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Ministry of Education
Sri Lanka

TRANSFORM

Impacting young lives
through quality education

Impact Evaluation

Improving Teacher Education in Sri Lanka Project

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Contents

Message from Director English, Ministry of Education

It is with pleasure I send this message for the final report of the iTESL Impact Evaluation. iTESL, is one of the key programmes implemented by the English and Foreign Languages Branch of the Ministry of Education in collaboration with the British Council under the TRANSFORM project. iTESL is primarily a teacher education programme that aimed at education quality development in English, mathematics, science and ICT in the teacher education institutes and broadly at the school system of the country.

On behalf of the Secretary of the Ministry of Education, I take this opportunity to extend my sincere gratitude to all the staff in the English and Foreign Languages Branch of the Ministry of Education and the British Council for initiating and implementing the project taking up a substantial role as an agent of change in the system. I am happy that the project has been able to create a lasting impact on teachers, teacher trainers and in-service advisors in English Teaching Methodology as well as on training and mentoring skills in In-service and Pre-service training. In addition, I take this opportunity to appreciate the role of the Provincial and Zonal officers, the ISAs, the Master Trainers and the teachers, who have been involved and contributed very much in the implementation of the project. It is because of their untiring effort and dedication that the project was able to achieve its successful outcome.

I hope iTESL will continue to take forward its role in the system of education to share its best practices among the ELT community in our school system.

B.M. Weerasuriya

Director of Education

English & Foreign Languages Branch

Ministry of Education

Executive Summary

"If we teach today's students as we taught yesterday's, we rob them of tomorrow."

These are the words of John Dewey, famous American philosopher, psychologist, and educational reformer.

The question that naturally arises when we read these words is, "What is the situation in Sri Lanka?" "Do teaching approaches in Sri Lankan schools and colleges embrace international best practice or is it a case of teaching today's students as we taught yesterday's?"

While pre-service teacher education in Sri Lanka covers the concepts of interactive and learner-centred teaching, a recently completed review of the Teacher Education for English (TEE) programme indicated that these concepts are often presented through lectures rather than by modelling the techniques directly.

> *The theoretical facts are being given to us inside the classroom. This is how you should do, and this is how you should manage. It is more or less like a lecture. But when it comes to [the TEE trainer's] session, the theoretical facts are being put into practice* (Peradeniya NCoE trainee).

TEE trainees reported that experiencing activity-based and learner-centred teaching for themselves as part of TEE convinced them that this was the better approach and encouraged them to use the approach in their teaching practice blocks.

> *At first we didn't know how to teach the students…we got only the lecturing parts…only the theory part….[the TEE trainer] gave us a lot of things…she taught us how to teach the students in an attractive way and, not only that, she did it to us and we all enjoyed and we all learnt so many things and without her, I think I couldn't do any teaching. Because of her, I have improved a lot of things. Now I can go in front of a classroom and teach to any student* (Pasdunrata NCoE trainee).

The participation of TEE trainers in the supervision of Teaching Practice provided the final element of support and ensured that trainees had the confidence to implement the new approaches despite the many challenges faced in the typical Sri Lankan classroom.

> *Actually I had one block teaching experience with [the TEE trainer] with second years….she joined with me in observing lessons. There I saw that she was explaining to the students about more effective and novel ways that they could plan their lessons. She gave a lot of ideas regarding planning group activities. As I felt it was a novel experience for the students and that they could get a lot of things from her…warm-up activities and that sort of thing. The students were really impressed* (Pasdunrata NCoE lecturer).

The aim of the iTESL programme was to build the skills of pre-service Teacher Educators to enable them to provide a learning environment for their trainees that would confer the same benefits experienced by TEE trainees. The elements of the training provided under iTESL included lesson planning; training delivery and role modelling to provide trainees with an effective model in the expectation that they will teach in the way that they themselves were taught; and observation and feedback to build the quality of teaching supervision during teaching practice block and the critical final 'internship' year of pre-service education.

iTESL also targeted existing English teachers in secondary schools and the In-Service Advisors (ISAs) who mentor them since it was apparent, even during the review of TEE, that young trainees were likely to encounter negative role models as well as positive ones once they entered schools.

