2023

TEACHER DEVELOPMENT COORDINATOR:
CLASSROOM DEMONSTRATIONS
REPORT

SIMPLE EDUCATION FOUNDATION

SCERT
स्वाध्यायान्मा प्रमदः

STIR education

Acknowledgement

About Us

State Council of Educational Research & Training (SCERT)

The State Council of Educational Research and Training, Delhi an autonomous body, established in May 1988 has been providing academic resource support to the Directorate of Education, the Education Departments of MCD and the Cantonment Board so as to achieve an overall improvement in the quality of school education. The State Council of Educational Research and Training support is available through various programmes which include continuing education of teachers, development of material for teachers and students and undertaking research studies on the problems related to school education in Delhi. The In-Service Teacher Education and Training Cell (INSET) is a department under the SCERT. It is responsible for providing training to in-service teachers and education administrators, as well as conducting research on education-related topics.

Simple Education Foundation (SEF)

At Simple Education Foundation State Program, we are co-designing hyperlocal, state-wide teacher training and capacity-building programs with the state and local government. Our team partners with them to enhance the efficiency and quality of teachers' learning experience. These training sessions are targeted interventions in program design, operations, data and policy. This helps boost their targets, outcomes and impact. Our goal is to equip teachers with simple and contextual tools and practices to create powerful learning experiences in classrooms for children to thrive.

STiR Education

At STiR Education, we support education systems to foster intrinsic motivation in every teacher and official. Our vision is a world where teachers love teaching and children love learning. We know that this will require radical change across whole education systems, in terms of mindset, values and behaviours. At STiR, we work with our government partners to define the desired behaviours that they want to see at each level (District to School) and promote these through strong role-modelling and positive relationships across the system.

SIMPLE
EDUCATION
FOUNDATION

SCERT
स्वाध्यायान्मा प्रमदः

STiR
education

Index

Introduction

Background

Every year, SCERT organizes multiple capacity-building trainings for teachers to consistently improve the learning outcomes of students as well as update educators with world-class innovative approaches in education. These trainings are anchored by the INSET Cell at SCERT.

In April 2022, SCERT in collaboration with Simple Education Foundation (SEF) introduced the Teacher Competency Framework (TCF). It is a competency mapping framework for teachers. This serves as a guiding document for teacher upskilling and capacity-building programs. This led to the launch of the Competency-Building Teacher Training Modules (CBM).

> "This is a very good session and this type of training should be conducted time to time for learning new teaching techniques."
>
> -Participant feedback was collected through post-session surveys on the CPELO module

Module 1: CPELO

In August 2022 we released a CBM which was called "Classroom Practices to Enhance Learning Outcomes (CPELO)". This training module focuses on equipping teachers with **effective active learning strategies** that can be easily implemented across various grades and subjects to enhance overall student learning outcomes.
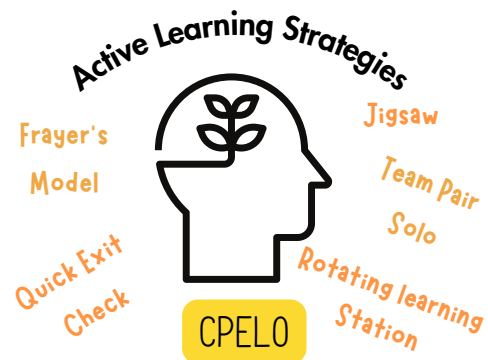
There were **two approaches** in which this module was taken to the teachers- one was through **direct workshop-based training** and the other was through indirect **Classroom Demonstration based Training through Teacher Development Coordinator (TDC).**

This report focuses on the know-how of these approaches that were made possible through the collaboration between multiple government and non-government.

