

Message from the Secretary, Ministry of Education

In whichever country of the world, the objective of school education is expressed by the definitions such as creating a good citizen, building a complete human being and bestowing a constructive person to the world of works. The education is both a basic human need and a right. The school is the main human organization that gives education in a country and the teacher is the functional character therein. A significant role is entrusted on the teacher in that regard. The teacher is regarded the heart of education as he/she is the person who directs children towards the process of achieving whatever the objective of the education.

In terms of duly fulfilling the desired duties of the teacher as per the expectation of the society, the teacher should always be strengthened with professional competencies. Specially, in respect of overcoming the challenges encountered in learning-teaching process, the teacher should often be engaged in a professional development process. School Based Professional Teacher Development (SBPTD) is designed in line with the aforesaid requirement.

This guidance manual contains the instructions and guidelines for the systematic implementation of SBPDT program in every school of the country. I invite all the teachers, principals, teacher educators and offices who are engaged in education to refer this guidance manual and have new vision on professional teacher development to ensure their contribution to the task of creating a productive school with a pleasurable learning environment for the children. Also, I convey my gratitude for all who contributed to succeed this SBPTD guidance manual and wish every success of this timely and constructive task.

N.H.M. Chithrananda
Secretary
Ministry of Education

Message from Additional Secretary
(Policy Planning and Performance Review)

Identifying the student's potential and guiding them to be constructive to the world is a significant task expected from the formal school. For that purpose, the school needs to play a role of education in line with national educational objectives. The quality of education will be enhanced only then. The way the teacher should act at school level to fulfill the said status has been discussed by this guidance manual on School Based Professional Teacher Development.

Qualitative development of the school should be caused by the involvement of all parties liaised with the school. Also, the empowerment of teachers who are the leaders of the forward march of the school is highly essential. The School Based Professional Teacher Development is an exclusive part thereof. That is why this guidance manual has focused its concern on the teachers who cause the progression of the school. I hope this book will be a proper guideline to solve the timely complications in the profession of the teachers.

I wish that a more productive Professional Learning Community will be formed in the school by using this guidebook, and I convey my heartfelt thanks to all who contributed to this noble task.

Dr. (Mrs) M.M.Wehella
Additional Secretary
Policy Planning and Performance Review

Message from Additional Secretary (Educational Quality Development)

As generally accepted by the Universal Teacher Educators, the School Based Professional Teacher Development is an effective approach for teachers in the service to constantly develop the teaching skills needed to accomplish their learning and teaching process in a qualitative manner. Education Commission Report (2007) explains the School Based Professional Teacher Development Approach as a more pragmatic solution; at present, to the challenges about increasing the effectiveness of the education process in the school system. Also, that view is further affirmed by the pilot programs on teacher development implemented at school levels.

The Principal and the Teachers must correctly identify the teacher development needs as identical to the situations of each school and implement the effective teacher development programs with the support of human and physical resources in the school and external resource persons at special circumstances. As a result of the effort to explain that process, this guidebook "Our strength for our school " is presented for you.

This manual contains the guidance required to identify the concept of School Based Professional Teacher Development and to proceed accordingly. Being perceived that the school's overall development is ensured by the development of teachers and students, I wish that the principal and the teachers will have the strength to develop the school. Also, I pay my tribute to the officers and resource persons who contributed to succeed this valuable task.

H.U. Premathilaka
Additional Secretary (Educational Quality Development)

Message from Chief Commissioner

The main task of education is to prepare the child to win the educational challenges that are linked to different changes occurring in global social trends. In that, the teacher should be a person free from the traditional role and marching along new pathways to create a child fitting to the new world. The teacher should become a practitioner experimenting new innovations emerging day by day in the professional field and also an administrator of such practices systematically.

For this, attention of the world has been focused on school based professional teacher development as a most accepted methodology at present. It has been planned to implement school based professional teacher development as a methodology that can be practically and effectively implementable in all the schools in Sri Lanka as well. This set of guidelines has been prepared with the objective of clarifying that process. It comprises of instructions and guidance required to identify the concept of school based professional development and to plan and implement relevant activities there in.

With expression of thanks to all those who contributed in numerous ways to prepare this set of guidelines I believe that this manual will be a great help to school principals and teachers to effectively and continuously implement the professional development process of the teachers of their schools with collaboration collectively.

E.M.S. Ekanayaka

Chief Commissioner (Teacher Education)

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Introduction

Amidst varied educational courses that are being followed, the school has become the active center of excellence in making the teacher a lifelong professional. Consequently, most of the countries have focused their attention on school-centered teacher professional development programs. The said concept identified in the names of Continuous Teacher Development (CTD), School Based Teacher Development (SBTD) at the initial stage is presently termed as School Based Professional Teacher Development (SBPTD). In terms of strengthening the teaching skills of the teachers who enter into teacher service through varied approaches, the SBPTD is regarded to be an effective methodology.

In Sri Lanka also, school-oriented professional development programs for teachers were implemented in various ways. It started proceeding with the term “School Based Teacher Development (SBTD)” since the year 2012 and was implemented in 96 Education Zones by the year 2016. The guidance required is given by the Circulars and the Guide Book on School Based Teacher Development (2013) related to that program and the required monitoring & evaluation was ensured by Zonal, Provincial and National Level programs.

School Based Teacher Development Program which was implemented in the entire school system of Sri Lanka has come into effect as School Based Professional Teacher Development (SBPTD) since the year 2019. The School Based Professional Teacher Development Program implemented as a part of the World Bank-funded General Education Modernization (GEM) Project has more focus on the following areas.

- Fulfilling the students’ learning needs through subject knowledge, related activities and methods.
- Development of psychosocial skills of students through creative and participatory learning.
- Constant development of teachers’ skills related with daily teaching-learning process of the class room.
- Sharing the knowledge and experiences with other teachers

A collaborative mechanism to implement and strengthen the School Based Professional Teacher Development Programs effectively and continuously covering the aforesaid areas, utilize the resources available in the school for maximum benefits is provided to the schools by the Ministry of Education, Provincial Department of Education and Zonal Education Office.

The attention is required for the implementation of teacher development programs that are combined with the feedback from the qualitative assessment and evaluation done by the Ministry of Education and with the school development programs included in the annual plan of the school.

With re-editions to the “Guidebook on School Based Teacher Development compiled in 2013, this guidance manual “Our Strength for Our School” is presented as a description and guideline for School Based Professional Teacher Development Programs implemented from 2019 with required examples and illustrations enabling easy implementation at school level.

CHAPTER ONE

01.National Education Goals, Professional Teacher and Future Citizen

1.1. Introduction

Creation of a future generation with a balanced personality full of emotional and rational capacities in view of high intellectual abilities and soft skills integrated with investigative, exploratory thinking and creative skills from simple intellectual skills; knowledge and understanding, corresponding to the world changing every day and trending towards development is the desired consequence of overall education system. In focusing such, the National Education Commission has identified the following goals to be achieved through education within the conceptual framework of sustainable human development. The National Education Commission sees the realization of these goals as its vision for the education system.

National Education Goals

Nation building and the establishment of a Sri Lankan identity through the promotion of national cohesion, national integrity, national unity, harmony, and peace, and recognizing cultural diversity in Sri Lanka's plural society within a concept of respect for human dignity.

Recognizing and conserving the best elements of the nation's heritage while responding to the challenges of a changing world

Creating and supporting an environment imbued with the norms of social justice and a democratic way of life that promotes respect for human rights, awareness of duties and obligations, and a deep and abiding concern for one another

Promoting the mental and physical well-being of individuals and a sustainable life style based on respect for human values.

Developing creativity, initiative, critical thinking, responsibility, accountability and other positive elements of a well-integrated and balanced personality.

Human resource development by educating for productive work that enhances the quality of life of the individual and the nation and contributes to the economic development of Sri Lanka.

Preparing individuals to adapt to and manage change, and to develop capacity to cope with complex and unforeseen situations in a rapidly changing world.

Fostering attitudes and skills that will contribute to securing an honorable place in the international community, based on justice, equality and mutual respect.

(Extract from Education Commission Report 2003)

It is essential to render the honorable service of all engaged in entire education process efficiently and effectively to be directed toward expected targets of education while achieving the above goals. The teacher is the pioneer of this process. As a river does not flow above a spring, an education system is not ungraded higher than the teacher engaged in the profession. Consequently, it requires developing and fostering the professional teacher continuously towards the excellence in the process in view of National Education Goals. It has been a timely requirement to bestow a teacher generation fostered with professional qualifications and teaching competencies to the country.

1.2 The professional teacher

Cate MacLean and Lisa Marcus (2013) have explained by means of experimental factors that the quality of education is sustained only because of the teacher. A teacher who begins from the role of novice teacher who enters the school system through long-term pre service teacher education or short-term in-service teacher education process is regarded a professional teacher. Purely because of the uniqueness and seriousness of the task assigned, the professional teacher needs to develop the competency level of the profession continuously through varied teacher development programs at different circumstances in the professional pathway for a qualitative service in this noble profession. The teacher is the person who directly contributes to the great task of creating an individual matched with developing world. The professional teacher should have the ability to improve the higher cognition skills as well as emotional and intellectual skills required in the changing world among the children. For that, it is significant for each teacher to take efforts to develop his/her professional competencies and to make those further strong. As said by the Philosopher; S. Radhakrishnan, “Being a teacher, at the moment you give up leaning, you cease to be a teacher as well”

The work of the teacher engaged in the service is endless. Teacher Skills Development is also a never-ending process. It should ever be in function. The productivity and efficiency of the worthy service of the teacher are built by the attempts of each teacher for continuous development of professional teaching skills to ever move towards the excellence as the cotton filtered hundred times.

The professional teaching skills mean the cumulative behavior expressed by integration of knowledge, skills and attitudes fluently internalized by the teacher throughout a substantial period. It causes the socialization in relation to the character of teacher. The excellence of the professional teacher is then exhibited.

Professional Teacher Skills

Continuous professional teacher development

- The teacher engages in learning (Reflection process)
- Tending towards peer learning
- Adapting to changes
- Development of professional skills by research studies with priority to action researches.
- Engage in academic works and publication activities, tending to exchange ideas in different languages
- Improve aesthetic abilities within the self and among the students as well.
- Contribute to professional development by sharing experiences of the profession with other teachers

Knowledge about students

- Formation of learning opportunities appropriate to students and their diversities.
- Ensuring physical and mental safety of students.
- Identification of issues, interests/abilities of students and provide guidance and counseling service
- Provision of supporting works for students with special needs

Subject knowledge and teaching skills

- Understanding about the nature, structure and contents of the subject taught
- Engaging the students in an active and creative learning process by using methodologies related to the development of multi-intellectual and emotional abilities.
- Motivating students for learning
- Expressing and using higher level of cognition
- Familiarizing the use of Information Communication Technologies (ICT)

Creation of learning environment

- Building a conflict-free, coherent learning environment
- Creating a pleasant and productive learning environment by using existing resources
- Utilizing and protecting physical resources of the school
- Identifying and safeguarding environmental conditions by understanding timely issues regarding sustainability
- Using external surrounding of the school as appropriate to the learning process

Monitoring, assessment and evaluation process

- Investigation of student performance continuously.
- Improvement of student performance through feedback process.
- Engaging in assessment and evaluation process by use of varied strategies.
- Systematic maintenance of particulars of students, progress reports and documents and informing the relevant parties.

Rules & regulations/ ethics/ internalization of values

- Being accordant with rules, regulations and circulars related to the teacher
- Practicing accepted moral concepts and professional values and promote those among the students as well.
- Engaging in the profession with national and international knowledge on child & human rights, and gender.

Teacher, students & community relations

- Engage in students' welfare services
- Provide guidance to behavioral promotion of students
- Giving supports to promote good health practices and nutritional standard
- Actively contribute to co-curricular activities
- Working in coordination with other teachers for school development.
- Obtaining contribution of school community including parents for common activities.
- Giving supports to community welfare activities

Planning & Management Strategies

- Preparation of annual plans of the school and discharge relevant duties
- Giving leadership required to school administration and management
- Supporting to plan and implement the relevant projects for school development
- Preparation of plans relevant to learning-teaching process correctly, constructively and up-to-date as suited to the diversity of students

The future citizen; who is constructive to the world, created through entire education process rendered by the teacher who is continuously developed and fostered with professional teaching skills exhibits the following behaviours.

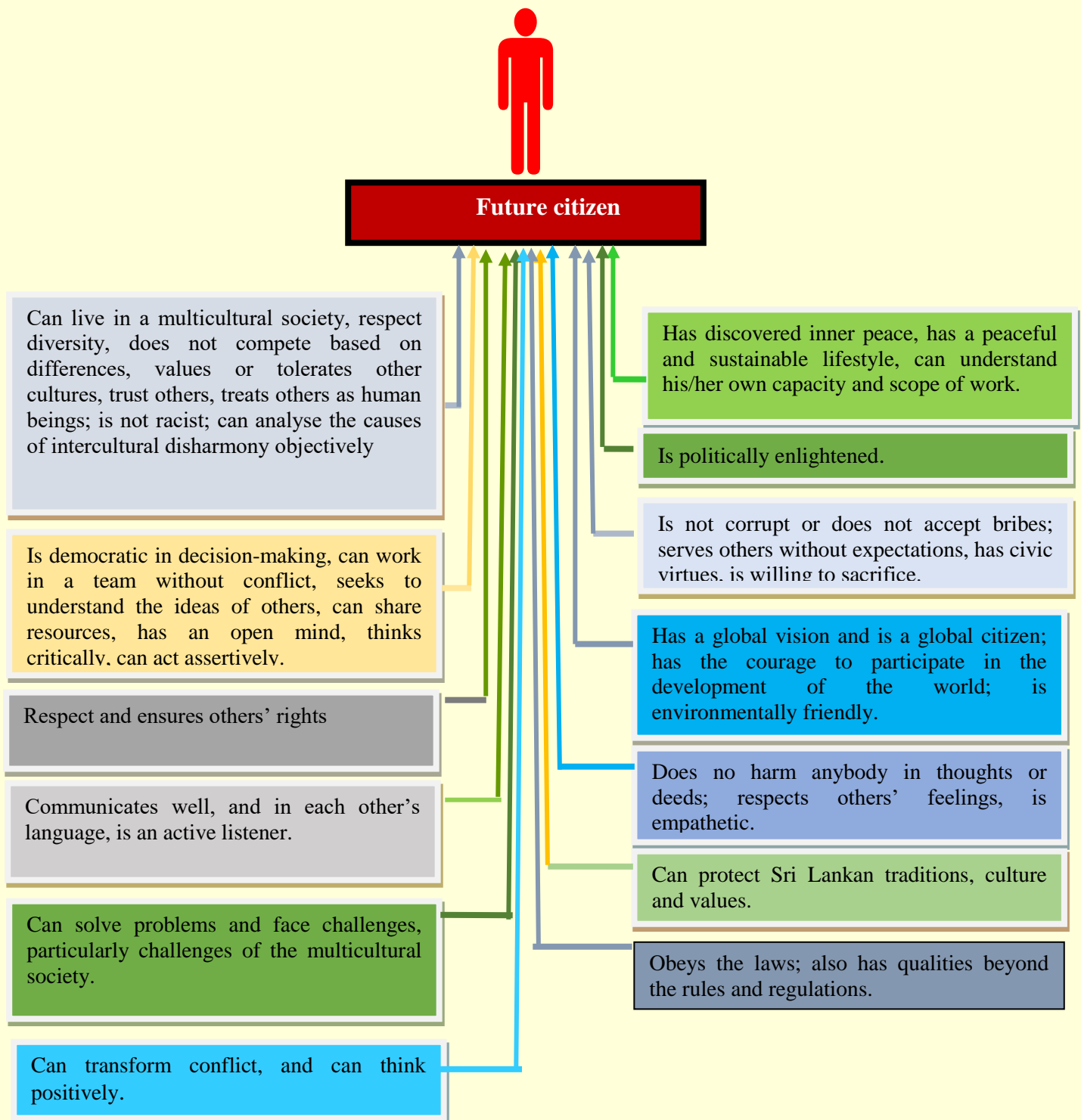


Figure 1 : Future Citizen

(National Policy on Social Cohesion and Peace Education, 2008 – Ministry of Education)

Creating a person integrated with above-described behaviors is not an easy task. The role of teaching becomes challenging and complex in consequence of that. The teacher engaged in the profession should take efforts to give humane intervention and influence to entire personality development of school students.

1.3 Professional Teacher Skills Development Strategies

The skills of teachers should be continuously developed for the productivity and excellence of the teachers in the service. Varied strategies are implemented outside the country and in the country at national, provincial, zonal and school levels to empower the teacher generation to achieve the expected objectives of the education process.