Actually [internship] is the hub of training, no? But still there are in-service teachers outside. Now, if they were not subject to this kind of thinking …different thinking and capacity about changing….they will influence our students and say, "No, no just finish the syllabus." That will also change because ISA is the trainer for this iTESL and they are capturing them also so it will take a little time but there will be a big impact (Mahaweli NCoE Lecturer).

Finally, the programme included awareness raising sessions for Additional Directors (ADs) and school principals to empower them to support these important actors within the teacher training ecosystem.

iTESL is a strand of the TRANSFORM programme. TRANSFORM aims to provide young people with access to learning opportunities, provided by a fit for purpose and relevant education system, allowing them to achieve their potential and contribute to economic and social development of Sri Lanka.

This report looks at the impact of the iTESL programme on Teacher Educators, In-Service Advisors, and English teachers in secondary schools. A separate report reviews the leadership training provided for school principals.

What did we find?

Building the training competencies of Teacher Educators was a complex programme which involved drawing Master Trainers from National Colleges of Education and zonal offices and building their skills so that they could work with iTESL consultants to cofacilitate a programme of extended training for Teacher Educators known as TEC (Teacher Educator Course). English TEC training reached 88% of its intended target audience. Both Master Trainers and TEC participants were monitored throughout by iTESL consultants.

Analysis of the evidence derived from this process unequivocally affirmed that the training positively impacted the training competencies of the participants. Differences in ratings given by iTESL consultants observing participants as they conducted micro-training during the course and again after participants had returned to their own institutions (TEC), or continued on to cofacilitate workshops (MT Training), were statistically significant indicating that the noted improvement was not simply due to chance variations in the data. Many participants were able to demonstrate mastery of individual competencies – particularly in the areas of Planning and Delivery although there are pockets of residual weakness. Self-assessment ratings at course commencement and end-of-course also indicated a substantial and statistically significant increase in participant confidence.

However, the evidence consistently pointed to weaknesses in the areas of Observation and Feedback – skills critical to Teaching Practice and Internship supervision. While competencies in this area tended to be those most highly impacted by the training, the same competencies were those in which TEC participants tended to demonstrate low skill levels on entry. This may indicate that although all teacher educators are involved in the supervision of trainees in schools, they have not received specific professional training in mentoring. Since support at this stage of the trainee professional development journey was found in the analysis of TEE to be critical to developing trainee confidence to use activity-based and learner-centred approaches in schools, the noted improvement in this area was encouraging.

The iTESL programme required TEC participants to embark on a Certificate of Practice contract after their 20-day training programme where they observed other trainers and were themselves observed in their own classrooms. Observations conducted at this stage indicated that trained teacher educators were able to effectively apply the new methods and tools in their own institutional context. Thus, this study supports the achievement of Outputs 1 and 2 in the iTESL Programme Logic (Fig. 1).

Output 1*: A cadre of MTs with strong skills in planning, ELT and mentoring available to mentor and deliver TEC and core skills training to pre-service training institute staff (English, Maths, Science & IT)*

Output 2*: English TEs have strong skills in planning, ELT and mentoring*

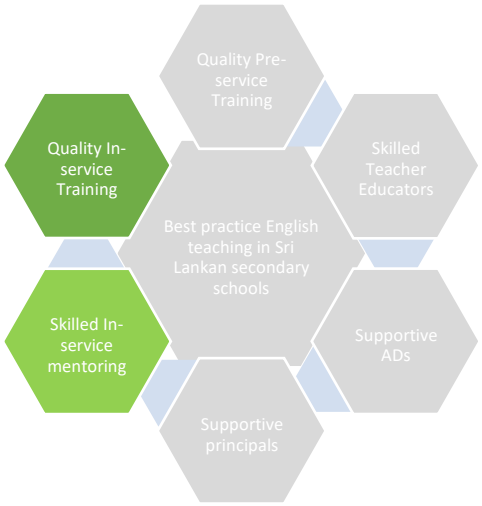
However, no evidence has been collected against Intermediate Outcome 1.

> ***Intermediate Outcome 1****: English TEs use ELT TEC content and methodology skills in regular training institute curricula and teacher training.*

It is a recommendation of this study that observations be undertaken in teacher training institutions to establish whether this critical intermediate outcome has been achieved and whether the Community of Practice set up to support its achievement is functioning well.