Introduction

Workshop-Based Training

The CPELO training was first delivered to teachers in **direct workshop-based training through a cascade model (See Figure)**

```
┌─────────────────────────────────────┐
│   Core Team (INSET Cell + SEF)       │
└─────────────────────────────────────┘
              ▼
┌─────────────────────────────────────┐
│ Champion Master Trainers (23 CMTs)   │
└─────────────────────────────────────┘
              ▼
┌─────────────────────────────────────┐
│ Mentor Teachers  & SCERT/DIET        │
│ Faculty (447 facilitators)           │
└─────────────────────────────────────┘
              ▼
┌─────────────────────────────────────┐
│         Teachers (4067)              │
└─────────────────────────────────────┘
              ▼
┌─────────────────────────────────────┐
│            Classroom                 │
└─────────────────────────────────────┘
```
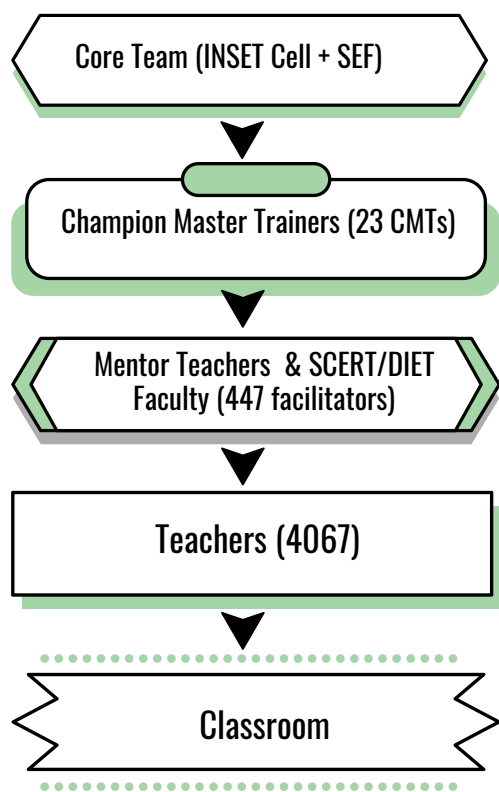
Figure: CPELO Direct Training Cascade Model

Through this approach, we reached 4067 Primary Teachers! Post-Session Learning Surveys revealed that **95% of the teachers found the training content relevant and reported a content proficiency score of 88.34%**.

However, feedback, observations and team reflections revealed three key areas of growth:

Time Intensive Training Model
4000 teachers in a span of 3 weeks

Resource Intensive Operations
To reach 4000 teachers it took 500+ facilitators, 40+ training venues and additional 50+ support staff

Lack of Practical Training
Teachers shared that they wanted to experience the training practices in a real classroom setting

> *"The session was very informative, it would be nice if these practices were done in real classroom by the facilitators"*
>
> *-Participant feedback collected through post-session surveys on CPELO module*

Emerging Need

These realities gave rise to the need of an additional training approach. INSET cell along with Simple Education Foundation came up with the idea of making training reach the classroom. Hence, we conducted "TDC Classroom Demonstration" along with STiR Education through which we could -

Build a culture of peer learning and optimize teacher reach while incorporating Live Classroom Demonstration of CPELO strategies through TDCs.

The Design Philosophy

Informed by the insights learned during Module 1 dissemination, we designed a solution keeping the following things in mind.

Easy to Implement Classroom Strategies

Every active learning practice had a strong purpose and was broken down into easy to understand and implementable steps to make it relevant and simple for teachers to apply the practices in their classroom. We added subject wise examples for each practice to make it contextual and easy for teacher to integrate while teaching in classroom.

Learning through Peer Observation

Peer modelling is a highly effective teacher training method*. It involves observing real-life teaching practices and offering practical insights applicable to their own contexts in a familiar environment, ensuring safety and effectiveness. We aimed to leverage this approach to address our challenges.

Leveraging System Stakeholders

Collaborating with existing government stakeholders fosters ownership and commitment to working towards shared goals. We collaborated with stakeholders to plan and execute the intervention. This helped us in ensuring greater positivity in outcomes and promoting the sustainability of interventions.

Collaboration between Program (& Partners)

Teacher Development Coordinators (TDCs) are highly trained teachers in each Delhi government school. They support teachers' professional growth through coaching, workshops and co-learning sessions. The collaboration between SEF and STiR was aimed towards demonstrating the CPELO strategies in a classroom setting by leveraging the TDCs.

Our Approach

Approximately **1000 TDCs were trained on updated strategies** from Module 1 to reach the teachers in all DoE Delhi schools. In order to prepare them for the classroom demonstrations a 3-level training dissemination model was implemented.
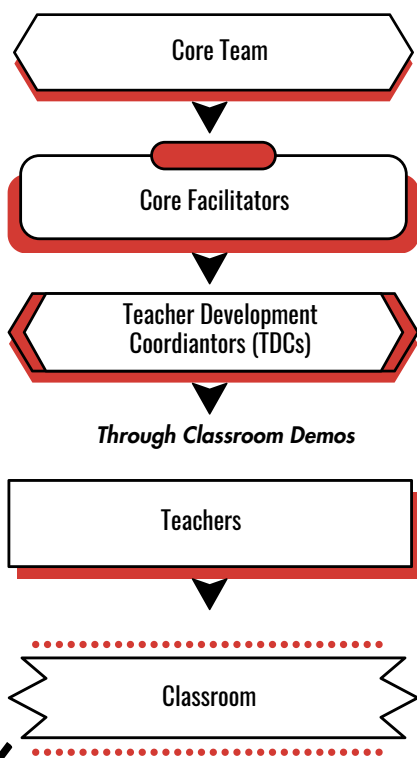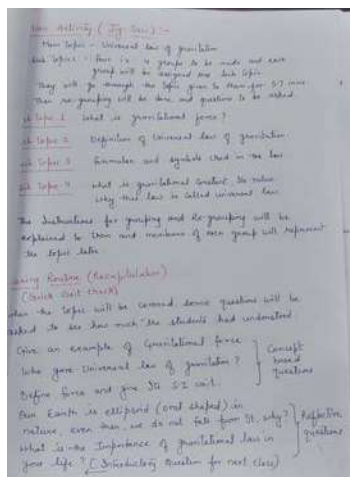
Refresher Training of Core Facilitators
A group of 40 Core Facilitators consisting of Champion Master Trainers and other SCERT/DIET Faculty members received a module refresher by Simple Education Foundation.