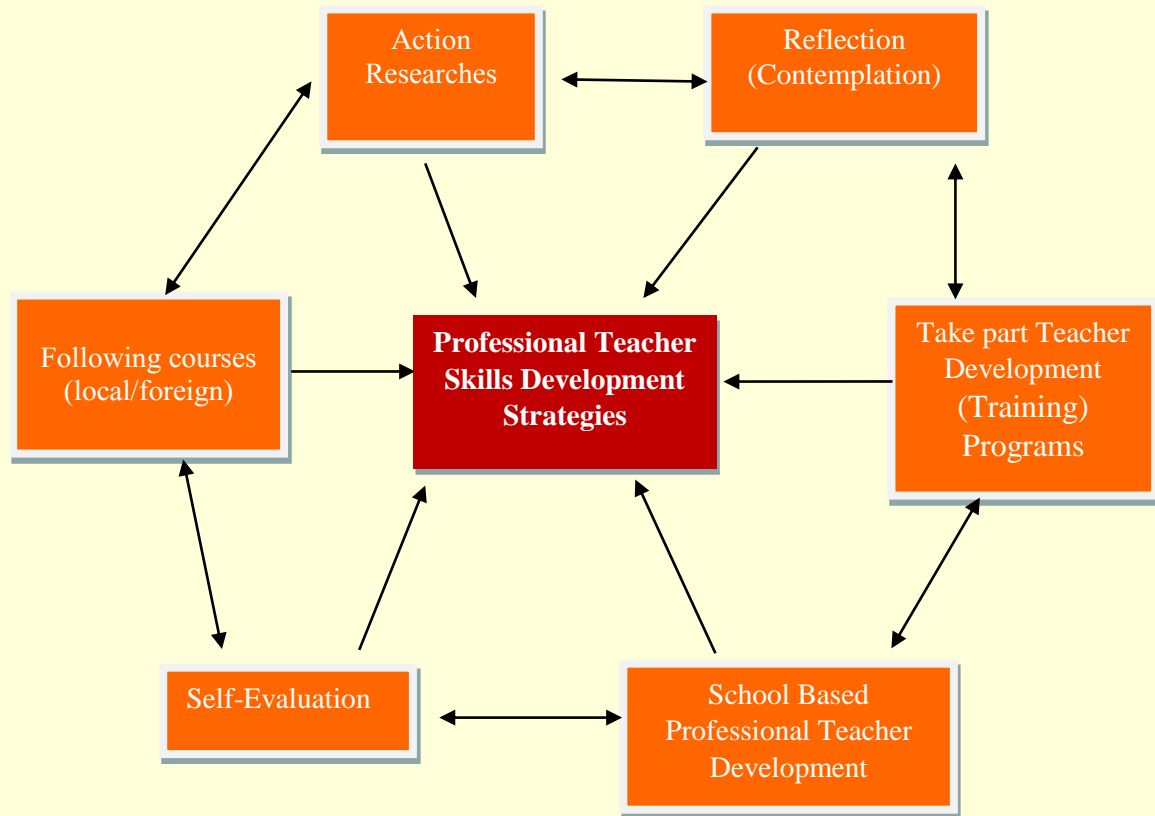


Figure 2 : Professional Teacher Development Strategies

The above chart explains some examples for such strategies.

In most countries at present, trends of investigating teacher development needs of the school for professional teacher development and using varied methodologies to fulfill such needs are seen. National Education Commission recommends the School Based Teacher Development Methodology as productive for continuous development process of teachers in Sri Lanka. (National Education Commission – 2010)

CHAPTER TWO

02.Nature of School Based Professional Teacher Development (SBPTD) process

2.1 What is SBPTD?

Amidst the multiple approaches followed in teacher education, SBPTD is a unique and more pragmatic process. Its major target is to make each teacher a skilled professional in the profession of teaching. The said practice is a continuous teacher development process planned by the school itself and implemented collectively

Accordingly, SBPTD has several features.

➤ **Orientation of Students' Learning Development**

The main purpose of SBPTD activities is to make due changes in teachers' behavior to develop the leaning capacity of students. This exhibits a positive relation between professional teacher development and building of students' learning capacity.

➤ **Proceed as per the identified requirements of teacher development**

It is expected to identify the requirements of teacher development in each school and to implement the school based professional teacher development activities corresponding to those identified needs.

Varied strategies can be used to identify the requirements of teacher development. The requirements identified in such manner can be identical to each teacher. Or else, such can be limited to a specific group of teachers or general to entire staff of teachers.

➤ **Planned and implemented by the school itself**

Subsequent to identification of development needs, SBPTD programs are planned by the school itself. The principal, SBPTD Sub Committee and School Development Committee are contributory factors in that regard.

➤ **Collaborative environment**

As small groups and as the entire staff, teachers proceed in collective participation sharing their mutuality.

➤ **Continuity**

Teacher being continuously engaged in teaching should engage in continuous learning as well. Besides the self-studies of teacher, SBPTD can be viewed to be an opportunity of supporting service to his/her learning process. The activities involved therein have continuous moves in the school without being confined only to a specific event or activity.

2.2 Why is SBPTD needed?

Below chart demonstrates the way of implementing varied programs by varied institutes in respect of professional development of teachers in Sri Lanka;

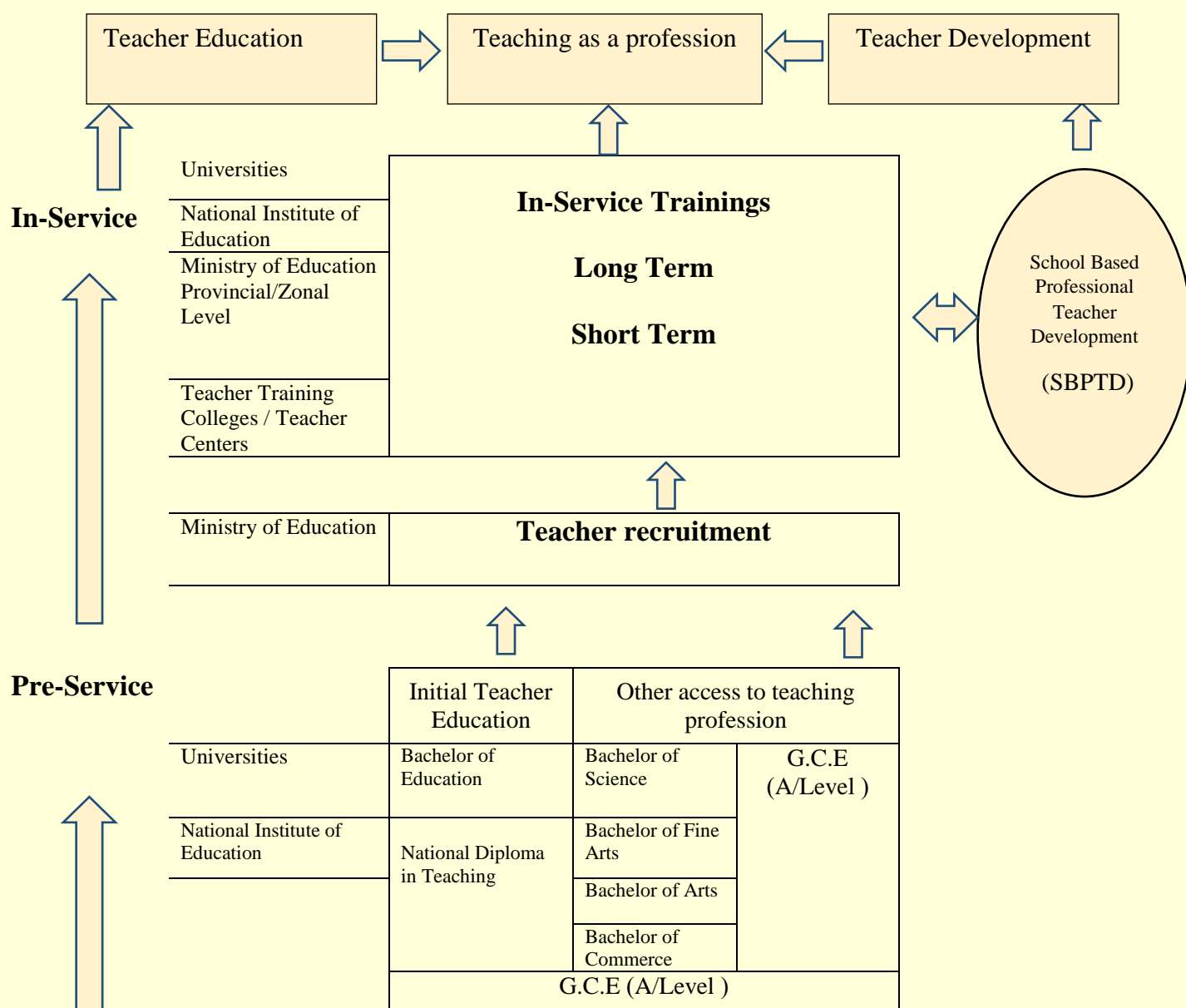


Figure 3: Structure and Function of Teacher Education of Sri Lanka
(National Education Commission, 2014)

The aforesaid program is implemented in two ways as prior to enter into teachers' Service (Pre-service) and after entering into teachers' Service (In-service). The teacher needs to be a lifelong student which is the foundation of teacher development. Though only a teacher education course followed from an institute or participating in teacher development courses from time to time gives the required skills to become a successful teacher, it is not sufficient amidst the nature of the school and the students as well as amidst the changing educational, social, cultural, scientific and technological development. A citizen in tune of national and global demands can be bestowed to the country only if the teacher is a strong character in that aspect.

The students and the parents do not have much confidence in the school at the examinations held by the government. Thus, what is the school for? What is the value of the government's expenditure on compulsory education? Consequently, the school must be more alert on qualitative education development and work more organized manner to overcome these challenging issues.

In order to make the school more effective among these challenges, the learning and teaching process; which is the key function of the school, must be transformed. Simultaneously, what the school gives the community should be deeply depicted.

It is worthy for teachers and the principal to honestly contemplate on how successful the service they are rendering. By analytical study of the school's results of national level examinations, it can be examined whether the responsibilities assigned to the schools by the people have been properly fulfilled. Otherwise, the actions should be taken for immediate engagement of proper works.

The school; at the same time, should be an ideal place for developing social skills and personalities that must be transferred to the student. Creating a productive citizen to the country is another responsibility of school. Organizing co-curricular activities in the school is significant herein.

The image of the entire school is a tool that determines the future of the country. At this juncture, focusing on development of professional and personality qualities of the teacher is a timely need. The teacher should also be conscientious of all crises, new trends in the country and ways to respond those. The SBPTD is the best tool to properly assist the teacher for that purpose.

It is necessary to contemplate on the teaching-learning process you are doing and identify the areas that need development in the implementation of school-based teacher development programs. That needs to be done by the program planner as well as the teacher who requires the development process. The program planner herein is a SBTD Committee.

2.3 How is SBPTD established in the school?

It is already clear to you that the continuous professional teacher development is essential, and it needs to be a school-based process. As stated by the Circular No.26/2018 of the Ministry of Education, the *Instruction Manual and Circular on Planning & Procurement for School Based Qualitative, Quantitative and Structural Development* have instructed to implement this as a prime responsibility for the development of school based management concept (school improvement program) through the school development plan

2.3.1 Organization Structure of SBPTD

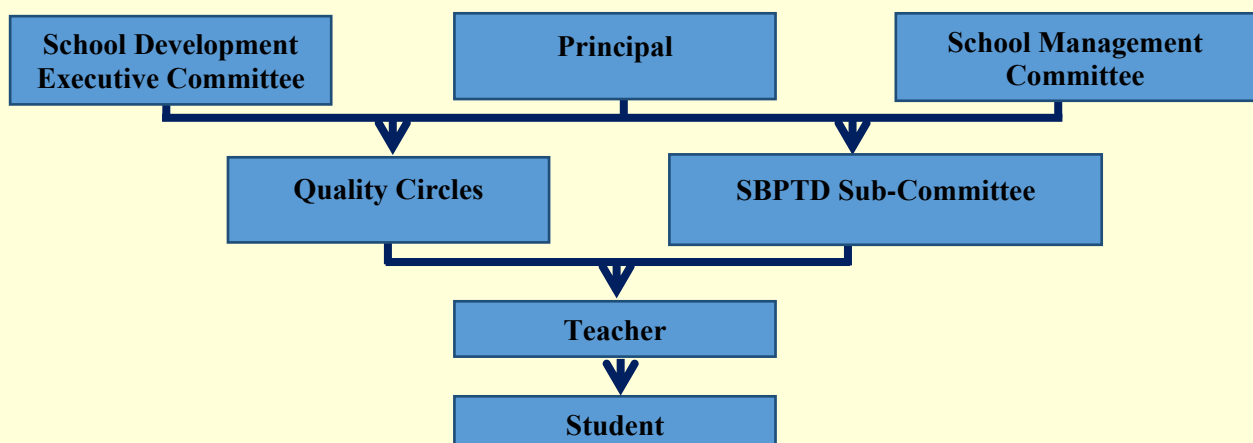


Figure 4: Organization Structure of SBPTD in the school

As per the School Based Management Concept, the primary responsibility relating to the task of development of the school should be borne by the School Development Executive Committee (SDEC) even under the Enhanced Program for School Improvement (EPSI). The decision-making and planning process based on the development targets of the school for the subsequent specific period should be done by the School Development Executive Committee. The key responsibility of implementing this school development plan should be borne by the School Management Committee (SMC). It has been the recommended process to implement these responsibilities by the School Management Committee or its Sub-committees based on the simple or complicated nature of the school. As per 4.7 of the Circular No: 26/2018 of the Ministry of Education, it is more effective to establish a sub-committee of School Based Professional Teacher Development (SBPTD). Because, as the learning and teaching process is the crucial factor to develop the quality education, the continuous School Based Professional Teacher Development is delivering an essential service so as to ensure the quality of the teacher's performance.

2.3.2 SBPTD Sub-committee

Since this is the organization with the key responsibility for the professional development of all the members of teaching staff, the size and composition of this committee should be decided by the School Development Executive Committee and the School Management Committee. In general, it is recommended to have 3 -10 members consistent with the capacity of the school. According to the size of this sub-committee, the members should be selected representing each section of the school from the teachers on the basis of seniority, educational and professional qualifications in collective agreement of the staff. For the convenient implementation of this sub-committee, it is appropriate to appoint a Leader in charge of the sub-committee (Group) on concurrence of the members of the committee. However, the sub-committee should bear the collective responsibility in the context of Professional Teacher Development in the school. In the course of executing its responsibilities, the required coordination should be maintained with the School Development Executive Committee and the School Management Committee upward and with the staff members downward similarly

2.3.3 The role of SBPTD Sub-committee

As explained thus far, the key responsibility of professional teacher development stipulated in School Development Plan should be borne by the SBPTD Sub-committee on half of the School Management Committee. Accordingly, the main role of the said Sub-committee is as follows;

- ❖ Identification of the professional teacher development needs
 - Analysis of professional teacher development needs
 - Prioritization of professional teacher development needs

- ❖ Preparations of the Annual Action Plan of Professional Teacher Development
 - Determining the objectives and goals
 - Determining the strategies and ways and means of professional teacher development
 - Arrange the activities as per the timeframe of the plan
 - Determining Key Performance Indicators (KPI) and Responsibilities
- ❖ Implementation of professional teacher development plan
 - Organizing professional teacher development activities
 - Provide guidance in professional teacher development activities
- ❖ Reporting for Progress Review
 - Monitoring of activities, feedbacks and evaluation
 - Maintaining records

The professional teacher development activities to be included to the master plan of school development should be determined and submitted to the School Management Committee. It is required to include those basic activities and the estimated cost thereof in the master plan of the school development. Because, the annual budget estimate of the school needs be prepared with that. Though the role assigned to the Sub-committee in relation to the responsibilities was specified as above, the implementation of professional teacher development methods in the school is a responsibility of the entire staff including this Sub-committee as well. The entire process mentioned above should be included in the action plan and it is illustrated in the below figure.

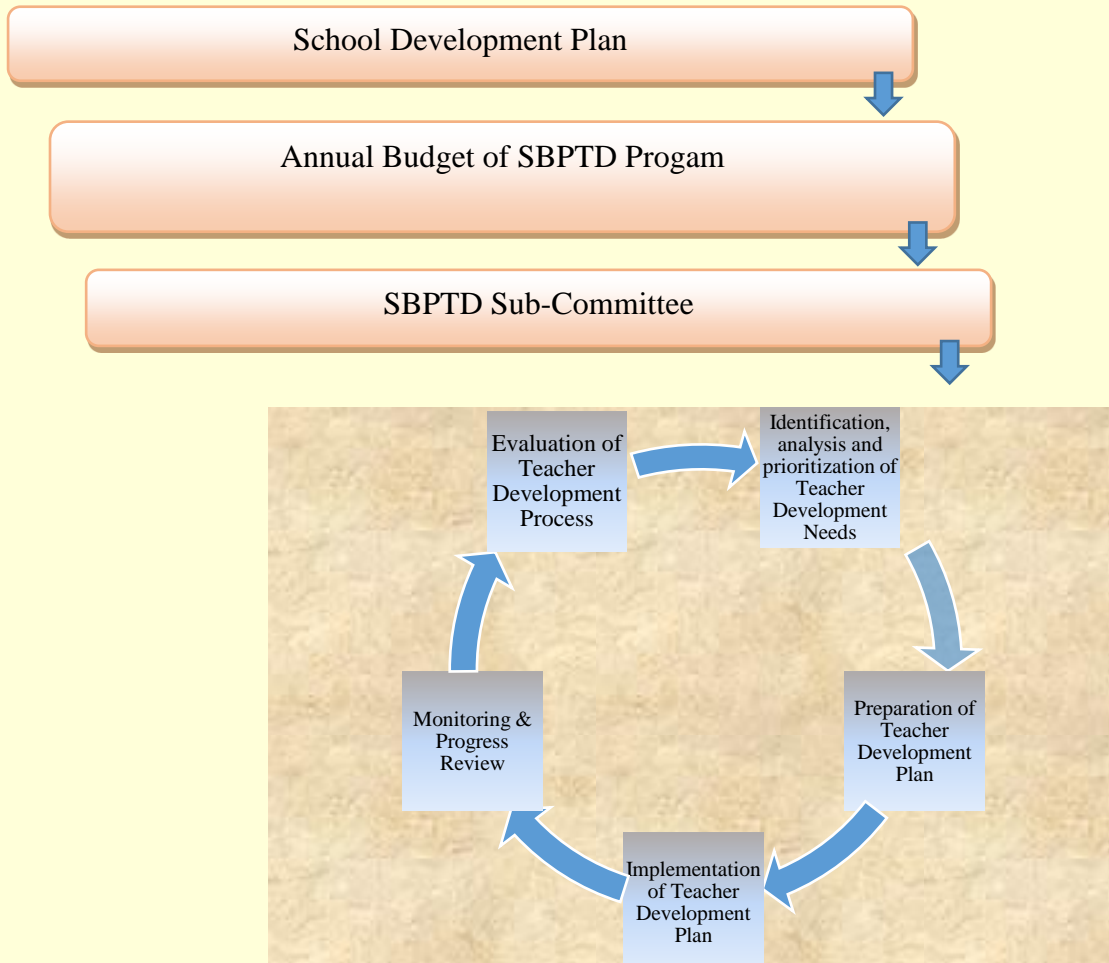


Figure 5: SBPTD Process

As this guidebook describes the entire process in details, the descriptions on its each step are provided in subsequent chapters

2.3.4 Guidelines for Principals

- I. The SBPTD Annual Plan should be prepared to suit the teacher development needs encompassing the students' learning targets.

