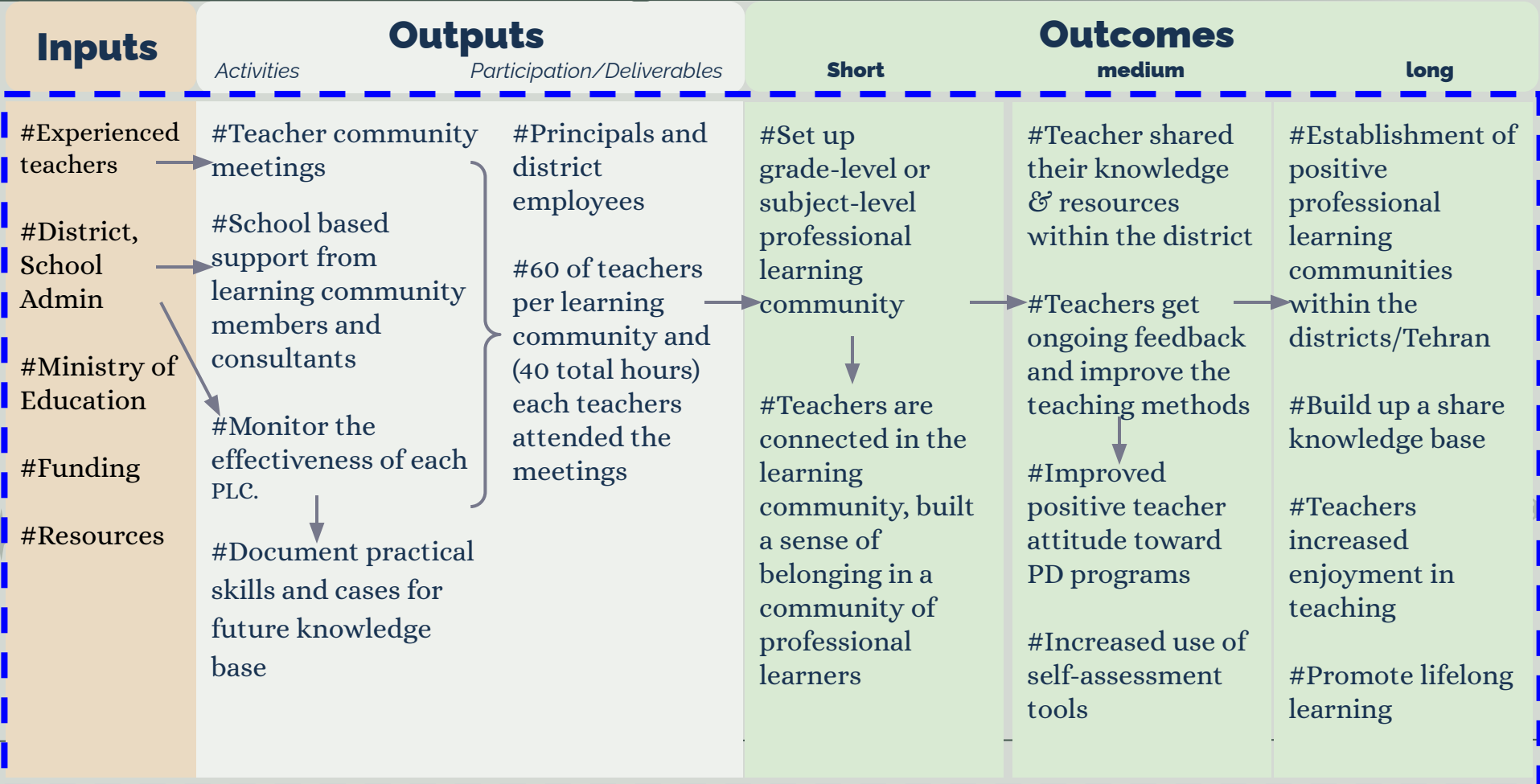
#PD policies (mandatory 40 hours / year)

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

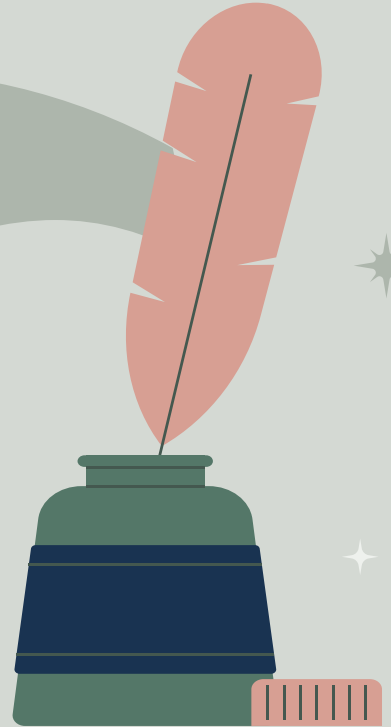
#Government's ideological PD courses are not related to teaching

#Limitation of technology

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

Sherman, R., Kutner, M., Tibbetts, J., & Weidler, D. (1998). *Professional development resource guide for adult educators*. Washington, DC: American Institutes for Research.

Kirkpatrick, D. (1994). *Evaluating Training Programs*. San Francisco: Berrett-Koehler Publishers, Inc.