Training of TDCs
The core facilitators took the module to the TDCs through a 2-day training for **897 TDCs.** To build readiness for the demonstrations, they practiced creation of lesson plans using the strategies and participated in execution rehearsals.

Core Team

↓

Core Facilitators

↓

Teacher Development Coordiantors (TDCs)

↓

Through Classroom Demos

Teachers

↓

Classroom

Figure: TDC Classroom Demonstration Model

> " *"It was a very enriching and informative session. Looking forward to more such sessions."*
> *-Anonymous Feedback from Learning Surveys*

Session plan created by TDCs during their trainings

TDCs engaged in a group discussion during their training
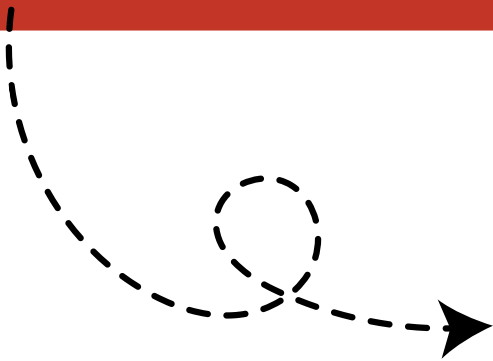
TDC Demo Execution

The SEF & STiR team designed the operations for the classroom demonstrations to be conducted by the TDCs with the help of Delhi District coordinators (DCs) and Mentor teachers (MTs). These demonstrations included 5 classroom strategies from the CPELO module and were held on the **16th, 17th, and 18th of November**. The teachers of the school (ART* and co-ART* members) actively observed these sessions.

Classroom Demonstrations being conducted in a School

Observations and Monitoring

The classroom demonstrations were observed and monitored by DCs, MTs, SEF, and STiR team members. Testimonials and feedback were gathered from TDCs through a self-reflection form. Monitoring the demos along with district coordinators helped us capture the effectiveness of the demos' effectiveness, highlighting areas for improvement, and refining approaches for future iterations.

> "
> The observation visit for the first day of TDC Demos started smoothly as the mentor teacher introduced me to the TDC of the school. She demonstrated the allotted strategies for the day, which were Frayer's Model and team Pair Solo. She integrated them into her subject quite effectively and enthusiastically. The students and other observers from ART & Co-ART seemed engaged and were enjoying the class.
> **-Harshit (Simple Education Foundation)**

> "
> TDC Anjali of GGSSS No.2, Ambedkar Nagar, put a great effort into using the Jigsaw and quick exit check method to teach the Law of Gravity in class 9. She was well prepared with the planning of lessons, resources and the students enjoyed the learning process while engaging in the discussion and presentation
> **-Sajid (STiR Education)**

Active Learning Strategies Online Resource Bank

During the TDC Demos, videos of some CPELO practices were captured. These serve as a resource bank for teachers across the country to integrate active learning in their classroom **These videos can be easily accessed on the official SCERT youtube channel.**
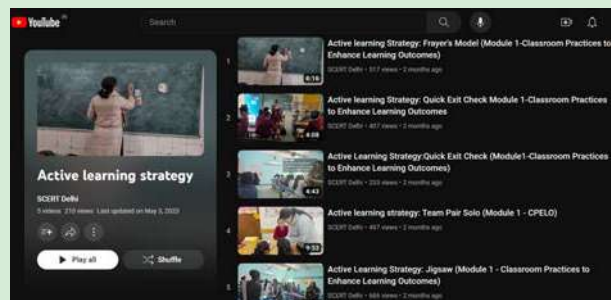
Resource Bank available on SCERT Delhi Youtube channel

Highlights

This is what TDC Demos in action looked like :