Eg: - What kind of specific development activities should be organized to improve the teaching abilities of teachers so that the students' targets in Mathematics are achieved.

In this process, the support from the experienced teachers of the school and the external resource persons can be obtained.

- II. There are several tools to identify teachers' needs at school level. It is possible to decide the requirement; whether common or individual needs / group or individual consultation processes.
- III. Observe the existing teacher development process and continue only the activities that have positive effects on students' learning. New SBPTD activities should be designed to improve the special teaching methods that are relevant to the needs of the students. In some schools, this has been assigned to the SBPTD Sub-committee.
- IV. The preparation of SBPTD plan by rural schools/schools having a lesser staff and the schools implementing special practices in combination other schools has many advantages. At the outset, two or three schools should identify their needs separately and pinpoint the problems and suggestions as well. The activities that can be performed collectively should be decided afterwards.

Eg: Group plans for common workshops, subjects and classes

- V. Duration of SBPTD Activities: - In some circumstances, these activities may be the workshops conducted by a resource person. In most circumstances, it can be either on a selected school day or within a time period.
- VI. The classes should be periodically inspected by you or another senior teacher to inspire the teachers and students and to look into the teaching activities.
- VII. Use of the relevant tools specified in the book "*Process of Evaluation and Monitoring for Assuring the Quality in Education*" to look into the matters of learning-teaching and evaluation. It enables us to observe the needs of teachers related to teaching and the needs of students related to learning (Annex 01)
- VIII. It is required to speak about the effective roles of teaching, the activities of popular/famous teachers, and mentoring activities of other schools. Also, the opportunities should be made to inform the teaching staff and sharing practices/experiences

2.3.5 Guidelines for Teachers

- I. Help the students in your class to identify the subjects and the concepts that are deemed to be difficult to understand.
- II. By identifying the subjects and the concepts in which the students in your class show their talents, the activities can be designed for them to further learn in that regard.
- III. Identify the areas to be further strengthened to drive the student towards a better learning. For understanding these needs, take actions to get your class observed by another experienced teacher. Similarly, the data on the students' learning should be used.
- IV. At some circumstances, the teacher himself / herself can identify the success and failure of some activities on that instant. Also, there will be possibilities to rectify it. This is an action that needs to be taken at each lesson. Having looked into children's learning, the teachers should adjust their methods of teaching.
- V. Find out whether there are further teachers who have the same problem in your school. In such context, you can determine the following factors; Is there a need for an individual consultation process? Is there a need for a Group consultation process? Otherwise, is a workshop needed? Can this task be achieved in a teacher discussion?
- VI. It is effective to regulate to know whether the teaching activities he /she used were useful for a better leaning.

You can further review your role through the following questions

- What kinds of ideas regarding teaching can you share with others?
- Have you arranged teaching activities at least for four or six units in collaboration with other teachers in the school?
- Have discussed about the problems of managing students with other teachers and found solutions to them?
- Can you launch a program for this matter in your school or other school?
- What are the other topics that you like and think important to learn for your professional development?

SBPTD Support Services

In the teacher development program that is launched by the school, the other external groups of the education system can act to strengthen that program.

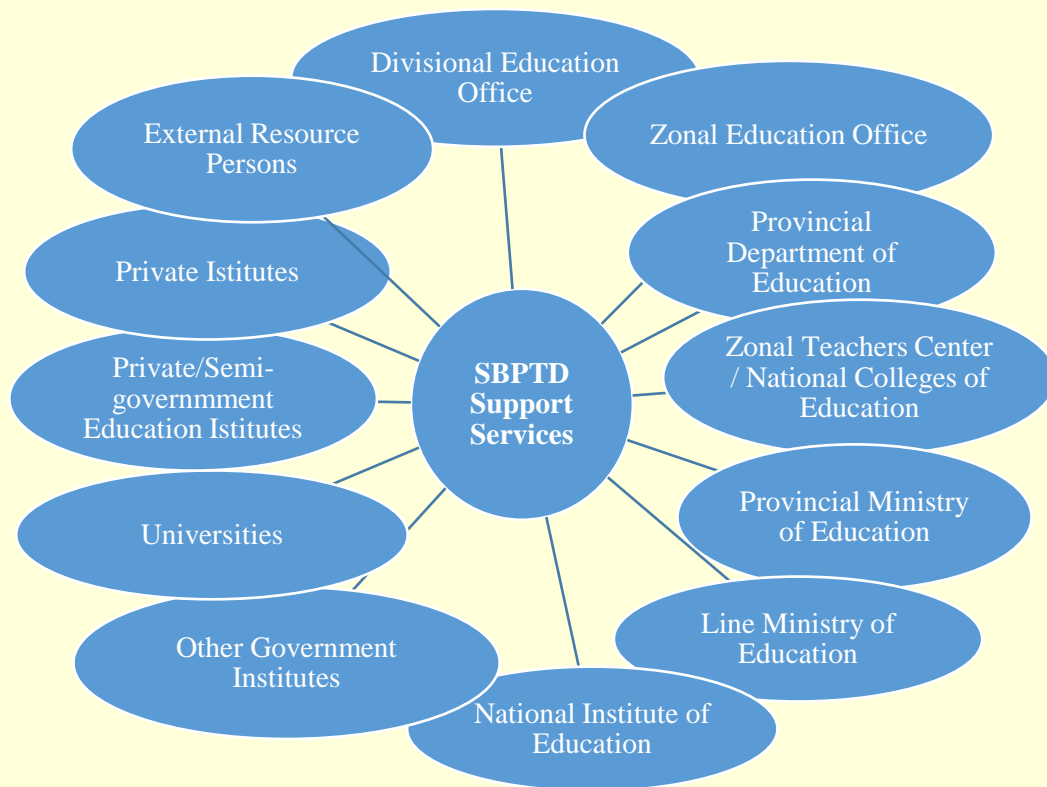


Figure 6 : SBPTD Support Services

Support liaised with School Based Professional Teacher Development

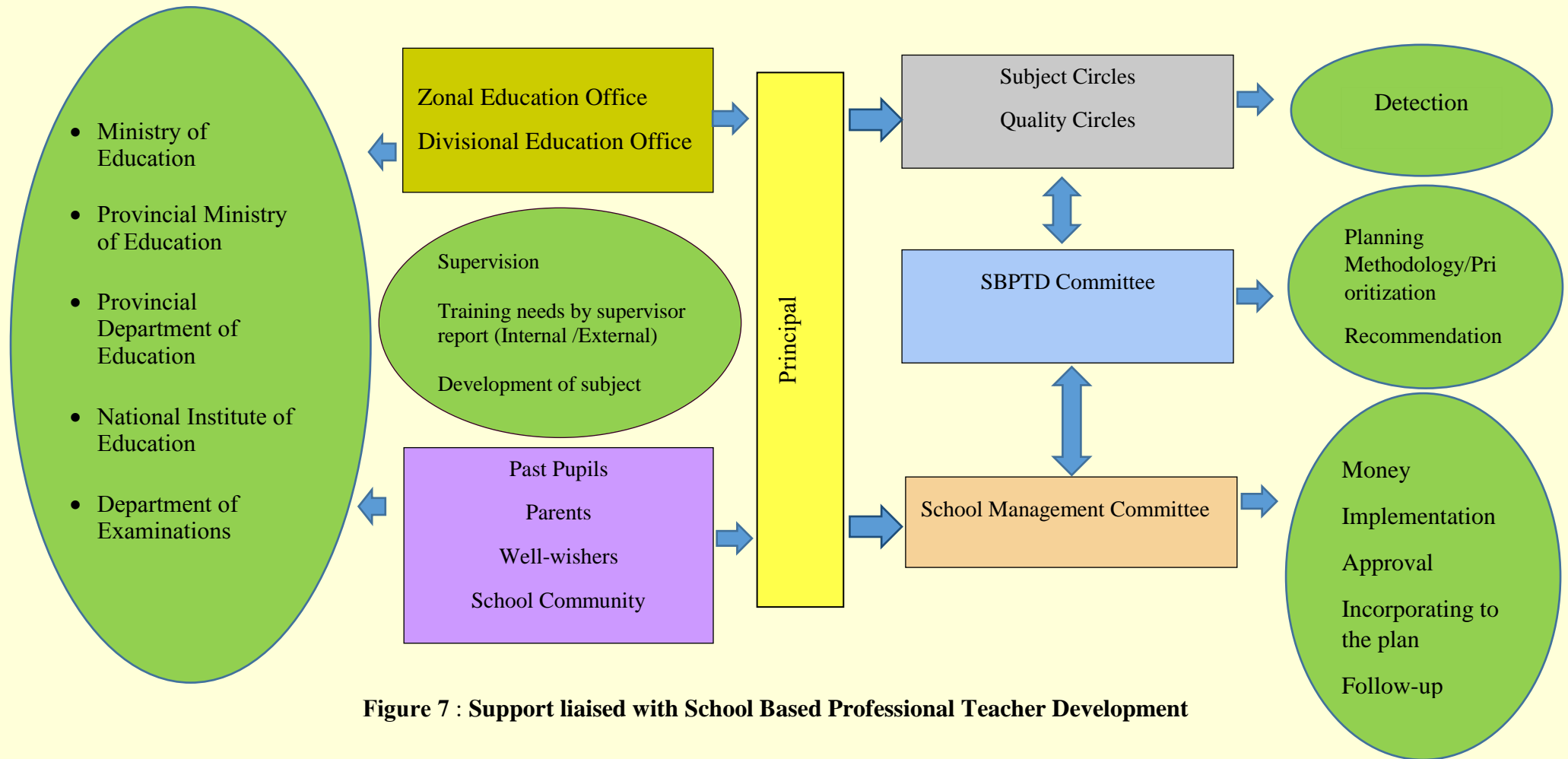


Figure 7 : Support liaised with School Based Professional Teacher Development

Above institutes have many activities to be extended for the SBPTD

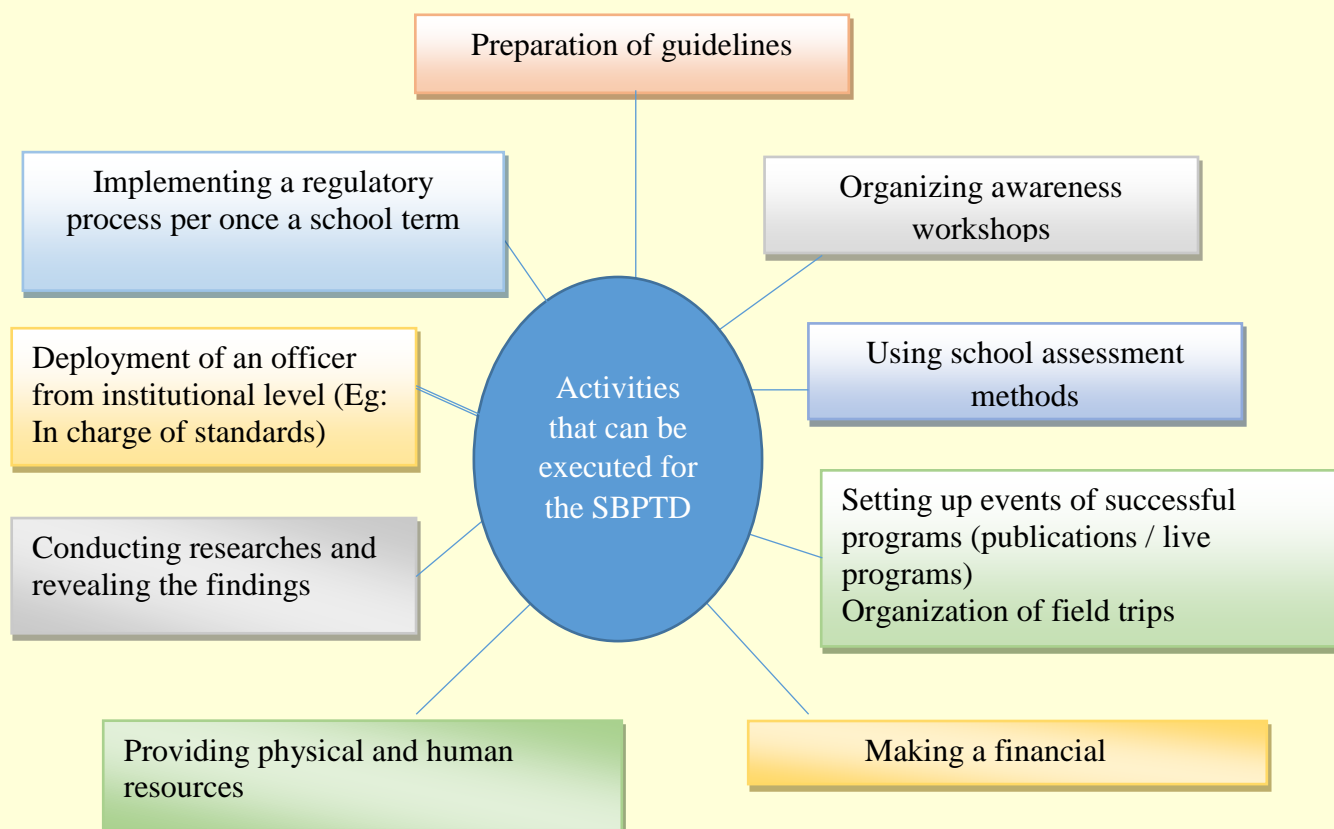


Figure 8: Activities liaised with School Based Professional Teacher Development

CHAPTER THREE

03. Implementation of SBPTD process

3.1 How can SBPTD needs be identified?

Teachers in a school are different. Such difference can be seen in terms of professional experience and period of service, educational qualifications, desire for teaching and personalities in teaching and personal characters. Though such a variety exists among them, they are equally in terms of the tasks they perform. I.e., teaching the subject for the students, providing facilities and guidance for the students to learn have been their major role.

Teacher Development programs; which is implemented in accordance with the uniqueness of the school, social, economic and cultural background of the students, problems/needs common for all schools and specific problems/needs encountered by each single school, can be diverse.

The professional teacher development needs can be identified by using varied activities

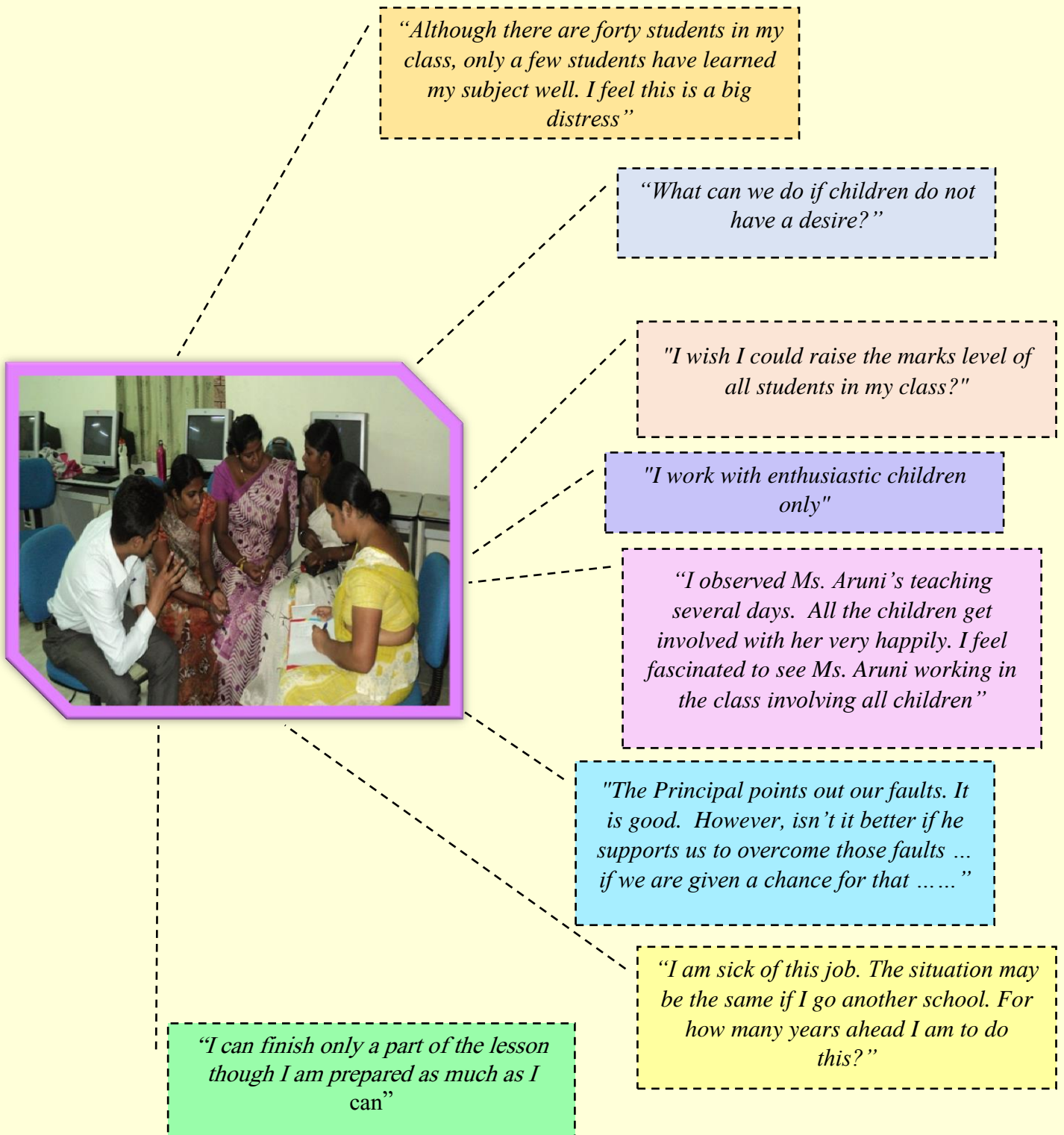
In addition to the contribution of from the school, the resource contribution from external institutes is also required to identify the professional development needs of the school.