The initial intent of the programme had been to also provide TEC training to 120 maths, science and IT teacher educators with training co-facilitated by a team of 20 maths, science and IT master trainers. In the end, the Subject TEC training was delivered to only 21 teacher educators (17.5% of target) with the assistance of the original 18 English master trainers. However, analysis of data from the observation of micro-training at baseline and end-of-course indicates that the training improved competencies in all areas – Planning, Delivery, Observation & Feedback and Role Modelling & Reflection. Differences in ratings of participant competencies by iTESL consultant

observers were statistically significant in all cases with equal or higher effect sizes[1] to that observed in English TEC training. Participants in the course acknowledged that they had received little previous training for their roles. This and their observed enthusiasm for the new ideas and techniques they were exposed to in the training, explains both the initially low observation ratings and the substantial impact the course was observed to have on both their competency level and their confidence. This study supports the achievement of Output 3 of the Programme Logic (Fig. 1) albeit with a reduced target.



***Output 3**: Maths, Science and IT TEs have strong skills in planning, training and mentoring*

Unfortunately, little data is available about the performance of Subject TEC participants on their return to their institutions so no conclusions can be reached about the extent to which they were able to apply their new-found skills in their own institutional context. Moreover, no evidence has been collected against Intermediate Outcome 3.

***Intermediate Outcome 3:** Maths, Science and IT TEs use TEC content and methodology skills in regular training institute curriculum and teacher training.*

Having contributed to the quality of pre-service teacher training through the TEC training, iTESL targeted the improvement of the in-service English teaching environment by directly training English teachers in secondary schools and the In-Service Advisors (ISA) who supervise and mentor them.

Training for ISAs was initially intended to focus only on their mentoring role. The ISA Mentoring course brought about a modest improvement in knowledge of mentoring practice reflecting a high level of awareness prior to course commencement. However, there was an appreciable change in attitude towards a more collaborative approach to mentoring with participants more likely to see themselves as a support and guide helping teachers to achieve their own goals.

On the recommendation of iTESL consultants, an extra component of ELT Methodology was added in a follow-up training course. This latter course targeted both the 173 ISAs who had already completed the ISA Mentoring course together with 126 senior teachers. Offering the course to senior teachers was a direct response to the need to increase the cohort of trainers available to train English teachers in schools. This, in turn, necessitated the training of a cohort of ISA Master Trainers who could work with iTESL consultants in facilitating the expanded ELT Methodology training.

A 10-day Master Trainer workshop was offered to 27 ISA Master Trainer candidates. Over the course of the workshop, the skills of the ISA Master Trainer candidates saw a moderate but statistically significant improvement. Their skills were later substantially enhanced as the result of their co-facilitation of the ELT Methodology course. This was especially noted with Planning skills reflecting the heavy emphasis in Block A of the ELT Methodology course on lesson planning.

[1] In statistics, an **effect size** is a quantitative measure of the magnitude of a phenomenon.

ISAs and senior teachers participating in the subsequent ELT Methodology course demonstrated a substantial and statistically significant improvement in their understanding of interactive and learner-centred teaching approaches as well as classroom management techniques. This was reflected in a consistent increase in confidence across all training competencies especially for the cohort of senior teachers. On this basis, it can be concluded that the programme was successful in achieving Output 4.

> ***Output 4****: A cadre of ISAs and senior teachers skilled in mentoring and ELT available in each province and capable of training secondary English teachers.*

However, since observations have not been made directly in schools, no conclusion can be drawn in relation to Intermediate Outcome 4.

> ***Intermediate Outcome 4****: ISAs use mentoring skills in regular support of English, Maths, Science & IT teachers in schools in their Education zones.*

Having co-facilitated the ELT Methodology workshops, the ISA master trainers were challenged to train ISAs who had participated in their ELT Methodology courses to deliver the Continuous Professional Learning and Development for Teachers (CPLDT) training. In designing the CPLDT course, iTESL consultants collaborated with serving English teachers and ISA Master Trainers to select the most relevant components of the TEC training. The three-day 18-hour CPLDT training was delivered to almost 50% of its original target of 10,000 secondary English teachers.

To assess improvements in knowledge, participating teachers answered a quiz both before the course and on the final day. Teachers were also observed by ISAs back in their schools. Teachers who had not participated in CPLDT training were observed in addition to those who had, in order to provide a counterfactual for the evaluation.

Given challenging time constraints to roll out and evaluate the training, an innovative approach was adopted whereby teachers took the quiz on their phones and ISAs also entered observation ratings through their devices.