Students participating in activities conducted during Classroom Demonstrations by TDCs

TDC's Demonstrating CPELO strategy

Some testimonials from the classroom demonstrations feedback form :

"In our School, we experimented with the innovative Learning Pedagogy of Frayer's model and the Rotating learning station in class 10th for the subject of social science. I divided the Class into 4 Heterogeneous Groups. Each Group is provided with Charts and Colours. During the facilitation of the class, some interesting certitude was noticed. During Activities, Amazingly the emotional perspective and cohesiveness of the Class come out in group work and it seems that the boundary between intelligent and weak students became Blurred! The learning among the students was so profound that every student participated in the Group as a cohesive unit of the group making the learning sacrosanct and Emphatic!
I was flabbergasted by the behavioural outcome of the students, even those who were considered low performers, they had Shown marked ardour and involvement during the process! Every student was so deeply involved that they even "skip lunch" and asked for one more period, even in fact they were learning tediously from the Last Two periods.
It was a wonderful learning session and I even learned a lot from the students with their newly developed enthusiasm for Learning and left the Smiling faces behind at the end of the Session."

"The demo class was appreciated by all ART and co-ART members."

"I felt very good to see that the teacher has whole heartedly agreed to observe her class and both the strategies she followed and explained very well and response of the class was outstanding."

6

Highlights

748 DoE schools conducted atleast one TDC demo

These demos were conducted in grades 4th, 5th, 6th, 7th, 8th, 9th, 10th, 11th & 12th, across varied topics and subjects such as Chemistry, Geography, Mathematics, Sanskrit, Economics, English, Hindi, Physical Education, Political Science and many others.

71%
SCHOOLS REACHED

ART members and Co-ART members (teachers) as peer observers

1200+ classrooms were reached through TDC demos directly. Each classroom had a minimum of 1 and a maximum of 12 observers based on student strength and classroom size.

6600+
Teachers reached

Enhanced and efficient reach through the classroom demonstration model

Through the classroom demonstration model, reach for the module increased exponentially. It reduced the exhaustion of resources and significantly reduced the training cycle, as shown below.

CLASSROOM DEMONSTRATIONS	BATCHWISE TEACHER TRAINING

6600 Teachers trained → in → **3** Days

4067 Teachers trained → in → **6** Day (Conducted in 3 Cycles of 2 day each)

Teachers trained **per cycle** = → **6600**

Teachers trained **per cycle** = → **1340**

Learnings & Insights

- **Enhanced Training experience through Real-Time Observation & Reflections**

  Live classroom demonstrations provide teachers with real-time access to observe training techniques, contextual strategies, and student reactions. This enabled teachers to reflect on their own instructional practices, identify areas for improvement and ideate on the adaption of teaching methods to better engage and support students in their own classrooms.
  Monika Ma'am from SKV Sarai Rohilla shared, "Art members are curious about the classroom strategies and started to discuss which practice they will use in their lesson".

- **Building a Culture of Collaborative Learning**

  Observing and learning from live classroom demonstrations conducted by peers helps create a supportive learning environment that addresses questions and uncertainties while leveraging pre-existing collegiality and trust. This builds a culture of learning and collaboration within the school ecosystem for the teachers.
  Dalbir Sir from GBSSS Nangloi "At first, we took demo class for students of class 8. After that a meeting regarding classroom practices of Jigsaw & Quick exit ticket was held at 2pm. HOS & 38 teachers participated in the meeting".

- **3x Increase in Reach of Classroom Demos VS Batchwise Teacher Training**

  The approach of utilizing Teacher Development Coordinators (TDCs) to conduct classroom demonstrations in every school demonstrates a quick and efficient method of bringing training directly into classrooms. This innovative approach simultaneously reduces the resource demands on the system and stakeholders.