Though views are raised about the needs appearing on the surface and the projected needs possible to be appeared, the real needs and problems of the school cannot be seen on the surface and only a small quantity is apparent.

Similar to the unseen part of the iceberg, the real development needs of the school can only be recognized by those who actually live and work within that environment. Though the teacher development programs can create the background to create a teacher suitable for the needs identified through the teacher education, the teacher can adjust his/her role to suit the needs of the school and students only by enabling the teachers to be exposed to teacher development experiences that are appropriate to the school and practical within general teaching-learning process in the school.

3.2 The methods and activities to identify the SBPTD needs

The teachers; who are from different professional and educational backgrounds, encounter with diverse needs, difficulties, limitations and challenges during their task of teaching. Many examples can be herein quoted for the miscellany of those needs, difficulties, limitations and challenges.



As per the above statements, teachers have varied views;

About their teaching

About their students

About their school

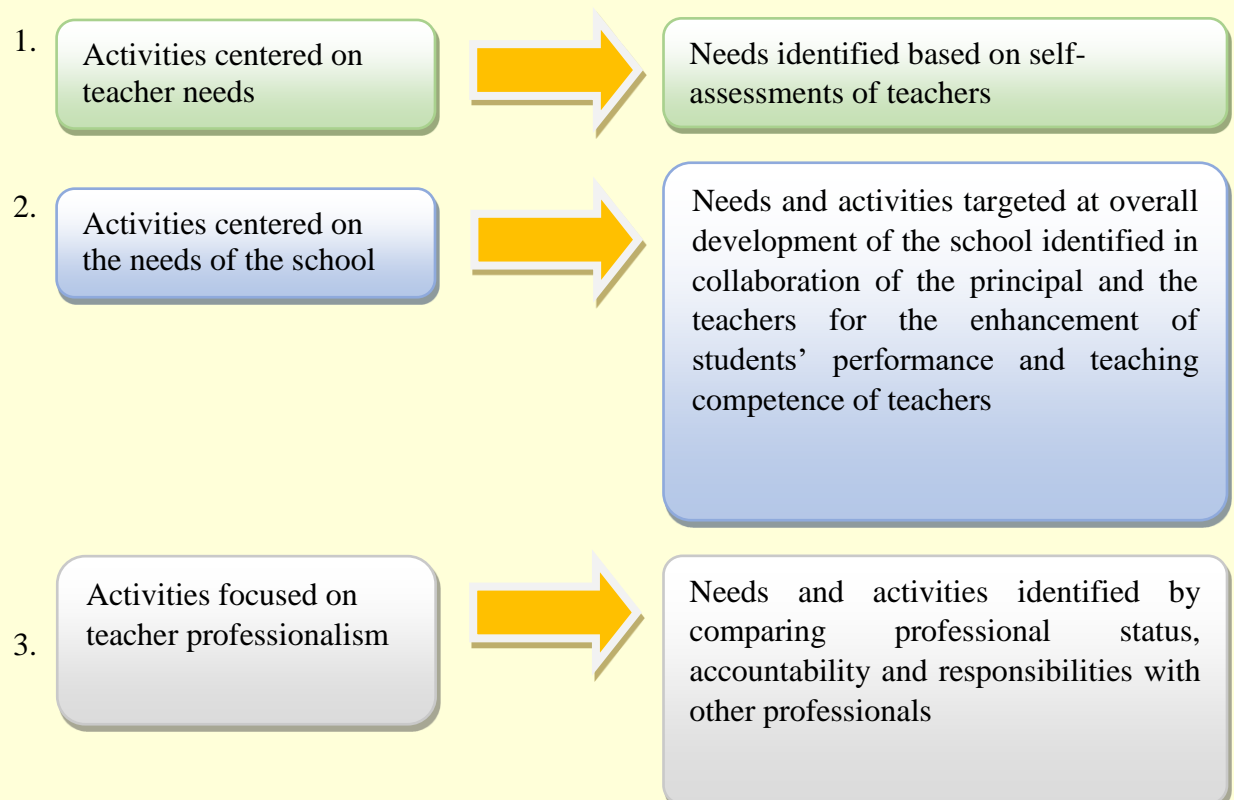
About him/her and parents of students as well as the views of students about their teachers

What do you feel when read these statements? Further, you can have an assessment about those statements. Eg –

- A group of teachers who are sick and tired of teaching career
- A reflection in respect of the teaching career
- Statements by teachers about the need of changes

It is significant to understand that the teachers have such diverse views on their role in School Based Professional Teacher Development programs and it is required to look into them. This is known as the identification of professional development needs (detection).

Teacher Development Needs and activities that should be detected to strengthen the qualitative development of education in school can be discussed in 3 major aspects.



Accordingly, the ideal method to fulfill the teacher-centered and school-centered teacher development needs is School Based Professional Teacher Development activities. The following chart shows many opportunities and methods of identifying school based professional teacher development needs.

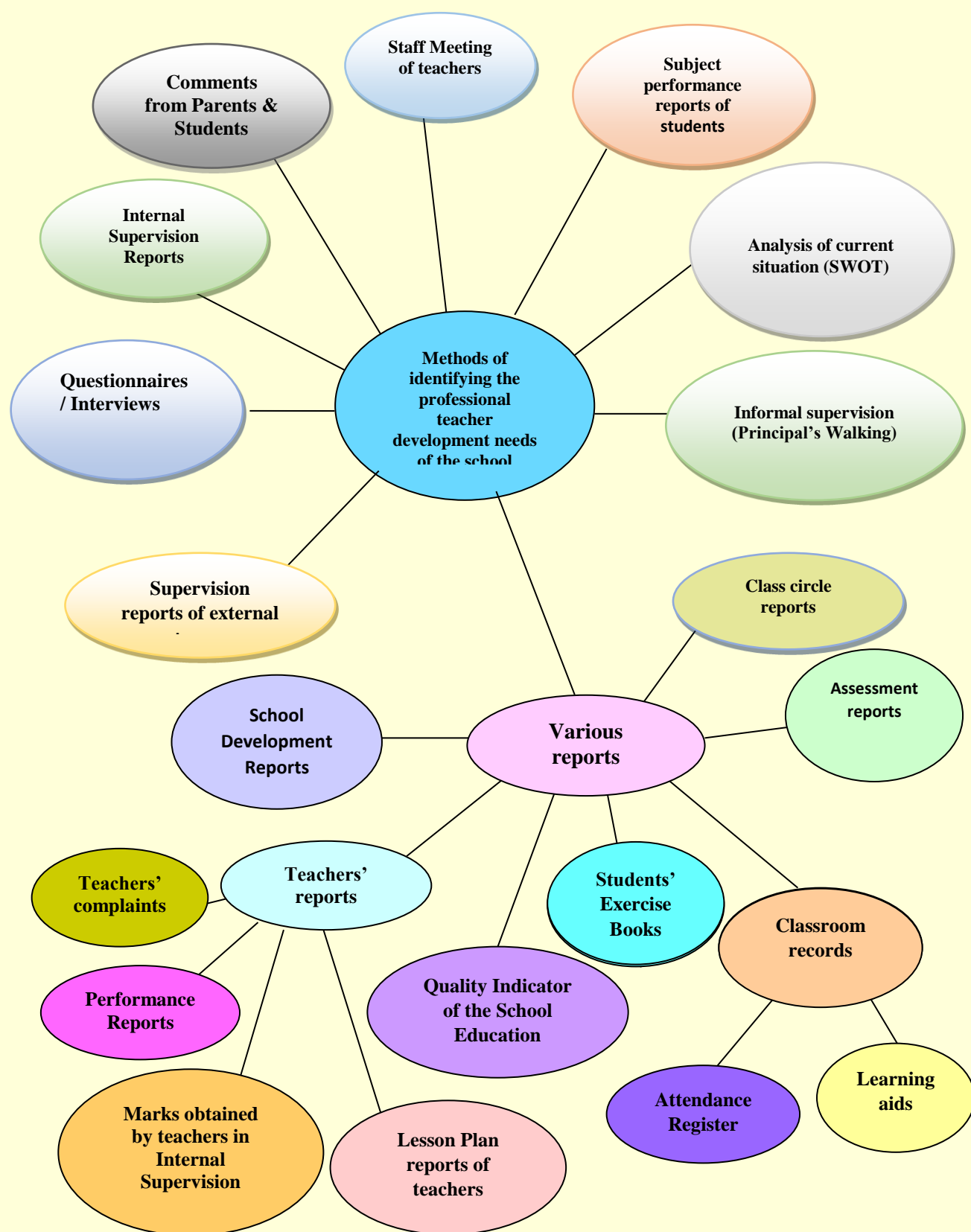


Figure 9: Methods and activities to identify the School Based Professional Teacher Development Opportunities

Consequently, there are several key methods that can be used to identify the professional teacher development needs of the school

Table 1: Identification of professional teacher development needs and its benefits

Serial No	Method	Tool/Techniques	Occasions of use	Benefits to school
01	Report Analysis	Problem Analysis <ul style="list-style-type: none"> ▪ 5 ‘Why’ s (What?/ What? / What? / What ? ...gradually) ▪ Questionnaires 	<ul style="list-style-type: none"> ▪ Result Sheets of the School at National Level Exams (O/Level A/Level) ▪ Internal Assessment Reports ▪ Quality Indicator in School Education ▪ Internal Monitoring Reports ▪ External Monitoring Reports ▪ Teacher’s report, Lesson Plans, Performance, Marks of Internal Evaluations..... ▪ Self-evaluation ▪ Class Circle Reports ▪ School Development Meeting Reports ▪ Teachers’ Meeting Reports 	1. Identifying the problem of the school 2. Identifying the major causes of said problem/s 3. Classifying the causes under varied sections 4. Identifying the fields of interference to solve the problem/s 5. Decide the ways to solve the problem
02	Discussions	SWOT Analysis	<ul style="list-style-type: none"> ▪ Teachers’ Meeting ▪ Class Circle Meeting ▪ Parents Complaints ▪ Teachers’ Complaints 	
03	Observations	Checklist	<ul style="list-style-type: none"> ▪ Informal Class Room Observation ▪ (Principal’s walking) ▪ Students’ Exercise Books Attendance Lists (Student/Teacher) ▪ Class Records 	

The above-indicated methods, tools, techniques and many circumstances that can be used to identify the Professional Teacher Development Needs are available in the school.

Same use of all these methods, tools, techniques and circumstances in all the schools may be difficult. Consequently, the Professional Teacher Development Committee of the school has the liberty to select the right application of the ways, tools and methodologies possible for the school. These methods can be used as compatible to the issues, teacher development needs, development targets of each school and some examples for such events are as follows.

3.2.1 Method used - Report Analysis

Event : Results of National Level Exams - G.C.E (O/Level / A/Level)

Records : Records on Annual Achievement Level of the Students / Reports on Exam Results

Source : Result Sheet of National Level Exam - G.C.E. (O/Level) - 2016 – 2017

Technique : Problem Analysis

Participation : School Based Professional Teacher Development Committee

Objective : Identifying the subject related professional teacher development needs to enhance the performance level of the students

Round 1 -

Below is the analysis of G.C.E (O / Level) results of 16 students of a 1C school in two years in line with these questions. Accordingly, the questions that can be directed for detection are as follows;

- How many students have passed in each subject?
- How many students have failed in each subject?
- What are their numbers as per the grades?

Table 2: The analysis of G.C.E (O / Level) results of a selected school

	Subject	Year									
		2016					2017				
		Grade					Grade				
		A	B	C	S	W	A	B	C	S	W
1	Religion	3	4	4	2	3	1	1	5	5	4
2	Sinhala language and literature	2	3	7	1	3	-	-	6	6	4
3	English	-	-	-	3	13	-	-	-	1	15
4	Science	1	-	4	7	4	1	-	1	4	10
5	Mathematics	2	-	4	2	8	1	-	1	1	13
6	History	1	4	4	4	3	-	1	3	8	4

Analyzing this result further,

- What are the subjects that show low results in both years?
- What are the subjects that report many failures?

In the first round, the subject related professional teacher development needs could be identified by studying the subject achievement levels comparatively. Public exam results, as well as school-level performance reports (Evaluation reports such as assessment ratings, school based as well as semi-summative assessment reports such as marks of term tests) can be used effectively for this.

Round 2 -

An analysis of the causes that has resulted in low performance levels can be done. Some technique that can be used to identify problems/ causes in the cause analysis are provided below.

- Problem Tree
- Fish Bone Chart
- Five WHYs Method
- Self Analysis / Self Assessment

The school based professional teacher development committee can conduct a brain storming session by applying this method.

PROBLEM TREE Technique

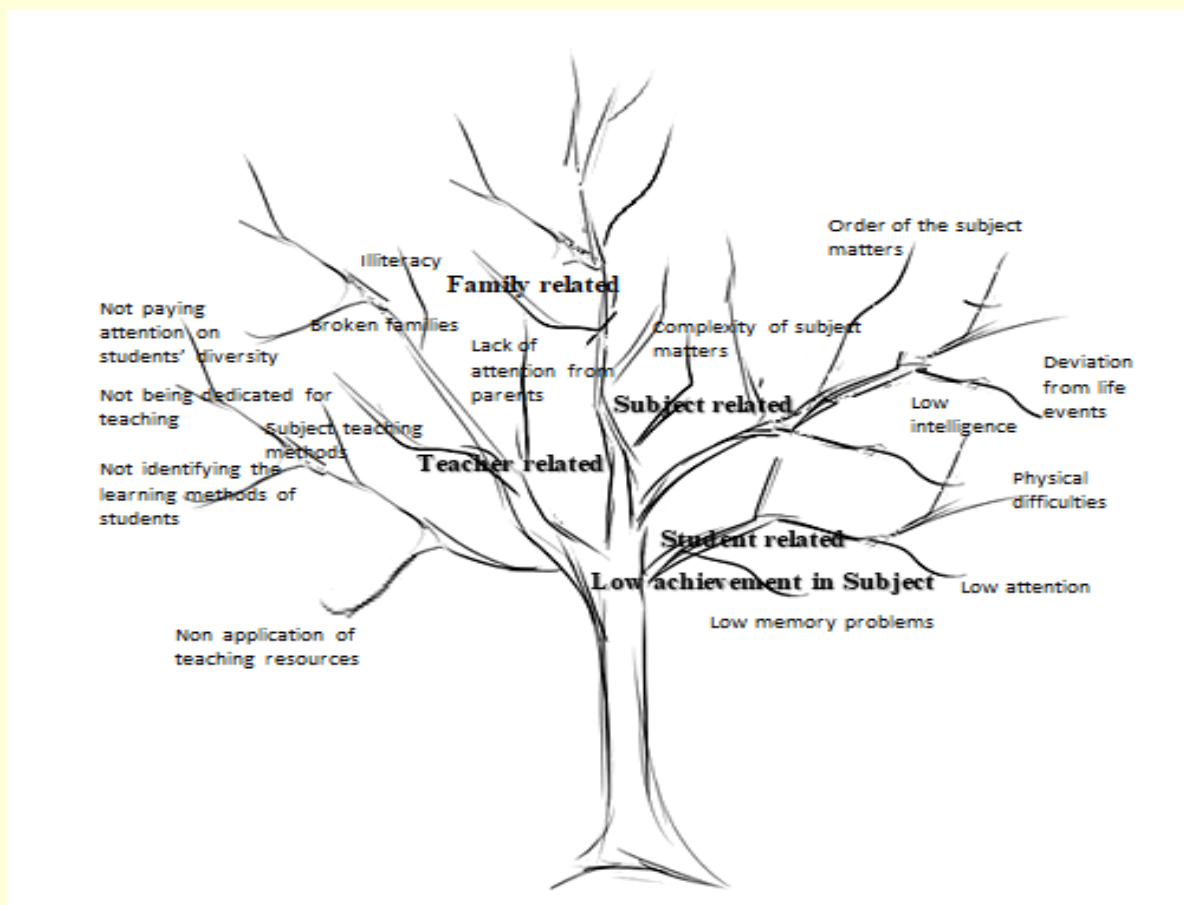


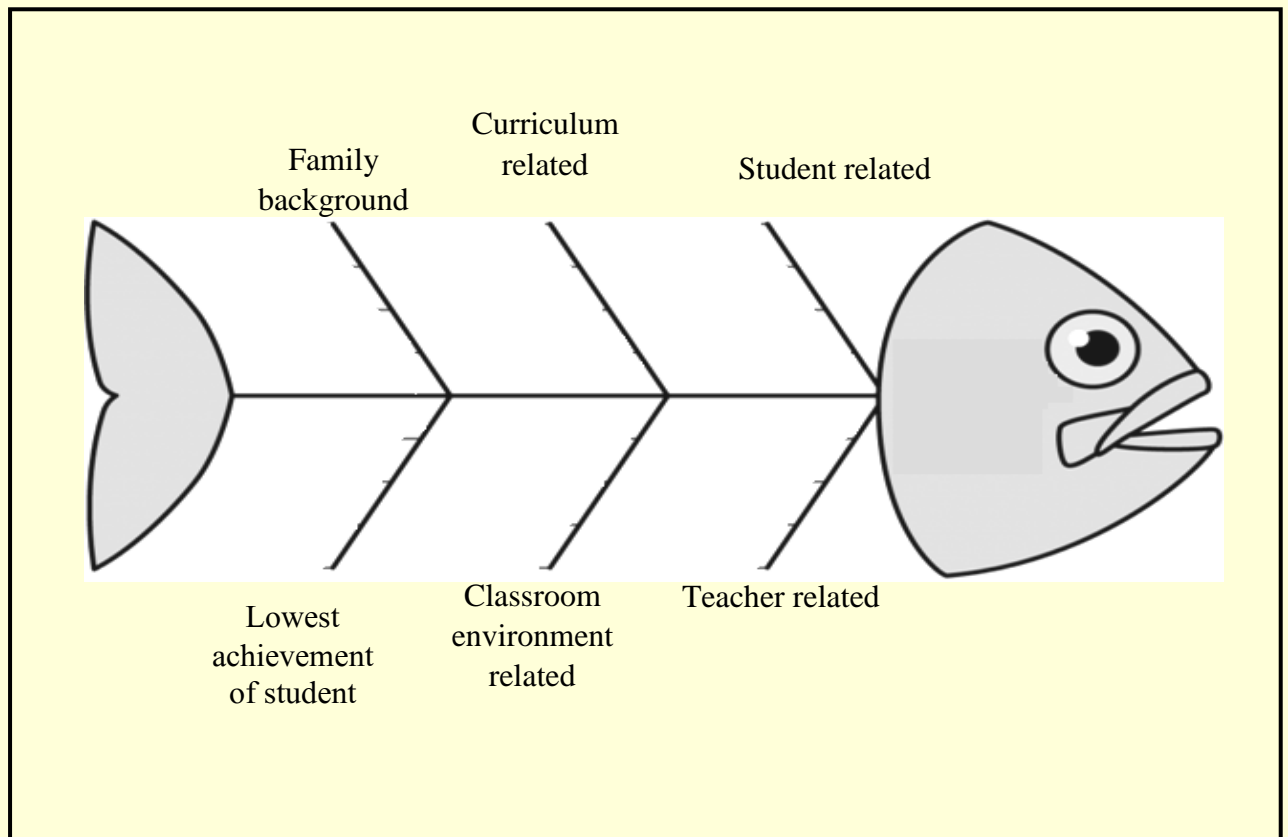
Figure 10: Use of PROBLEM TREE to identify the SBPTD needs