At the completion of the training, teachers 81% of teacher participants strongly agreed that they understood the course content while 76% strongly agreed that they understood how to increase pupil participation in their classes. Their confidence was substantiated by their results on the pre and post course quiz. The average score on the pre-course quiz was 54% while the average score at the end of the course was 71%.

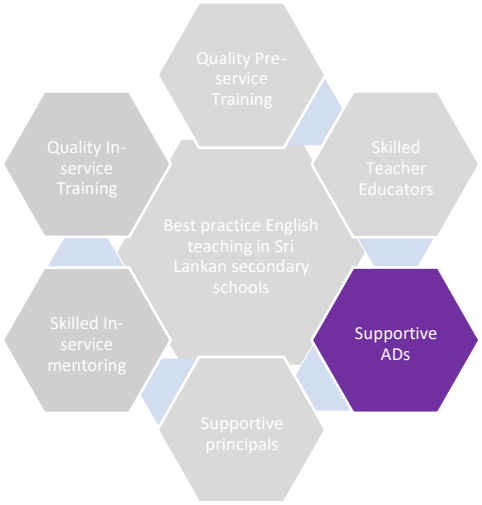
An important and disappointing finding was the continuing lack of emphasis that teachers placed on spoken English even after they returned from the training. This finding underlines the importance of the speaking and listening assessment soon-to-be-introduced into school-based assessment.

Overall, the findings from this iTESL component show that trained ISAs are capable of effectively mentoring and monitoring secondary English teachers. Trained teachers also demonstrated their capacity to teach reading and grammar effectively. However, no evidence is yet available to link this enhanced capacity to the End-of-Project outcome for iTESL.

> ***EoP Outcome****: Teachers in secondary schools use inclusive, activity-based, learner-centred methodology to deliver content and core skills for English, Maths, Science and IT.*

This evidence would logically be collected by ISAs over time and monitored by the Ministry of Education. Ideally, now that ISAs have demonstrated their ability to use mobile phone Apps, supervision reports would be computerised and stored online so that ISAs can effectively mentor

teachers on their progress since their previous visit. Ready access to online data would also provide the Ministry with ease of access to the situation of teaching practice in schools.