Recommendations

Advocating for Classroom Demonstrations along with Targeted Teacher Training

For a comprehensive and effective teacher training approach, we recommend combining both classroom demonstrations and focused teacher training. This hybrid model offers teachers the chance to learn from their peers in a safe and collaborative environment while also providing a focused space for their professional development. By leveraging both methods, teachers can gain practical insights, diverse perspectives, and essential skills, leading to a well-rounded and empowered teaching community.
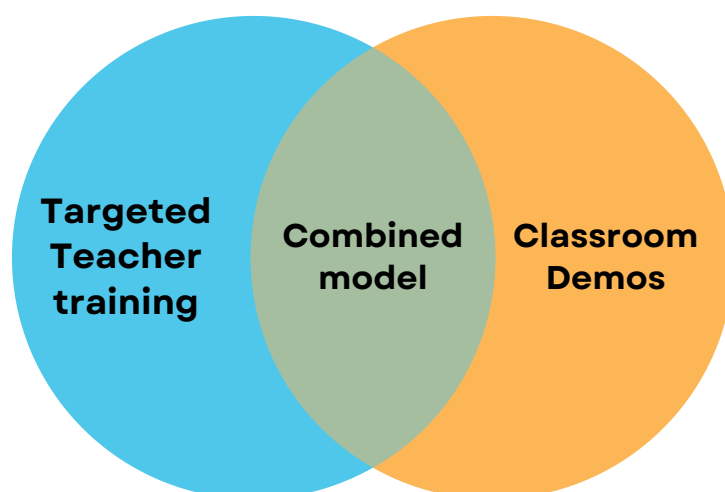
Enhancing Impact: Cultivating a Collaborative Ecosystem for our children

Multiple organizations work towards building capacity in teachers to provide holistic education to children. To maximize the impact of these capacity-building programs we advocate for the creation of a collaborative ecosystem among organizations.

By working together we can synergistically cater to the needs of teachers at different levels (in-service training, school-level support, mentoring etc.) and create cohesion in the system and increase the effectiveness of interventions.

Way Forward

Putting Teachers at the Core: Teacher Competency Framework (TCF)

With the Teacher Competency Framework (TCF) as our guiding principle, we will design interventions with a focus on continuously enhancing teacher competency and ensuring professional growth. By placing teachers at the core of our efforts, we can create a more conducive and enriching learning environment for students.

Cultivating a culture of collaboration

SEF and STiR commit to enable a culture of peer learning by facilitating regular knowledge sharing sessions, collaborative workshops for different types of stakeholders such that a variety of best practices, insights and perspectives can be leveraged towards creating a strong understanding of the ground realities. This will lead to stronger design of curriculum, interventions and trainings programs for teachers.

Aligning Programs with SCERT Priorities

Both organizations will work in tandem to align all interventions with common SCERT priorities. This will ensure that an individual teacher will receive trainings that are integrated with each other and not as entirely separate units of training. By doing so, we can also optimize resource utilization and streamline efforts creating a more coherent approach that maximizes benefits for teachers and students across the state.

Release of Statewide Classroom Observation Form

SEF and STiR are jointly releasing a statewide classroom observation form. This form will serve as a valuable tool for mentor teachers and TDCs to monitor and evaluate classrooms effectively. This data-driven approach will enable us to understand reality, make data-informed decisions and continuously improve our support to teachers and students.

A Note by SEF and STiR Leadership

It gives me immense pleasure to present our learnings from this unique collaborative project. Our belief at SEF is that teachers who are highly skilled, loving and intuitive can transform a student's learning experience. The collaboration between Simple Education Foundation and STiR Education is a strong testimonial of 2 organisations working towards a shared goal of building a strong support system that helps teachers create a nurturing environment for the holistic growth of children. This initiative helped us leverage each other's strengths and build an intervention which is relevant and contextual for our teachers. My hope is that this will motivate other organisations in the education sector to work together and amplify the impact of our interventions by creating a cohesive experience for our stakeholders.

I extend my heartfelt gratitude to SCERT, DoE and DIET officials for their consistent support; and to our dear teachers & TDCs without whom this project would not have been possible.

- Geetika Arora, Simple Education Foundation

We are thrilled to announce the launch of this collaborative report, marking a significant milestone in our joint efforts to successfully implement in-service teacher training on CPELO strategies through the TDCs demos. As we strive to empower our teachers and educators, this report spotlights the remarkable synergy between government partners, SEF, and STiR in strengthening teacher development.

We trust that this report will serve as a catalyst for discussions, dialogues, and deliberations on how to effectively promote synergies among knowledge partners for programs co-led by the system. Our most sincere gratitude and appreciation go out to our dedicated teachers and TDCs, as well as SCERT, DoE, and DIET officials, along with our invaluable Mentor teachers, for their unwavering efforts in making this collaboration a huge success!

- Shadab Ahmed and Surbhi Nagpal, STiR Education

ANNEXURE

References

- https://www.cambridge-community.org.uk/professional-development/gswpo/index.html
- The Impact of Peer Coaching on Classroom Instruction: A Review of the Literature by Ellen B. Goldring and Sarah F. Gray

Link to Teacher Competency Framework :

- https://scert.delhi.gov.in/scert/teacher-competency-framework

Link to Active Learning Resource Videos :

https://youtube.com/playlist?list=PLObo2PUf-VYMIChP0quepd79-k4uxurSo

www.simpleeducationfoundation.org

connect@simpleeducationfoundation.org

www.stireducation.org