Factors identified to be causative for low achievement level:

- ✓ Student related factors.
- ✓ Teacher related factors.
- ✓ Curriculum related factors.
- ✓ Family background related factors

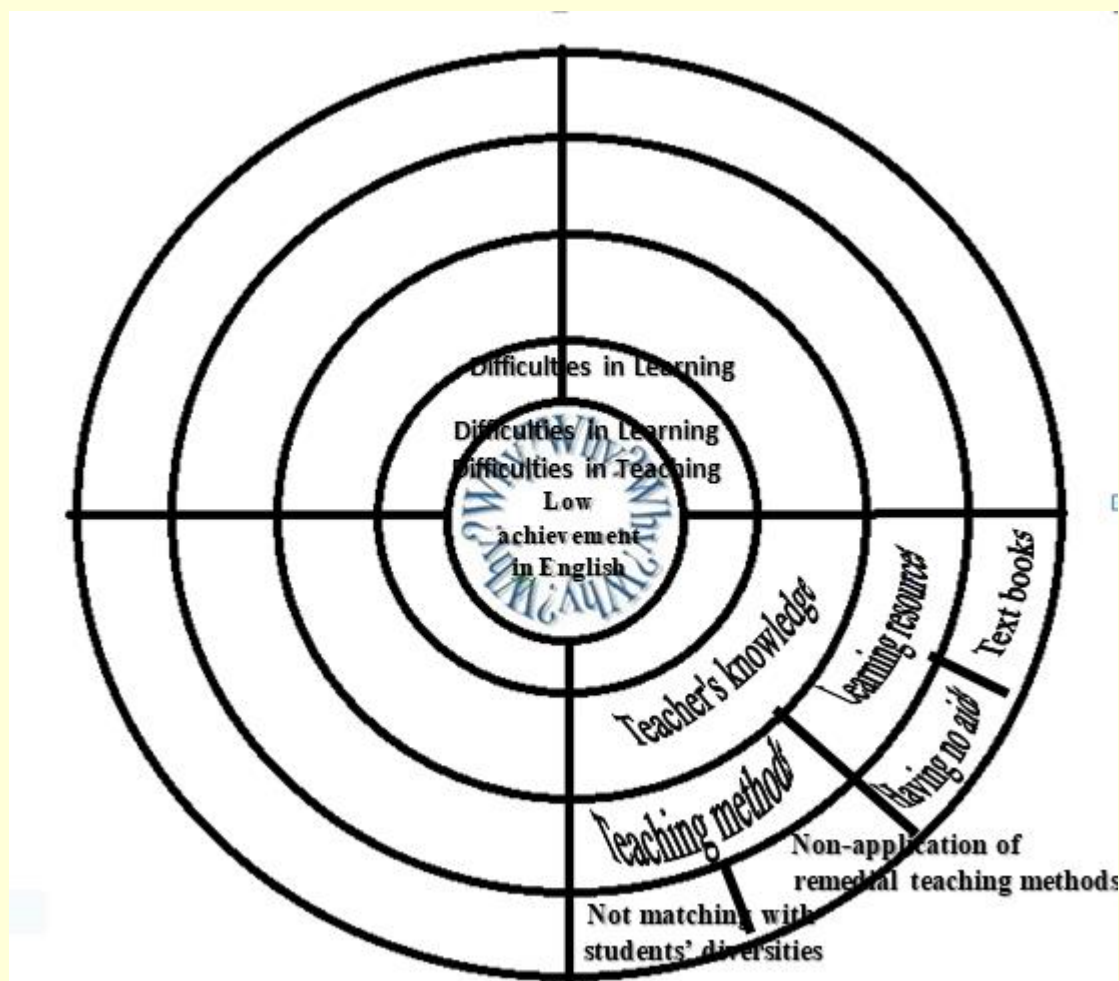
Many specific factors related to each main factor can also be identified herein.

FISH BONE Diagram



*****Figure 11 : Use of Fish Bone Diagram to identify the SBPTD needs**

“Why” technique



***Figure 12: Use of “Why” technique to identify the SBPTD needs

- Why is a low/ minimum achievement level of English shown in the first circle?
- Why are learning and teaching difficulties shown for low/minimum achievement level of English in the second circle?
- Why are complications of teacher’s subject knowledge shown for low/minimum achievement level of English in the third circle?
- Why are issues related to teaching methods and resources shown for low/minimum achievement level of English in the fourth circle?
- Why are non-consideration of student diversity, non-application of remedial teaching methods, and non-use of teaching aids shown for low/minimum achievement level of English in the fifth circle?

Identification of teacher-related factors out of the factors identified by this problem analysis is significant in School-Based Teacher Development

Accordingly, this problem can be significantly analyzed in five rounds. This is a method to bring out the teacher development needs connected to the factors and problems that are identified as

related to the core subjects. Following classifications can roughly be made through a further brainstorming discussion.

- Professional development needs for each individual teacher
- Teacher development needs for certain groups

Also the support required for those classified needs could be identified.

For example, the reasons that were identified in connection with teacher-related factors for low achievement levels of students for English are as follows.

Teacher related factors.

- Non-use of student centered teaching learning methods.
- Non-use of teaching resources.
- Non consideration of student diversity and different learning styles of students.
- The view about English as subject difficult to be taught (Teachers' attitudes)

Followings are some of the common teacher development needs identified through teacher development activities of the school listed out in the endeavor to identify the causes related to low achievement levels of other subjects

- Identifying, planning and implementing classroom learning activities according to the learning diversity of the students.
- The need of identifying strategies to improve the interest in the subject through student centered learning methods.

It would be more effective to use a few more methods to confirm the analysis done related to the achievement reports

For example, the monitoring reports of the internal monitoring committee can be examined to verify the teacher needs identified through the above analysis related to the core subjects like Mathematics, English, Science and History. Or else, classroom teaching can be observed by using the evaluation report format – 2 (Annex -1) of the evaluation process formed by the Ministry of Education with regard to the quality confirmation of the school education.

Those identified teacher needs can be further discussed by calling a staff meeting. For this discussion, the format to discuss the qualitative aspects in the book “Process of Evaluation and Monitoring for Assuring the Quality in Education (Ministry of Education)” can be used with required modifications in accordance with the subject.

Table 3: Changes that should happen from the teacher's part in order to improve the achievement level of English

	Revelations about teacher factor caused for low achievement	Points to be changed identified in the observation	Actions that could be taken for development
1.	Teaching methods	Changing the teacher centered approach	Using lesson study circles for English
2.	Usage of resources	Preparation of teaching kits for teaching English.	Planning lessons collaboratively
3.	Non-consideration of student (individual) diversity	Paying attention to diversities of student groups	Arranging special activities for diverse student groups

Self-analysis/assessment methods of teacher

Besides the aforesaid techniques to identify the professional teacher development needs, self-analysis method can be used to have responses separately from the teachers. An example for a format that can be used for that is given below.

Example for Self-Analysis / Self-Assessment

Proposed Format

Subject :

Teacher's name :

Grade/ grades of teaching :

Instructions :

Select (03) three topics where you still need more improvement from the professional teacher development needs given below and prioritize them as 1, 2 and 3

	Description	Priority
1.	Teaching various types of students in the classroom.	...
2.	Motivating students for learning.	...
3.	Subject related facts and practical activities.	1
4.	Preparing subject related learning resources and aids.	2
5.	New methods of teaching.	4
6.	Use of technical devices and techniques in teaching the subject	3
7.	Subject assessing methods.	
8.	Arranging subject related learning events outside the classroom.	
9.	Various activities that lead students for further studies.	

- Record your suggestions about the activities that could be used in the school to develop the subject wise achievement of the students

.....
.....
.....

Accordingly, the school-based professional teacher development needs can be identified through the documents and records available in the school and by using the easy methods and strategies available in the school enabling the identification of more effective teacher development activities.

The chart below is a summary of how teacher development needs were specially identified

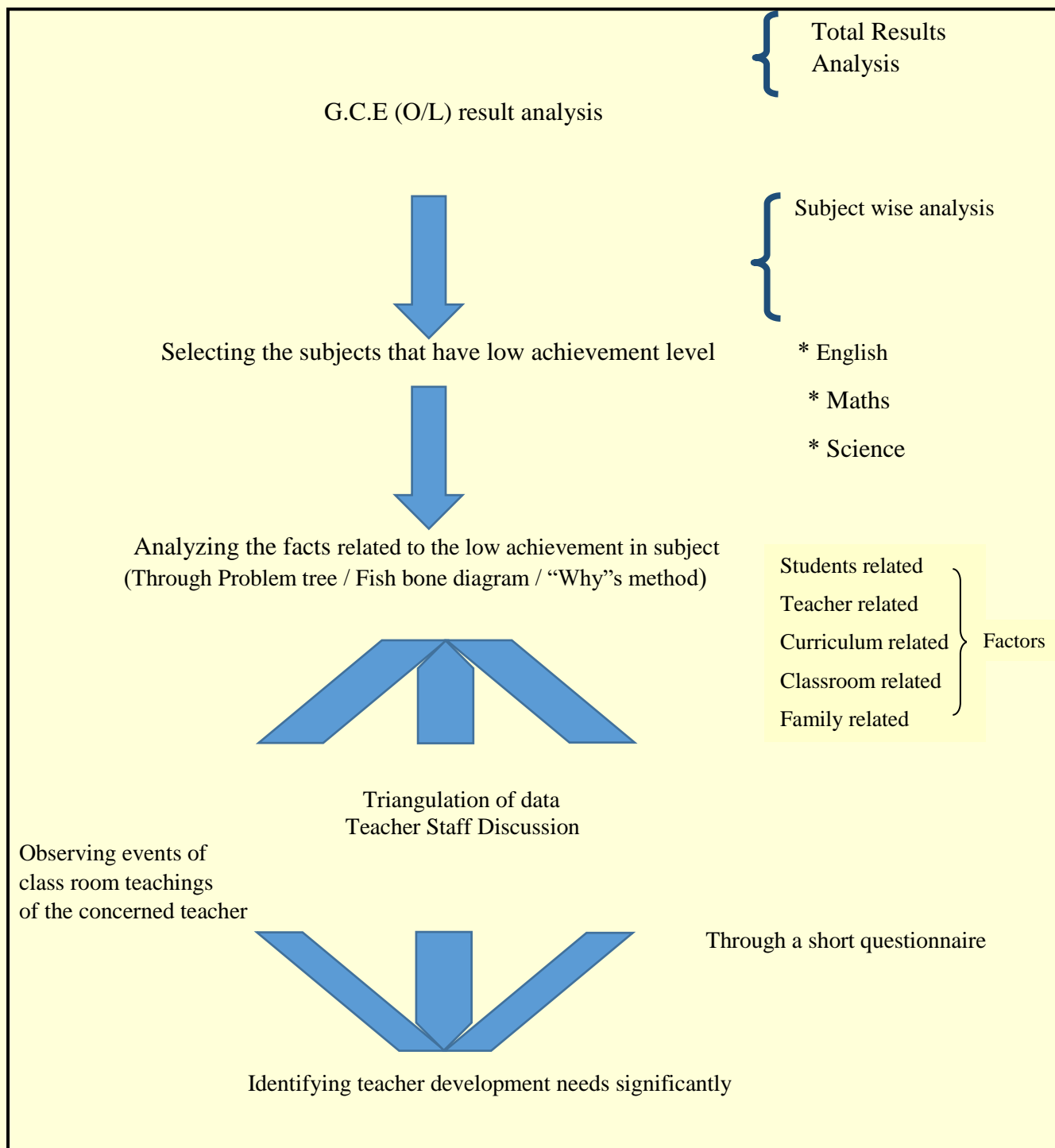


Figure 13: Identifying teacher development needs significantly

3.2.2 Identifying the professional teacher development needs of a primary school

The result sheet of the grade 05 scholarship examination, the assessment reports of the first, second and third key stages, students’ exercise books and also the minutes of teachers’ meetings, notes taken at parents’ meetings, and internal monitoring reports could be herein used. Teacher development needs can be identified by using the techniques mentioned below.

Planning and implementation of a general program encompassing common major issues relevant to two or more schools can be done subsequent to identifying the professional teacher development needs in small schools separately. A suitable mentor for that purpose can be selected from a school.

Most of the schools in Sri Lanka are rural schools and there are many schools with lesser number of teachers. The concept of “school family” could be used in conducting professional teacher development activities in these small schools where there are less number of teachers. Accordingly activities like peer coaching, inviting a guest teacher and having study circles could be implemented in collaboration with two neighbor schools.

In implementing and identifying professional teacher development activities, selecting the problems on priority can be done with the support of an In-Service Advisor (ISA) or an experienced teacher educator.

There may be schools which cannot join another school due to geographical situations. The support of the external resource persons (Subject Director / Teacher Educator / an ISA) can be obtained to identify professional teacher development needs if required

Even though the support of an external resource person is obtained, it is a mandatory to get the contribution of all the teachers of the school. A brain storming session can be conducted by the external resource person using the varied achievement reports and other documents of the school, and all the teachers are required to contribute their views therein.

It is important to have a trustworthy environment without criticism. Otherwise a negative environment which humiliates others will come out.

There are also activities that can be used by teachers individually to identify their professional development needs.

➤ By analyzing term end/ year end answer sheets of students related to the subject

- What are the subject contents majority of the students have answered?
- What are the subject contents the students have answered successfully?
- What are the subject contents the students have given completely wrong answers / not answered/?

➤ How did I teach those subject contents?

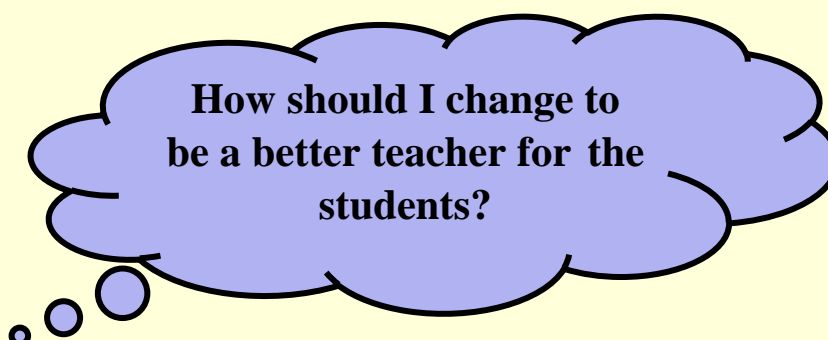
- By explaining the facts by myself
- By using/ not using aids
- By giving notes

- By getting students' feedback about your teaching (for secondary students)

Eg: At the end of a lesson/ competency, students' feedbacks can be obtained in below format

- State three important factors you have learnt in this lesson.
- State two factors you have learnt and need more clarifications
- State any part of this lesson which was difficult for you to understand

The teacher can use these methods to gather information about the teacher's subject knowledge and teaching methods. The main thing the teacher can learn by referring to the analysis of students' feedback is the way how the teacher should change himself/herself.



Thereafter, the teacher will have the chance to do experiments based on the information obtained subsequent to speaking to an expert teacher and referring the relevant books. In this manner the teacher can achieve a self-development in the profession by referring to the analysis of students' feedback and achievement reports as well as by teaching on new strategies. Presently, the action researches and classroom experiments are also the efforts of teachers for a self-change first and to change/improve students afterwards.

Teacher Development is found to be significant as an approach to achieve the targets of development of quality education in the school and the teacher development needs in the school can be determined through diverse methods mentioned above. Afterwards, the professional teacher development programs can be planned on the basis of these needs. An annual plan involved with activities that need to be financed and also the activities that do not need money can be prepared therein by Teacher Development Sub-Committee incorporating the teacher development methods and activities discussed in next chapter.

3.3 What are the methods and activities that can be used for professional teacher development?

The following table includes the examples of varied activities related to School-Based Professional Teacher Development methods and activities.