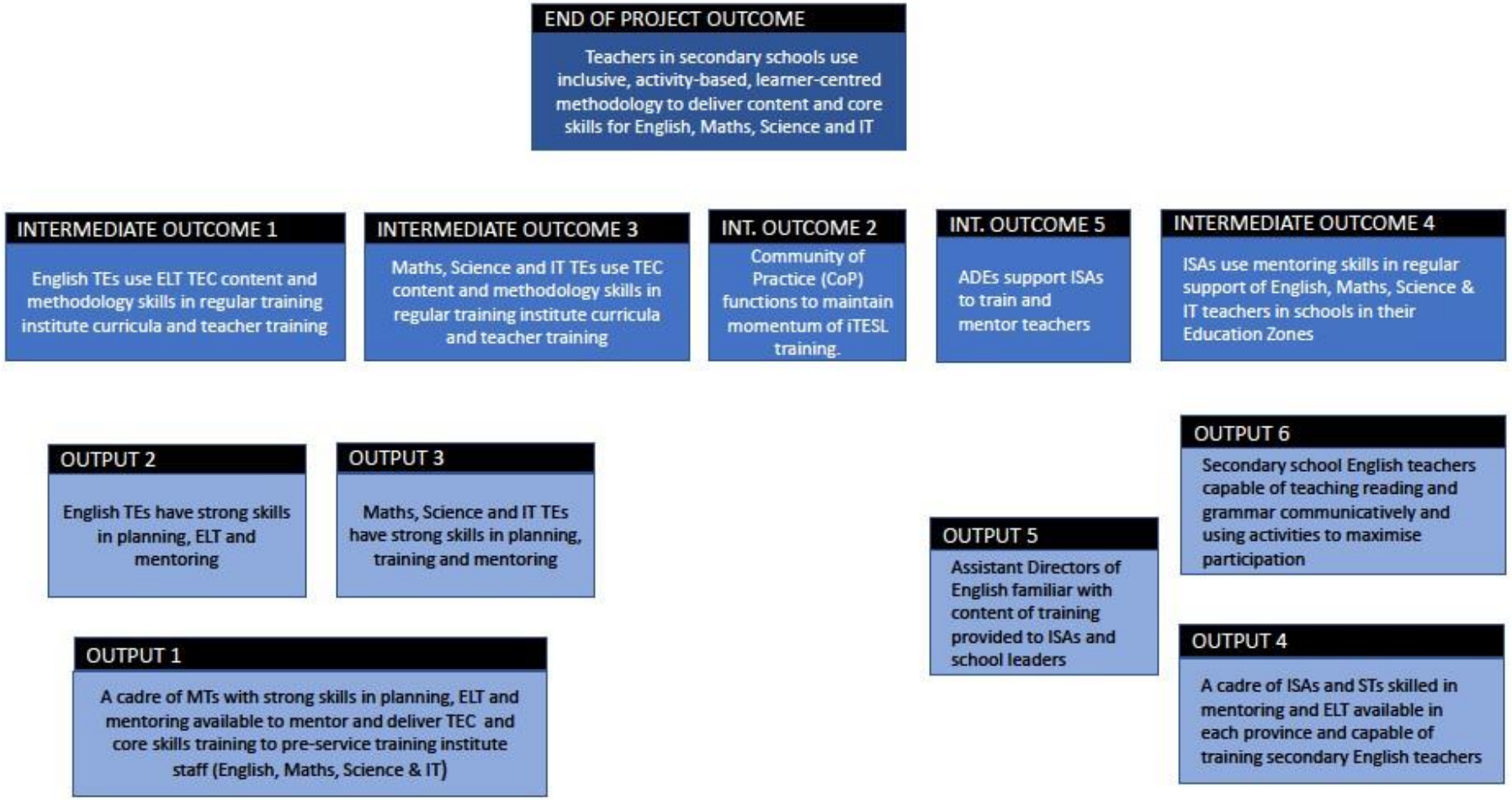
In zonal offices, ISAs work directly with Assistant Directors of English (ADEs). To ensure mutual understanding and support between these two key roles, iTESL consultants were asked to conduct awareness raising workshops for ADEs. The initial focus of the course was on best language teaching and training practices, with peripheral sessions on mentoring and leadership. After discussions with those attending the first workshops, the course was adapted to focus on action planning to support future iTESL activities. The training was attended by 57 ADEs - approximately 60% of the island-wide cadre.

While the impact of the ADEPT[2] training was not formally assessed, participants were given a short quiz at the beginning and end of the course. Their results on this quiz showed that they benefitted from improved ELT knowledge but with a wide variation within the group. This was thought to reflect the wide range of knowledge of English language systems and methodology that the participants brought with them to the training.

The analytical framework employed in this evaluation is the Kirkpatrick Four-Level Training Evaluation Model. Due to the absence of evidence related to sustained change once participants return to their institutions, this report comments only on impact at Kirkpatrick Level 2: Learning and Level 3: Behaviour.

In terms of the Programme Logic for iTESL, this lack of evidence about sustained change means that no strong conclusions can be reached about progress towards the Intermediate Outcomes and the End-of-Project Outcome. Recommendations are made throughout the report for follow up monitoring to address these limitations. An analysis of the extent to which ratings on the Trainer Competency Self-Assessment Questionnaire used in TEC training correlated with observed mastery of the 16 competencies measured using the Training Competency Observation Tool strongly suggests that any follow-up evaluation strategy should rely on direct observation rather than participant self-assessment.

[2] Assistant Directors of English Practical Training


END OF PROJECT OUTCOME
Teachers in secondary schools use inclusive, activity-based, learner-centred methodology to deliver content and core skills for English, Maths, Science and IT
INTERMEDIATE OUTCOME 1
English TEs use ELT TEC content and methodology skills in regular training institute curricula and teacher training
INTERMEDIATE OUTCOME 3
Maths, Science and IT TEs use TEC content and methodology skills in regular training institute curricula and teacher training
INT. OUTCOME 2
Community of Practice (CoP) functions to maintain momentum of iTESL training.
INT. OUTCOME 5
ADEs support ISAs to train and mentor teachers
INTERMEDIATE OUTCOME 4
ISAs use mentoring skills in regular support of English, Maths, Science & IT teachers in schools in their Education Zones
OUTPUT 2
English TEs have strong skills in planning, ELT and mentoring
OUTPUT 3
Maths, Science and IT TEs have strong skills in planning, training and mentoring
OUTPUT 6
Secondary school English teachers capable of teaching reading and grammar communicatively and using activities to maximise participation
OUTPUT 5
Assistant Directors of English familiar with content of training provided to ISAs and school leaders
OUTPUT 1
A cadre of MTs with strong skills in planning, ELT and mentoring available to mentor and deliver TEC and core skills training to pre-service training institute staff (English, Maths, Science & IT)
OUTPUT 4
A cadre of ISAs and STs skilled in mentoring and ELT available in each province and capable of training secondary English teachers