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

Outcomes to Evaluate

Outcomes		
Short	medium	long
<ul style="list-style-type: none"> #Increased teacher knowledge of practical instruction strategies # Increased teachers' knowledge of course content # Improved teachers' attitude toward the PD course 	<ul style="list-style-type: none"> #Teachers implemented skills from the PD courses # Over % teachers participate in one PD program 	<ul style="list-style-type: none"> #Policy makers and school admin from other districts join the reform of PD
<ul style="list-style-type: none"> #Set up grade-level or subject-level professional learning community #Teachers are connected in the learning community, built a sense of belonging in a community of professional learners 	<ul style="list-style-type: none"> #Teacher shared their knowledge & resources within the district #Improved positive teacher attitude toward PD programs #Teachers get ongoing feedback and improve the teaching methods #Increased use of self-assessment tools 	<ul style="list-style-type: none"> #Increased student academic performance #Leading and supporting low-proficiency teachers #Establishment of positive professional learning communities within the districts/Tehran #Teachers increased enjoyment in teaching #Build up a share knowledge base #Promote life long, ongoing learning

TPD

Reform the TPD Courses

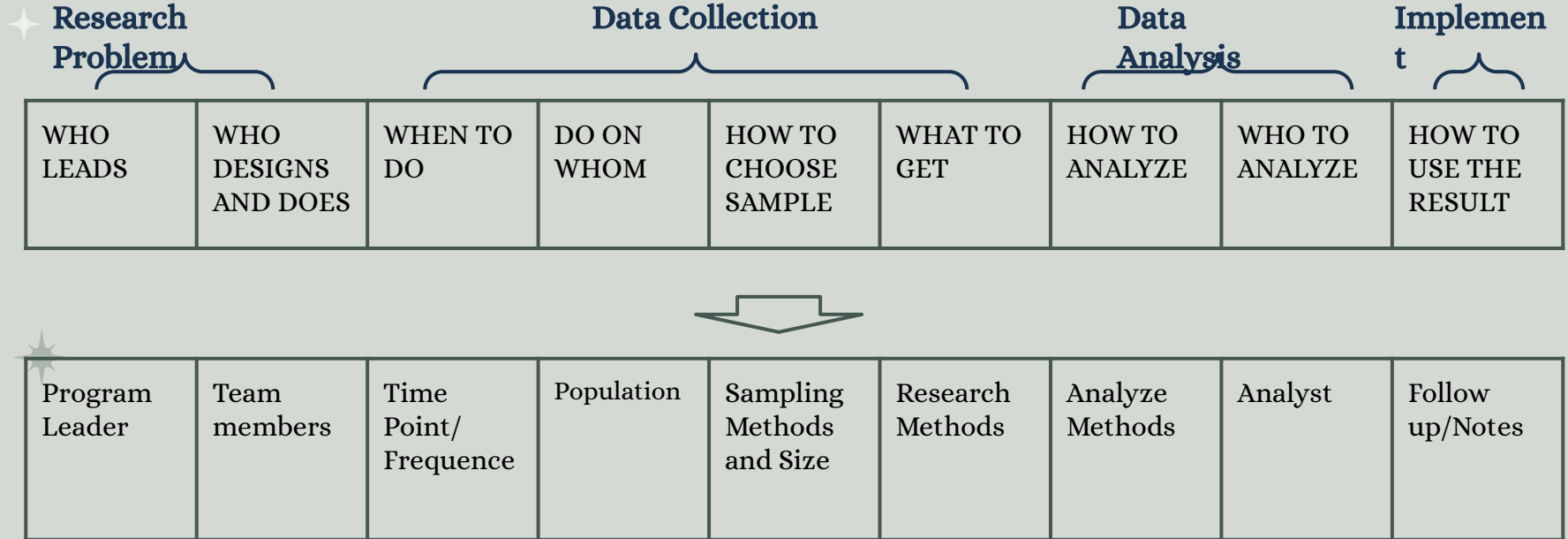
1. The effect of the TPD training (short-term)

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) →</p> <p>Interview →</p> <p>Dimension:</p> <ul style="list-style-type: none"> 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>(note: change according to the aim of the training)</p>	<p>Quantitative</p> <p>Qualitative</p> <p>(note: Qualitative method is not recommended at the beginning, could use mix-methods in the future)</p>	<p>Local academic institution</p> <p>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

Challenges

Time

Motivation

Course Design

Resources

Goals

High Teacher Quality

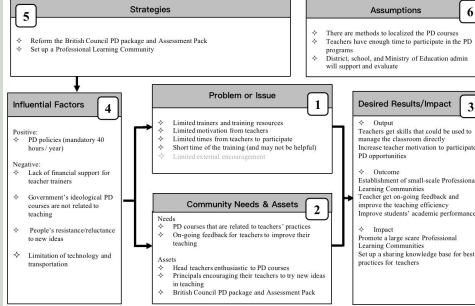
Positive Teacher Relationship

Problem Statement:

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THEORY OF CHANGE

Guiding Question: How to improve the professional development programs for teachers in Iran?

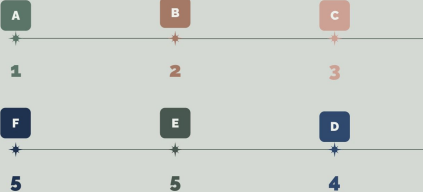


Intervention

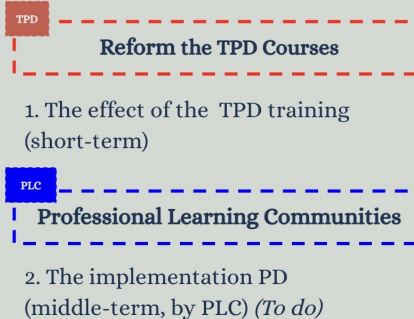
TPD

PLC

Timeline



Evaluation



Logic Model