Table 4: School Based Professional Teacher Development methods and activities

Team activities for professional learning	Participants	Location	Special Features	Additional learning resources
Action Research	A teacher or two teachers	Class Room / School	The teacher or teachers are in the study of a cycle of continuous learning. Collating information required in selecting, planning, implementing the targeted fields as per the plans and doing subsequent analysis, making reflections, moving towards new actions are the nature of the circle.	Reflection Notes, Achievement Reports
Case Discussion	A group of teachers	The school or public place (Teacher Center)	<p>The teachers examine stories, videos about the school, class room, events of learning and teaching. Also, in reflecting those stories, the positive experiences are gained with others.</p> <ul style="list-style-type: none"> • A description of existing status by class room level; That is, what the teacher needed to do and what actually happened can be understood by the case. In order to identify the problem of the case, evidences are used in the discussion. Once the problem/issue is identified in accordance with the evidence, steps can be moved towards the effective decisions. 	The case discussed in the DVD of the Ministry of Education
Demonstration Lessons	In pairs or a few teachers	Class Room	A teacher in a nicely arranged living class room demonstrates a special skill/a part of a lesson/a complete lesson. The other teacher/teachers observe the lesson. The strengths and weaknesses of the lesson and the instructions to improve the lesson are discussed at the follow-up phase.	Observation Reports
Professional Networks	With another school or a cluster of schools	The school or common center (Teacher Center, Electronic means)	<ul style="list-style-type: none"> • Take part in the meetings conducted as scheduled • Linking a teacher in person by electronic means with other teachers • Use electronic magazines, social media to share ideas 	
Peer Coaching	Two teachers	Class Room / School	Learning from each other with developed mutuality	DVD of the Ministry of Education

Lesson Study	A group of teachers meeting at a specific time/date	The school or public place (Teacher Center)	The objectives are designed to; <ul style="list-style-type: none"> • Implement the strategies that were learnt from programs and lectures • Discuss about researches and ways of implementing those in the class • Conduct researches to implement new learning strategies 	DVD of the Ministry of Education
Digital and Online Resources	Individually or as a group	The school or public place	Use of information published in books, magazines and websites, sharing of other teachers' ideas on teaching	Teaching channel : w.w.w. teaching channel. org khan Academy w.w.w. khanacademy.org NJ center for Teaching and Learning www.njci.org
School-Based Mentoring	A teacher and an experienced teacher or external facilitator (In-service Advisor)	Class Room / School	It is worthy to have a teacher with good insights to teach your subject	DVD of the Ministry of Education
Relations with other schools or Education Institutes	From school to school/Institute		Activities related to seminars, workshops and researches with other schools or education institution, with National Colleges of Education, Universities or groups with special interest.	
Professional Membership			Professional associations offer seminars, magazines, special groups and research activities	
Reflections	A teacher, two teachers or a group	The school or public place (Teacher Center)	Developing learning & teaching materials	

Amidst the above-mentioned methods, the Lesson Study, School based mentoring; Peer Coaching, Demonstration, Self-directed learning, Action researches and programs in collaboration with other schools that have been used by other countries in the world are significant.

You have the liberty to adjust these methods presented in accordance with the subject, opportunities and requirements. Also, this guidance will help fulfill the teacher development needs collectively by using the pragmatic methods.

3.3.1 Lesson Study Approach

Lesson Study Approach has successfully been used for school-based teacher development programs in the countries such as Japan, United State of America, Australia, Philippine, Malaysia and Zambia. This method implemented in Japan in around the year 1960 as an approach to solve problems for teacher development programs is still being implemented successfully in the schools in Japan.

The teachers share ideas, review the progress and re-plan while they are working continuously and collaboratively within this method.

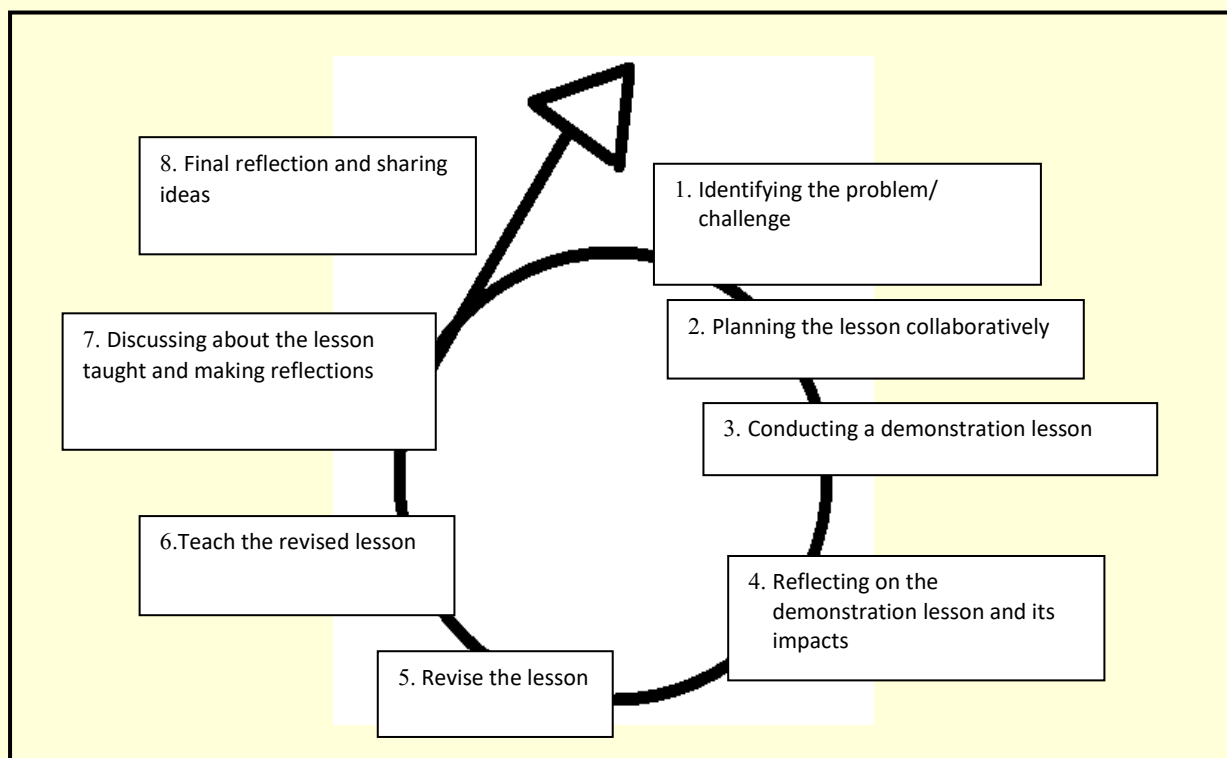


Figure 14: Lesson study approach (Chiew & Lim 2005; Stigler & Hiebert 1999)

The specific procedures that need to be followed at each step of Lesson Study Approach

Major 08 steps depicted by the above chart and the major facts of attention under each step are as below.

Step 1

Identifying the problem/ challenges faced in teaching the subject.

In this step it is vital to have a discussion among the teachers of the same subject. The following issues could be highlighted in the discussions.

- What are the topics/ themes/ competencies in my/ our subject that are difficult to teach?
- Why is it difficult to teach those topics/ themes/ competencies?
- What are the teaching methods and facts we should apply/ know in teaching them?
- What are the new suggestions related to teaching those topics/ themes and competencies well?

Preparing plans to solve the problem

- Including the circular plan related to demonstration lessons and discussions of lesson study in the school term plan.
- Preparing the lesson plan for the demonstration lesson.
- Selecting a teacher or volunteering for the demonstration lesson.
- Deciding the grade and lesson for the demonstration lesson.

Step 2

Planning the lesson collaboratively

- Preparing the basic draft of the plan for the demonstration lesson.
- Re-arranging the basic lesson plan prepared in collaboration with all subject teachers and presenting suggestions for improvement.
- Preparing the plan needed for the demonstration lesson notes with the participation of demonstration lesson teacher/ group.
- Arriving at a conclusion on the areas for observation and determining phases of observation and preparing an observation plan.

Step 3

Conducting demonstration lessons

- Teaching the demonstration lesson in a real classroom.
- Conducting a discussion session with the lesson study group by using the observation format prepared in advance.
- Reporting the observation results.

Step 4

Discussing about the lesson and reflecting on its effectiveness

- After teaching the lesson, all the teachers of the observation team comments on it and make suggestions for improvement.
- First, inquire the opinions of the teacher who taught the demonstration lesson
- Present the positive aspects of the lesson and suggestions for improvement
- Coming into an agreement about the revisions to be made

Step 5

Revising the lesson plan (1- 2 days)

- Revising the lesson plan by the teacher who conducted the demonstration lesson or by the lesson study group based on the suggestions for improvement

Step 6**Teaching the revised lesson**

- Teaching the revised lesson to a parallel class/ to a group of students of the same grade
- Observing the lesson by the observation team with a special attention to given suggestions.
- Reporting the results of observation.

Step 7**Re-discussing the lesson and reflecting its effectiveness**

(By a meeting of about 01 – 02 hours)

- Conducting the discussion on second Demonstration Lesson
- Identifying how the lesson has been developed
- Discussing and reporting the things learnt by the teacher from the circular process of Lesson Study Group and filing the particulars

Step 8**Reporting to the Zonal/ Provincial office**

- Sharing the experience gained
- By a representative of the SBPTD Committee/ by a member of the Lesson Study Group in the principals' meeting at divisional/ zonal level.
- Presenting to a national forum.

How the lesson study groups are formed in the school?

- Grouping the teachers by subjects
 - Formation of lesson study groups by subject teachers when there are parallel grades.
 - Formation of lesson study groups under the same subject though the subject matters are different from grade 6 to 11.
 - Lesson study groups for the primary grades are formed for the key stages 1, 2 and 3 separately or subject-wise common to all the key stages
- Teachers who teach different subjects in lesson study groups share experience on common issues such as questioning techniques, teaching methods and strategies of classroom control etc... (A better technique for small schools). The partners of the lesson study approach are different and their roles and responsibilities are also different (Annex 01)

3.3.2 Peer Coaching

Peer coaching is another good way that could be used in School Based Professional Teacher Development programs. In fulfilling the task of uplifting the student's achievement level successfully, a mechanism is required to empower all the teachers by sharing strengths among teachers, and helping and guiding each other. Peer coaching is an approach to execute that mechanism continuously in the school. This method could also be used in the learning process of

the school. The teacher can pair the clever students with the slow learners and provide opportunities for investigation and observations in small groups.

This approach could also be used in the discussions of the teachers in the school too as a means of a collaborative support among the teacher-teacher groups which is peer coaching. According to Slater and Siemens, (2010) the process of two peers in a working environment doing reflection, expanding knowledge through exchanging ideas, involving in classroom researches and solving problems in the working environment could be known as peer coaching.

This method can be used in the teacher development activities in the school to solve and reduce the problems encountered by the teachers.

Eg:

- Improving presentation skills.
- Voice control
- Using technology to present information clearly
- Skill development about various teaching methods.
- Creating a sound environment for learning in the classroom.
- Preparing and using teaching resources.

Significant characteristics of this method

- Respecting confidentiality (About the conversations and instructions between the mentor and the participant)
- Non-conduct of an evaluation
- Flexibility
- Voluntary process
- Based on mutual confidence
- Focusing on observable points

Five (05) steps could be followed in Peer Coaching approach

- Requesting for an observation on the current situation of the problem/ skill.
- Observing the current situation of the problem/ skill (As per the Observation Format - Annex 01)
- Reflecting on the facts observed (As per the Observation Format)

Observation Format

	Problem/ Skill	The Incident	How to change
1.			
2.			
3.			

- Discussing observer and the observee together.
- Coming into an agreement about the steps to be taken in the future.

Peer coaching can be implemented in several ways (Annex 3).

- Obtaining an accurate knowledge on the content of different subjects.
- Acquiring skills on various teaching methods and student centered learning methods.
- Preparing and use of learning materials and aids
- Adjusting the teaching style to be matching with numerous learning styles and learning abilities.
- Acquiring skills on multi-level learning styles to suit student diversity.
- Strengthening teacher-student relationship.
- Conducting assessments for teaching
- Preparing assessment and evaluation sheets.
- Identifying teaching and learning methods.
- Maintaining classroom documentation properly.
- Conducting action researches to solve class room problems

The currently used Evaluation Format 2 introduced by the Ministry of Education in observing the lessons could be used (Grade 1 -13) to evaluate the teaching learning process (Annex 2)

As peer coaching is a continuous process, keeping records on such process is important for both parties; person who guides and person who is guided. Therefore, the above observation format can be applied.

3.3.3 Demonstration Lessons

Through the demonstration method used in the school based teacher development, it is expected to demonstrate the proper way of doing something.

That is;

Verbal explanation + demonstration/ using tools or equipment = demonstration

Demonstration is a method prepared for small or large groups that provides opportunity to see and to listen focusing on the skills development. This can be implemented in several ways. i.e. a live teaching by a teacher, teaching by an In-Service Advisor or other invited external resource person. Further, a video recorded lesson can also be used for this in addition to such method.

While this is a method applied to make the students learning easy and effective, this could also be used for the development of the teaching methods of the teachers.

This could be planned and implemented in several ways when it is used for the teacher development activities;

1. Group by subjects and present subject matters accurately, as exercises related the use of aids.
2. Programs focused to offer professional skills in teaching commonly without grouping by subjects

Demonstration is a method that is implemented in a live classroom situation to find answers for the questions what, where and when. This could be implemented under three main stages

➤ Stage 1 (Before conducting the demonstration lesson)

Planning a lesson voluntarily by a teacher

Other teachers collaboratively prepare an observation sheet about the areas to be observed in the lesson. The evaluation format 2 in the book “Process of Evaluation and Monitoring for Assuring the Quality in Education (Ministry of Education) can be used for this (Annex 1)

➤ Stage 2 (Observation of Teaching)

The lesson is conducted by the teacher who planned the lesson.
Other teachers note down the observations by using the observation sheet.

➤ Stage 3 (Discussion after observation)

The teacher who did the lesson is given the first opportunity to express ideas. Subsequently, discussion is held with the others about the lesson and presenting the suggestions identified in the observation in view of developing the lesson.

The foremost benefit that could be achieved through a demonstration lesson is the opportunity to learn a lot by observing someone else.

- The knowledge on presenting subject matters could be gained.
- Ability to identify students’ behavior in the classroom
- Ability to understand whether all the students actively participated in the lesson
- How many benefits of demonstration lessons were learnt?
- How many successful techniques/ strategies were obtained from others’ lessons?

3.3.4 School Based Mentoring

Even though the new teachers who join the teaching profession have followed professional development courses, they really start their role of teaching from the very first school they get the appointment for.

Such a novice teacher who starts teaching in the school has to come across with many problems in the process of teaching.

- How to organize the subject knowledge gained by the teacher in the classroom with diverse students as applicable to such diversities?
- How and when the theoretical knowledge about identifying children could be practically applied in the classroom?
- How to build up and maintain the relationship with the experienced and differently qualified teachers in the school?
- How to use teaching aids/ teaching resources for an effective teaching learning process?
- What are the limitations of the teacher student relationships? How do I get adjusted for those limitations?

If a novice teacher who faces many such problems in a school is not properly guided and supported, he/she gets a wrong impression and may establish wrong practices. Therefore, it is necessary to give guidance and support to build professional skills to a novice teacher by an experienced teacher in the school.

The approach to give the opportunity to a novice teacher for professional development under the guidance of the experienced teacher is called School-Based Mentoring.

The mentoring process that is currently being implemented in Sri Lanka for the teacher students who come for the internship from National Colleges of Education could also be easily applied for the novice teachers who come to school by getting permanent appointments.

Mentoring process is executed in medical and law professions too. Novice lawyer working under an experienced lawyer is an example for that.

In a situation where there is no professionally experienced teacher in the school, the support and guidance of an external mentor can also be obtained in this school based mentoring.

The overall objective of school based mentoring is to develop both teaching and learning process. This helps the teachers who get the appointment based on various certificates. Eg. Those who get teaching appointment by following teaching courses and those who get the graduate teaching appointments without following professional teaching courses.

Accordingly, there are few objectives of the school based mentoring:

- The ability to adjust for various challenging situations.
 - For the new working environment.
 - For the working culture of the new school community.
 - For the new curriculum and assessment process.
 - For a new profession.

- To improve professional practices.
 - Applying effective teaching strategies and models.
 - Leadership and management skills
- To develop the school as a learning society.
 - For lifelong learning.

A novice teacher needs guidance on following aspects;

- Planning lesson for teaching.
- Managing the students' behavior
- Directing to select relevant subject content.
- Improving teaching.
- For better teaching.
- Reflecting on his/her practices.
- Identifying the activities required to be done to lead students for learning society

According to what Alberta teacher association says, an expert teacher can assist a novice teacher in three main areas.

