

SCHOOL-BASED TEACHER PROFESSIONAL DEVELOPMENT

Outcome indicator

Indicator Phrasing

English: number or % of supported schools that regularly organize teacher professional development activities in school

French: nombre ou % d'écoles appuyées qui organisent régulièrement, à l'école, des activités de développement professionnel des enseignants

Portuguese: número ou % de escolas apoiadas que organizam regularmente actividades de desenvolvimento profissional na escola

Czech: počet nebo % podpořených škol, které pravidelně pořádají doplňkové vzdělávání učitelů ve škole

What is its purpose?

The indicator assesses the number and the proportion of schools that initiated and maintain regular (at least once a month) structured teacher professional development activities. Such sessions usually take the form of Teacher Learning Circles, Teacher Professional Development sessions or experience-sharing sessions.

How to Collect and Analyse the Required Data

Determine the indicator's value by using the following methodology:

1) Collect the data by using a **combination of 2 out of 3 options below**:

- > interview with the school director and/or teachers (assess the standardized criteria below)
- > observation of a session (assess the standardized criteria below)
- > relevant documentation, such as Terms of Reference for the group, division of responsibilities, meeting timeframe, sessions' outcomes, etc.

2) **Calculate the number and %** of schools that organize teacher professional development activities in school in the given period.

Important Comments

1) A standardized Teacher Learning Circle / Teacher Professional Development session fulfills the

following procedure:

- > It is a **small gathering of teachers** who come together to share their work, successes, and challenges in order to support and help one another improve their teaching practices.
- > It takes place **regularly, once or twice a month**.
- > **All teachers** in a school are actively engaged.
- > Its goal is to establish a **routine learning loop** of 4 phases where teachers (1) **reflect** upon a teaching practice, (2) **learn** more about the practice, (3) **plan** on how to use it in their classes and finally, (4) **take action** by practicing the technique. This cyclical learning process forms the basis of school-based and peer-driven Teacher Professional Development sessions.

2) This indicator can be further supplemented by information from participatory **assessment of teacher perception of and satisfaction with Teacher Learning Circles**.