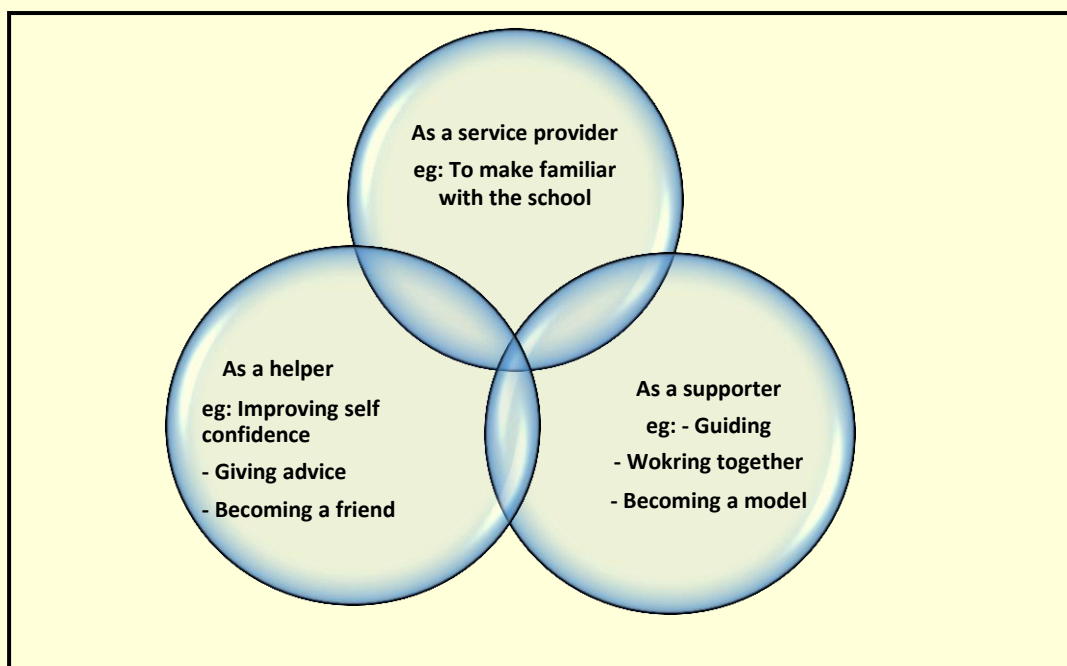


Figure 15: Dimensions of School Based Mentoring

In Sri Lanka still the graduates and other types of certificate holders are recruited to the teaching profession without a pre service professional teaching course. Therefore it is very important for a teacher to have an experienced guide in the school so as to direct him/her to teaching, to support in teaching practices and to make the teacher a regular learner and to make the school a learning community.

- School based monitoring is not a hierarchical process that gives advice from top to bottom. It is a network where the support flows throughout the same level with friendly relations.
- That is not a process to find mistakes of the novice teacher, but a supportive process.
- That is not a criticism process, but a development process to uplift from the existing situation.
- That is not an ordering, but a guiding process for better teaching.

- That is not an evaluation. It is an assessment that focuses giving strength and motivation to go forward step by step.
- That is not a time bound fact, but a continuous process that goes until the professional skills are obtained well.

Consequently, there are four main areas an experienced teacher can support a novice teacher.

Table 5: The areas that can be supported by the expert teacher

	Areas possible to be assisted	Elements that can be supported under the said area
1	Classroom Management	<ul style="list-style-type: none"> ➤ To arrange the chairs of the classroom in an order ➤ To prepare and maintain various boards in the classroom ➤ To make aware on the rules to follow in teaching ➤ To identify policies and procedures related to teaching profession ➤ To prepare students' exercises/activities ➤ To form a good classroom environment ➤ To formulate students' behavior ➤ To maintain records
2	Planning teaching	<ul style="list-style-type: none"> ➤ To identify the existing resources ➤ Preparing daily/ unit plans ➤ Maintaining student data ➤ Grouping ➤ To get parents' support ➤ Reporting to parents ➤ To work in line with the policies of the school ➤ Conducting parents' and students-teacher meetings
3	Teaching subject contents	<ul style="list-style-type: none"> ➤ Obtaining information about syllabus ➤ To identify learning outcomes ➤ To conduct examinations ➤ To conduct diagnostic, formative evaluation and consolidated assessment
4	Motivating the students	<ul style="list-style-type: none"> ➤ Identify, plan and use various teaching and learning methods ➤ Leading students by working with parents ➤ Directing to plan and use varied learning strategies

How to implement School-Based Mentoring in school?

It is necessary to have a mutual relationship among all three parties; the principal, experienced teacher and novice teacher.

For example, though the novice teacher is willing to know about teaching, he/she normally does not make requests for that. At the same time, the experienced teacher who likes to help the novice teacher does not come forward directly to do that. Therefore, it is very important to ensure a proper coordination to create a good school for the advancement in the students' progress. This relationship could be created by the principal. Therefore, it is important to warmly welcome the novice teacher to the school and to direct him/her to an experienced teacher at the same time. At this circumstance, the principal of the school has many responsibilities to be fulfilled in this regard.

1. Introducing a mentoring program to meet up the teacher development needs of the school.
2. Providing time and resources required for that.
3. Making opportunities for the expert teachers and the novice teachers to work together.
4. Selecting the right experienced teachers.
5. Meeting up with these expert and novice teachers and discussing from time to time about the actions to be taken in the future.

This method gives benefits for all the parties of the school; for the expert teachers, new teachers, the administration and the students.

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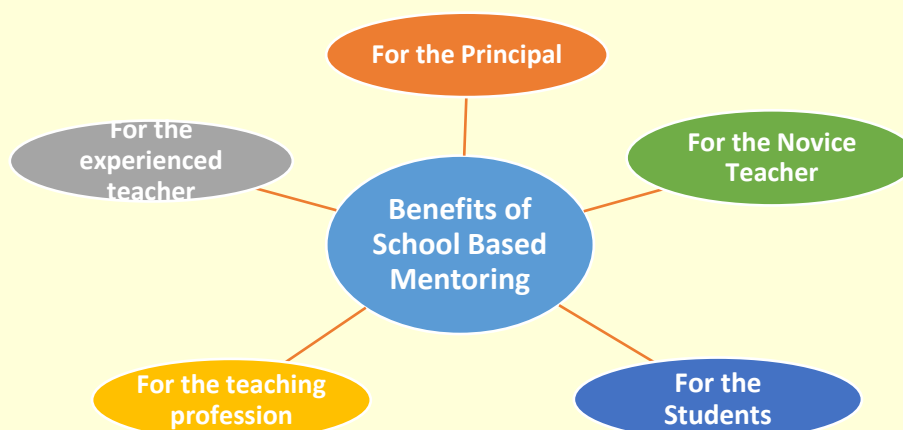


Figure 16: Benefits of School Based Mentoring

There can be varied challenges and obstacles for use of such process in the schools of Sri Lanka.

Eg: Lack of time, distaste of the teacher to learn from another teacher, mental retardation to ask for support and lack of adequate knowledge about the nature of mentoring process are among such challenges.

Some ways of implementing this method in the school can be detailed under several examples.

1. Directing novice teacher/s toward the expert teachers in the school.
2. Giving the feedback of the expert teachers to the currently working novice teachers.

There are several steps of implementing the School Based Mentoring process for novice teachers in the school:

- Expert teacher - novice teacher meetings
- Novice teachers should seek for support from the expert teachers.
- Works should be planned together
- Inviting novice teachers to observe the expert teacher's teaching in the classroom.
- Asking for ideas from the novice teachers.
Such as about the experience gained from the lesson, handling the students, the way of matching the teacher's role with various learning styles.
- Visits the novice teacher's classroom lesson often if he/she makes a request.

This is not a process of internal supervision, but a practice to support the novice teachers with feedback and feed forward.
- Presenting the strengths identified and bringing up the circumstance to be improved should be discussed in the post discussions.

The discussions held herein should be friendly. Even the words the experienced teacher uses are very important.

Eg: Experienced teacher: I think that if the questions were asked in a way like this, the students would answer better

The second method of school based mentoring is giving time by time feedback to the teachers who are currently in service. This may be at the end of the term or at the end of the year. The findings of internal observations can be used. Otherwise, external supervision reports can be based therein. The support of an external resource person/ a teacher educator can also be used if required.

It is important to draw attention to following factors;

- School Based Mentoring for the teachers who are in the service
- Situations that are to be changed for the improvement of the students' achievement are identified by the expert teachers.
- Those situations are further analyzed by the expert teachers through a discussion with external resource persons.
- The external resource persons further observe the existing situations to solve or to control those situations.
- Based upon those observations, the external resource persons make the expert teachers aware about the planned process to be followed and make all the academic staff aware if required only.
- Conducting progress review discussions to refer to those situations from time to time.

School Based Mentoring is different from Peer coaching and those differences can be simply understood.

Table 6: Comparison of School-Based Mentoring and Peer coaching

	Component	School-Based Mentoring	Peer coaching
1	Persons	Expert and novice teachers together	Being together with the persons of same level
2	Situation	Getting adjusted to the school, being adopted to the profession, Becoming familiar to teaching from simple level	Related to subject content
3	Method	Planning observations and discussions together	Planning observations and discussions together
4	Environment	Friendly, closer and developmental	Friendly, closer and experimental
5	Place	Classroom, outside the classroom	Classroom, outside the classroom
6	Objectives	To support to adapt to the teaching profession successfully	To identify and to solve the problems/ needs related to curriculum

In this process of School Based Mentoring, the expert teacher as well as the novice teacher has the opportunity of doing a continuous self-assessment.

The novice teachers can maintain a note book for this purpose. A simple format that can be used in this regard is given below

Table 7: Format for the novice teachers in School Based Mentoring

	Date	Problem/issue encountered	Guidance received from the expert teacher	Changes occurred by following those guidelines

3.3.5 Action Researches

A research can be viewed as a systematic investigation to improve knowledge. However, every investigation cannot be viewed as a research. As there is more than one technique to improve knowledge, the research is not a task of one model, but it can be handled in several models.

An educational research is a systematic study to find solutions for the problems emerged in the education sector. The researchers are using varied approaches in educational researches. Amidst such approaches, the Action Researches have currently become a widespread approach.

This research method; which is now known as action-oriented research, classroom research, active research and action research, has presently become a central part of many teacher education courses. Particularly, it has become mandatory to conduct an action research on a selected research problem in the courses of Pre-service Teacher Education of the National Colleges of Education and the Post Graduate Diploma in Education.

➤ What is an action research?

The action research has been defined in many ways by many researchers.

Hultzler, Cassidy and Cuff (1986) have said that the Action Research begins when a teacher decides to change the way of proceeding in the profession that has been continued thus far and to look into his/her classroom subsequent to his/her thought about “This is how this should happen”.

Halsey (1972) said that the Action Researches are about making an own small-scale intervention and having close investigation into the impact of such intervention.

According to **Burns** (1998), “the process of Action Research is an appropriate methodology to detect a problematic situation, and to plan and implement remedial measures with required monitoring”

Accordingly, the action researches can be identified as an efficient and appropriate method of investigating a situation where changes or developments should be made in the field and making such required changes subsequently.

➤ **The way the action researches differ from traditional researches -**

The action research has its own following unique characteristics

1. Action researches are done by a group with an immediate responsibility for a social environment and social situation.
2. The mediation is an inevitable characteristic in action researches
3. The researcher has the commitment to develop his/her professional engagement
4. There is no need for strict use of technical procedures as followed in other researches.
5. Subject the mediation process in use to reflection
6. Preparation of research methods and techniques in a manner that does not obstruct the engagement of day-to-day activities
7. Non-application of scientific method strictly in the research work
8. The conclusion come over through this research method is not generalized to other situations and places.
9. This can be considered a technique that allows more democratic principles in the research methods.

➤ **Steps of an Action Research**

Similar to the identification of the characteristic specific to the process of action research, the action researches conducted according to each specific problem and situation have characteristics specific to each one of those. Consequently, the steps of action researches are difficult to be presented by a session format.

The main step of an action research is initial reflection called self-contemplation. On the basis of this view, **Kurt Lewin** (1944) said that the steps of an action research can be presented by a spiral and four main steps can be included into each such spiral. Those steps are Planning, Action, Observing and Reflection. Based on this idea, this spiral concept was graphically presented by **Jean McNiff**.

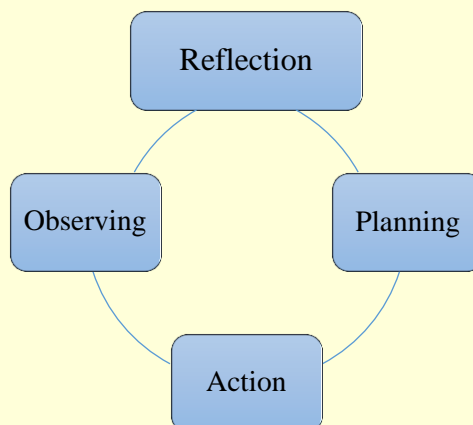


Figure 17: The main steps of an Action Research

Many steps can be identified in designing and implementing an action research based on these basic ideas. There are in order as follows;

1. Identify an opportunity for a change in classroom level linked to your role and responsibilities with regard to teaching profession.
2. Identify background data related to that occasion.
3. Study the research problem in details while analyzing background data.
4. Build research questions / research objectives.
5. Design an applicable intervention program to change the situation in line with a time frame.
6. Arranging the backgrounds for its implementation
7. Implementation of the intervention program
8. Observing and monitoring the implemented program and reporting the progress
9. Analyze the data collated through the intervention program
10. Analyze the data and find out whether the relevant situation has been changed.
11. Formulation of a counterplan and related activities if the objective has not been achieved
12. Implementation of the counterplan
13. Observing the implementation of counterplan and quantify whether the objectives have been achieved by analyzing the related data.
14. Use of such counterplans until the expected change is achieved

➤ **Identifying an appropriate research problem for an Action Research.**

The teacher should have the ability to identify a suitable research problem for action researches. It is not logical to move toward an action research when there is a definite obvious solution for a problem raised in the classroom.

In selecting an appropriate problem for the action researches, there are several questions that you need to ask yourself. These are,

1. What is the time that needs a change?
2. How is it revealed that this change is required?
3. What are the contextual factors that can affect this?
4. What are the small-scale actions that can be taken to change that situation?
5. What are the results that can be gained by following the above steps?

You need to be attentive whether these questions are successfully answered by the situation that you selected. Similarly, a research problem needs to be analytically concerned and a situation appropriate for an action research should be selected accordingly.

➤ **Data collection methods of the Action Researches**

1. Observation of reflection notes
2. Interviews /Focus Group Discussion
3. Questionnaires
4. Observation
5. Study of different records
Eg – log notes, progress reports, and records of attendance
6. Attitude tests
7. Audio visual records
8. Field notes
9. Detection tests, sociometric tests

➤ **Examples of problems that can be used for the action researches**

How to develop the correct writing skills among selected few students of Grade 04 with regard to selected few letters?

How to develop the students' skills of using the text book correctly relevant to the subject?

How can I act to make a disciplined class where there is no a violation of discipline?

What actions can I take to improve the basic mathematical skills related to addition?

How can the students be motivated to learn English?

The conduct of an action research through such different areas by a teacher will benefit many parties.

For teacher	➡	Teaching skills, Relations, Management skills...etc.
For students	➡	Achievement and Personality, Social skills
For school	➡	Strengthening learning culture

For school based professional teacher development activities, the aforesaid methods as well as other methods and activities that are appropriate to the school and the situation can be used.

During the implementation of these activities, monitoring and evaluation from school level to national level should be executed.

CHAPTER FOUR

04. Monitoring and Evaluation of School Based Professional Teacher Development programs

Monitoring is the continuous supervision during the implementation of a planned program while providing required support and guidance.

“Monitoring is one step of the management circle related to the process of deciding whether the inputs are applied in time as planned, whether the activities have been conducted in time and whether the expected outcomes have been achieved” (Perera – 1986)

Accordingly, the main participants and administrators of the School Based Professional Teacher Development program are mostly the teachers, the monitoring and evaluation is an essential process for the teacher personally and the school collectively.

The benefits of monitoring the SBPTD programs

- Ability to continuous observation on whether the goals of the teacher development activities/ programs are achieved
- Ability to identify the strengths, weaknesses and the points to be further improved.
- Ability to identify whether the planned teacher development activities were implemented accurately on scheduled date/ time.
- Ability to identify the modifications to be added in planning future programs for teacher development.

Continuous monitoring and evaluation of teacher development activities can be implemented at schools, divisional, zonal, provincial and national levels.

4.1 Monitoring and Evaluation by the school

Two main methods of monitoring and evaluation at school level are provided below.

The monitoring and evaluation of a program implemented by the school help identify;

- The way the program was effective for teacher development needs.
- The changes to be made further in future programs
- The new teacher development activities

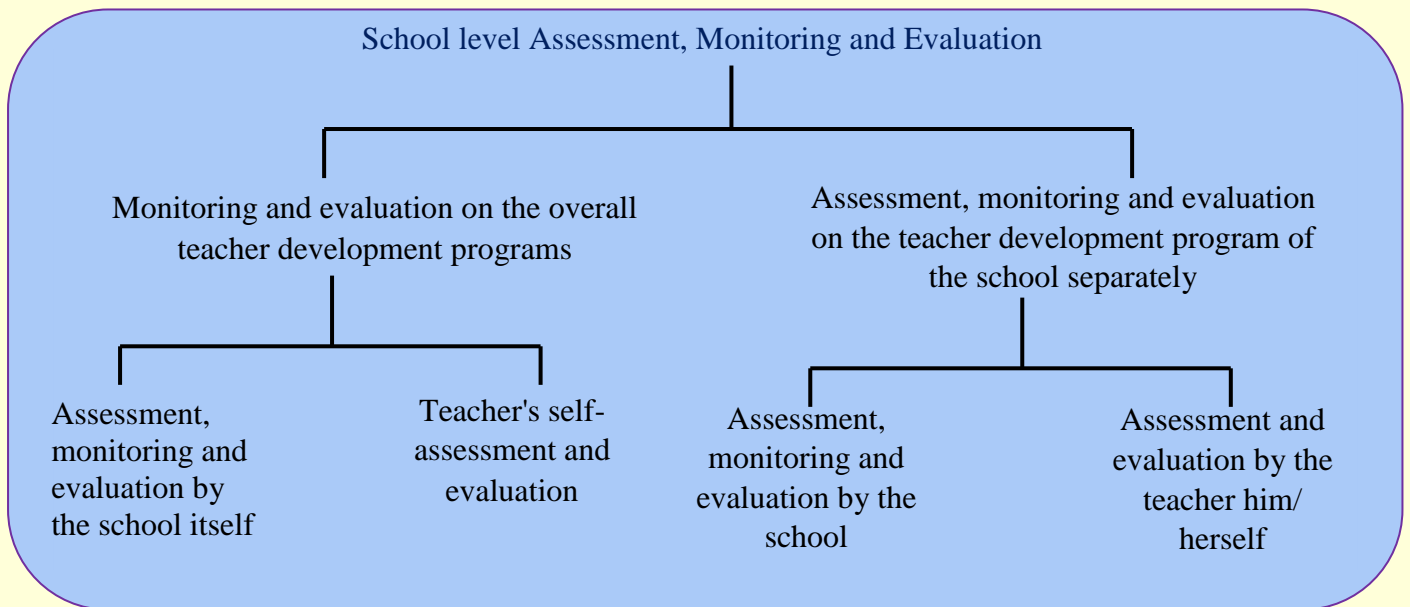


Figure 18: Monitoring and evaluation of SBPTD Programs at school level

The teacher is the immediate and direct stakeholder of a School Based Professional Teacher Development program. Therefore, it is important to get the teacher's feedback and response about the way the particular program became important for the development or his/ her teaching process in order to develop the students' achievement level. The following format can be used to capture the responses.

Format to have teachers' responses about a program

Name of the teacher :

Teacher Development Program :

Date/s implemented :

1.

	Three of strengths/skills that I acquired from this program	Three elements I gained from this program and need further improvement	Areas I should be further aware in relation to this program
1.		➤	
2.		➤	
3.		➤	

1. State the reasons why teachers are more interested in school based professional teacher development programs than other programs about professional teachers

.....

2. Comments and suggestions about the overall program

.....

.....

Teacher's signature

Format for the teacher's evaluation on total programs related to teacher development activities

Name :.....
Subject :.....

➤ Teacher development activities participated :

1.
2.
3.

➤ State three experiences you gained by participating in this program for being a successful teacher

1.
2.
3.

➤ Please mention two experiences you gained by this program which you feel not relevant to your professional development with reasons

1.
2.

➤ If there are areas which you need to have further knowledge from the experiences you gained by these program, please specify

1.
2.
3.

➤ If there are areas that should be further developed in these programs, please specify

Area	Way of further improvement
.....
.....
.....

➤ State the difficulties /problems you encounter in using the skills gained from those programs

1.
2.

➤ Please explain your comments on the overall programs

.....
.....
.....
.....

.....
Teacher's signature

Format for evaluation on a SBPTD program by the school

(SBPTD Committee)

Program :

Date :

Resource Contribution:.....

Other resources

- Financial Expenditure :

- Physical resources:

Program's contents:.....

Serial Number	Strengths gained by teachers	Further development needs related to the program	Other areas/ fields to be developed

Sub-Committee - 1

2

3

Supervision Note (by Principal)

.....
.....
.....
.....

.....
(Signature)

School level evaluation on SBPTD program - Overall
(by SBPTD Sub-committee)

- School based activities conducted during this year:

1.
2.
3.
4.
5.

- Methods and number of programs used for those activities

	Method	No. of programs
1.	Lesson study	
2.	Demonstration	
3.	Peer coaching	
4.	School based mentoring	
5.	
6.	
7.	

- The most suitable method/s that can be applied in your school from the above

.....
.....

- Programs conducted related to common topics on the teacher development in addition to subjects

Serial Number	Topic	No. Programs

- Interests paid by the teachers in the School Based Profesional Teacher Development programs compared to the other teacher professional development programs

.....
.....

- Please mention whether there is a progress in the classroom teaching -learning process consequent to the implementation of this program through the following fields

Serial No	Criterion	Level		
		Good	Good	Good
1	Strengthening teacher - teacher relationship in the school			
2	Improvement of the skills in collaborative works			
3	Improvement in directing students for learning			
4	Systematizing learning environment in the classroom			
5	Strengthening teacher – student relationship			
6	Improvement of the students' achievement level			
7	Strengthening teacher –principal relationship			

- What are the obstacles encountered in implementing the program?

.....

- Please give your suggestions to minimize those obstacles.

The actions to be taken at school level

.....

The actions to be taken at Zonal level

.....

SBPTD Sub-Committee - 1
 2
 3
 4

Supervision Note (by Principal)

.....

.....
 (Signature)

4.2 Monitoring and Evaluation by External Parties

As external parties, continuous monitoring and evaluation of SBPTD activities can be executed with appropriate interval at Divisional, Zonal, Provincial and National levels. As financial resources for this are provided at school level and externally, the relevant plans should be monitored and evaluated as per the Circular No.26/2018 and as stipulated in 2.3 in terms of meeting the requirements probed by the following questions; how is the progress of the activities? What are the benefits of a quality education? As the institutes that provide external supports for schools, how should these works be facilitated?

Following facts are enabled herein

- ✓ Ability for a proper guidance through continuous observation on whether the goals of the teacher development activities/ programs are achieved
- ✓ Ability to strengthen the facilitation process by identifying the strengths, weaknesses and the areas to be further improved.
- ✓ Ability to confirm the financial commitment of the school by properly understanding whether the planned teacher development activities were implemented accurately on scheduled date/ time.
- ✓ Ability to support the school with respect to modifications to be added in planning the intended activities for teacher development. Also, the particulars required for formulating policies and strategies in this regard can be obtained.
- ✓

As per the responsibilities of Facilitation, Supervision, Researching, Monitoring and Evaluation, the officers at Divisional, Zonal, Provincial and National levels can look into the teacher development activities/programs of schools individually or in groups. The varied formats to collate information are introduced herein and the officers should use such formats relevantly for the appropriate purposes at the required level.

Format to evaluate SBPTD programs by a facilitator

Name of the school :

Zone :

Date :

Serial No	Criteria	Marks				
		5	4	3	2	1
01	SBPTD general information					
	➤ There is a file of Circulars /guidance					
	➤ SBPTD responsibilities have been assigned					
	➤ Teaching staff has been informed					
	➤ Committee meetings have been held monthly					
	➤ There is a file of updated committee reports					
	➤ It has been included into the Annual Plan					
02	Calculation of teacher training needs					
	➤ Teacher training needs have been identified					
	➤ Training needs have been classified and prioritized					
	➤ There is a plan of action to fulfill the needs					
	➤ Human Resources available in the school have been identified					
	➤ External Resource persons have been identified					
03	Conducting Training programs					
	➤ Appropriate training programs have been held					
	➤ Relevant and qualified resource persons have been used					
	➤ Participation is satisfactory					
	➤ Programs are continuously held.					
	➤ Different programs have been conducted					
	➤ Use of financial resources is satisfactory					

Serial No	Criteria	Marks				
		5	4	3	2	1
04	Evaluation and reporting					
	➤ There is a program for post-evaluation					
	➤ Continuous maintenance is ensured					
	➤ Responses of teaching staff is satisfactory					
	➤ Obvious development has been seen from the teacher					

.....
Name and designation of facilitator

.....
Signature

Date:.....

Marking procedure

- 1 – Development required
- 2 – Good
- 3 – Satisfactory
- 4 – Very satisfactory
- 5 – Excellent

Format for Zonal level monitoring and evaluation

Province: Duration - From: To:.....

SBPTD programs conducted in the schools of the Zone

Serial No.	Name of the Program /Subject area	Method used	No. of Programs	Main Resource Persons	Model examples for video recording

The above format should be completed by the Zonal SBPTD Coordinator based on the data related to SBPTD programs collected from the schools and sent to the Provincial SBPTD Coordinator.

(If this is possible online in a web site, it's more appropriate)

Format for provincial level monitoring and evaluation

Province: Duration - From: To:.....

Serial No.	Name of the Program /Subject area	Method used	No. of Programs	Main Resource Persons	Model examples for video recording

This SBPTD format for **provincial level monitoring and evaluation should be filled every four (04) months.**

This should be filled by the Provincial level SBPTD officer and sent to National level SBPTD officer

(If this is possible online in a web site, it's more appropriate)

**Evaluation of SBPTD programs - Format to be used for the research purpose
(For the research purpose at Zonal / Provincial/ National levels)**

Category of School

No.of SBPTD programs

1.....

1. Mark (X) in the correct box that shows the way the program supported your classroom teaching

<i>Serial No</i>	Program	Usefulness of the program to fulfill my objectives			
		Strongly agree	agree	Disagree	Strongly disagree
1.					
2.					
3.					
4.					

3. If you agree /strongly agree, briefly explain the reasons
4. If you disagree/ strongly disagree, briefly explain the reasons for that also
5. Did this program result in any progress in teacher- teacher relationship?
- 5.1: If “yes”, explain briefly.
- 5.2: If “no”, give your suggestions to develop such relationships.
6. Was this program useful for a better learning of students?
- 6.1: If “yes”, explain briefly.
- 6.2: If “no”, give your suggestions to cause a better learning

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අධ්‍යාපන අමාත්‍යාංශය හා ජාතික අධ්‍යාපන ආයතනය (2018), ඉගෙනුම් ඉගැන්වීම් කිරියාවලිය තුළින් බහුවිධ බුද්ධිමය හැකියා සහ සංවිධිත සංකල්ප තහවුරු කිරීම සඳහා ගුරුවරුන් සවිබල ගැන්වීම. සමාජ ඒකාග්‍රතාව සඳහා අධ්‍යාපන ව්‍යාපෘතිය (ESC/GIZ), හෝමාගම, කරුණාරත්න ප්‍රින්ටර්ස්

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ANNEXURES

Annex 1

Formal Curriculum Management

Name of the school:.....

Awarding marks: Award marks for each indicator according to the following rating scales using the descriptions given in the indicators.

06 marks - Excellent

05 marks – Very good

04 marks – Good

03 marks - Satisfactory

02 marks – Development required

01 mark – Immediate development required

Criterion	Indicator	Marks
Preparation of plans to implement the curriculum to achieve national educational goals and basic competencies	Displaying national educational goals and basic competencies in the school premises and the school community has been made aware of the national goals and basic competencies	
	Preparation and implementation of the annual curriculum plan ensuring the achievement of the national goals and basic competencies	
	Total Marks for the criterion	
Implementation of the teaching-learning process in the primary section	Assigning the responsibility of one key stage to a particular teacher and monitoring the progress	
	Providing maximum opportunities for planned activities, play area and class work related to the first, second and third stages, according to the circulars	
	Working to confirm the pre-language and basic mathematical concepts and implementation of Activity Based English & Tamil programs	
	Total Marks for the criterion	
Systematic implementation of the assessment process for acquiring learning competencies	Implementation of the program to identify the strengths /weaknesses of the students who enter Grades 1 and 3, and maintaining updated records, notes and documents pertaining to each student	
	Planning the teaching – learning process through the findings of the student identification program	
	Implementation of projects / feedback activities on the basis of the findings from the analysis of assessment reports	
	Making teacher aware that provide the assessment information of essential competencies from one stage to another and implement a monitoring programme in this regard	
	Total Marks for the criterion	
Using Physical resources productively to create a positive learning environment	Maintenance of wall papers and creation boards with particulars related to varied subjects and keeping them up dated	
	Protection and the safety of the creations /equipment/ assignments of the classrooms and keeping these up-to-date	
	Planning of specific places in the class room for various activities using these and ensuring easy access to them for activities (work table, book corner, class library)	
	Total Marks for the criterion	

Provision of maximum facilities to students who require special attention / support	Identification of the children with special educational needs or require special attention, and the preparation and implementation of teaching-learning activities for them	
	If an inclusive educational program is implemented, adjusting the teaching-learning process to suit them as well and maintain progress report	
	If there is a special education unit, maintaining it with necessary facilities, access ways and provides an attractive learning environment	
	Total Marks for the criterion	
Productive use of systematic distribution of Textbooks, Syllabi and Teacher Instructional Manuals	Responsibility regarding textbooks, syllabi, and teacher instructional manuals is entrusted to a particular teacher and Identification of the requirement and take necessary steps to fulfill them	
	Textbooks, syllabi, and teacher instructional manuals are recorded, stored properly, all are appropriately distributed and actions are taken for taking back.	
	Total Marks for the criterion	
Maintaining class record books	Basic information in the class record books are completed accurately and record books are kept up-to-date	
	The lessons taught are recorded immediately after the lesson and monitored regularly	
	Summary reports are prepared daily, weekly and termly and feedback is given on the basis of an analysis of these records	
	Implementation of suitable programs to cover the lesson periods of absent teacher (Eg: Assignment Banks ...etc)	
	Total Marks for the criterion	
Implementation of Projects related to the development of student competencies	Planning and implementation of projects for developing student competencies and maintaining proper records	
	Organizing projects involving the students of all Grades, guiding them and monitoring	
	Getting the GCE Advanced level students involved in doing various projects and the monitoring is done by teachers	
	Implementation of different programmes based on the current requirements (English as a life skill programme)	
	Total Marks for the criterion	
Total Marks		

Number of indicators evaluated	Maximum marks that can be obtained according to the evaluated indicators	Total marks obtained	Percentage

Name of the evaluator:.....

Signature:.....

Date:.....

Nature of the responsibilities of stakeholders within Lesson Study Method

		Stakeholder	Responsibility	Tasks to be fulfilled
1.		Teachers of the school	Holding the main responsibility Receiving benefits	Collaborative lesson plan Demonstration lesson Observing the demonstration lesson Taking part in the lesson discussion Reporting the lesson modification Applying the acquired experience to own teaching
2.		Facilitation (Veteran teachers / ISA / Teacher Educators)	Providing facilitation, guidance and counseling in the School and the Zone	Assisting for planning. Observing the lesson plan before teaching the demonstration lesson. Observing the demonstration lesson Providing guidance for the post-demonstration discussion Preparing the facilitation report.
3.		School managers (Principal/ Deputy principal/ SBTD Team)	Providing required guidance Planning SBTD activities Providing physical and human resources for the demonstration lessons Facilitating demonstration lesson study in the school as a school based teacher development activity	Teacher awareness. Providing space and opportunity for the discussions. Motivating Maintaining program reports Maintaining attendance registers
4.		Teacher Educators	Networking the pre-service and in-service teacher education	Providing experience to the prospective teachers about this in the pre service teacher education Implementing lesson study method in the Colleges of Education and Teacher Training Colleges Teaching the demonstration lesson Implementing action researches about the SBPTD activities

Various methods of Peer coaching approach

	Method	How to implement in the school	Examples
1.	Working on your own (through self-guidance)	<ul style="list-style-type: none"> ➤ Maintaining a journal, a diary about own teaching ➤ Referring to those once a week/ fortnight and identifying the problems/ areas for change ➤ Discussing with experienced teachers about the steps to be taken for those matters or changing self and having reflections on them ➤ Referring to the Libraries/Internet to find out facts related to the problems arose in the classroom and take actions accordingly 	<ul style="list-style-type: none"> ➤ Several extracts from a Mathematics teacher <p>Date:1 Students seem to have understood nothing. All the exercises they have done are wrong. I was fed up with teaching... by seeing the books of the students.....what to do...</p> <p>Date:2 More than half a class is doing the exercises wrongly. They have no idea about the local value what if these were done right in early classes</p> <ul style="list-style-type: none"> ➤ Lesson planning ➤ Get your lesson recorded when you are teaching ➤ Identifying strengths and aspects to change by the observation ➤ Teaching 4 lessons in such way ... >getting recorded...> observation...> Self-criticism ...> Change
2.	Peer coaching in pairs (Pair support)	<ul style="list-style-type: none"> ➤ Connecting an expert teacher who teaches a certain subject with a novice teacher ➤ Connecting a novice teacher with an expert teacher from 1st and 2nd key stages ➤ Novice teacher speaking of his/ her problems and development needs with the expert teacher ➤ Observing a lesson of that teacher or finding about the problematic situation 	<ul style="list-style-type: none"> ➤ A problematic situation about lesson planning <p>Novice teacher: According to the Teacher Instructional Manuals 2015 for Grades 06 and 10, the lesson plans have been prepared based on learning outcomes. I do not have a clear knowledge on learning outcomes. Could you please help me in this?"</p> <ul style="list-style-type: none"> ➤ Provide guidance for that ➤ Giving the opportunity to observe a classroom of experienced teacher ➤ Inquire about the ideas of the novice teacher about that ➤ Observe a class lesson of the novice teacher ➤ Having discussion and giving feedbacks ➤ One teacher is teaching ➤ The other teacher observes that and takes notes ➤ Giving feedback on the lesson <p>Presenting suggestions after observing several lessons</p>

3.	Small group guidance	<ul style="list-style-type: none"> ➤ Providing opportunities to meet as experienced and novice teachers according to the subject and grades ➤ Discussing the problems/ needs ➤ Observing the lessons conducted by experienced/ novice teachers when required ➤ Holding post-discussions and giving feedback 	<p>Teacher – 01 Since a variety of subject matters is included in the themes of the environment-related activities, how can we prepare and teach the lesson as such every subject is included therein?</p> <p>Teacher – 02 Let's get connected with Art teacher for creative works, dancing teacher for rhythms, English teacher for spoken English and do the lesson</p>
4.	Resource contribution and guidance	<ul style="list-style-type: none"> ➤ Forwarding the problem/ need to an external resource person ➤ Resource persons come to school and identify the problems/ needs by using one or a few methods such as analyzing the mark sheets/students' exercise books/events of teaching/ teachers' discussions ➤ Determining the fields, sections that need resource contribution ➤ Preparation of a plan for that ➤ Implementation of resource contribution session ➤ Collecting feedback from teachers about the experience gained ➤ Assigning the SBTD Committee to observe the giving of feedback and applying the experience and ensure the follow-ups 	<p>An event where a Principal addresses a Teacher Educator</p> <p>“I want to make my school the best school. Some teachers are more dedicated to work. However, some others are not. I want to so an attitude building workshop for teachers and I invite you for that”.</p> <p>Teacher Educator: “Well thank you. I accept your invitation. However, there are some factors that I want to study before conducting the program.</p> <p>Teachers' leave records Besides checking of the attendance register, I will come to your school on a working day and observe a bit.</p> <p>Then I will be able to help your problem.</p> <p>Principal: Thank You</p>