Chapter 1 : Introduction

The Improving Teacher Education in Sri Lanka (iTESL) project is part of the TRANSFORM programme. The TRANSFORM programme is structured into 3 key results areas: Results Area 1 (RA1) Professionalisation, including teacher education, school leadership, and learner-centred pedagogies for HE; Results Area 2 Quality Assurance, including qualifications framework, inspection frameworks, and professional standards for teacher, teacher educators and other education professionals; and Results Area 3 Transition to Employment, including careers guidance, skill development, and employer engagement. These are underpinned by the two areas of research, evaluation and learning (REL) and strategic communications. Gender and social inclusion (GSI) is also cross-cutting.

RA1 Professionalisation includes two projects with the aim of enhancing the quality of English education in the country:

- Teacher Education for English (TEE); and
- Improving Teacher Education in Sri Lanka (iTESL).

This report is an early impact assessment of the iTESL programme. iTESL had three target audiences and aims. Firstly, it aimed to train Teacher Educators (TEs) at pre-service teacher training institutes in interactive and student-centred teaching approaches as well as classroom management. These were primarily English TEs. Although it was originally intended to conduct a parallel programme for TEs of Maths, Science and IT, this was later scaled back considerably. Given the scale of the intended training programme, it was necessary to recruit and train a cadre of Master Trainers (MTs) from the same institutes to co-facilitate training workshops. It was expected that these MTs would become part of a vibrant community of practice that would ensure the sustainability of teaching practices supported by iTESL. Secondly, the project targeted In-Service Advisors (ISAs) who mentor serving teachers in schools so that a consistent message is received across the teaching workforce including newly trained and existing English teachers. Finally, it directly targeted a large cross-section of existing English teachers in schools. To ensure support for project initiatives in schools and zonal offices, awareness training was conducted for Assistant Directors (ADs) and school principals.

The report considers each of these components separately including chapters on:

- Training of English Master Trainers
- Teacher Educator Courses (TEC training) for English Teacher Educators
- TEC training for TEs in Maths, Science and IT
- Mentoring and English Language Teaching (ELT) Methodology of ISAs and senior teachers
- Awareness training for Assistant Directors of English (ADEs) and Assistant Directors of English Professional Training (ADEPTs)
- Continuous Professional Learning and Development for Teachers (CPLDT)

Training for school principals is covered in a separate report.

Where the training incorporated micro-training sessions, iTESL consultants observed and rated the demonstrated skill levels of participants using the Trainer Competency Observation Tool. This instrument measures performance against 16 training competencies. The tool was developed by British Council consultants based on the British Council Teaching for Success, Teacher Educator

Framework and a descriptor of the measured competencies is included in Table 1-1 and repeated in Appendix A. Where applicable trainer skills were also observed while co-facilitating workshops and after the return of participants to their home institutions.

Table 1-1: Trainer Competency Observation Tool skill labels and descriptors

		Competency	Description
1	Planning	Learning Objectives	Writing LOs that are SMART and related to the teaching context.
2		Seminar Planning	Preparing a session that is logically staged with each stage supporting the Los
3		Selecting activities and tasks	Selecting a range of activities and tasks to effectively support the participants in achieving the LOs.
4	Delivery	Giving instructions	Consistently giving clear, well-staged and checked instructions / demonstrations.
5		Controlling activities	Consistently managing transitions between activities well in response to participants' progress.
6		Grouping learners	Utilising appropriate and varied interaction patterns to maximise learning with consideration of individual participants in support of the LOs.
7		Checking understanding	Checking participants' understanding at different stages in the session using a range of techniques effectively.
8		Giving feedback in a session	Providing feedback in a timely manner. The trainer can respond to participant contributions / needs to support learning.
9		Adjusting the plan to take opportunities for learning	Demonstrating flexibility within the session to take advantage of opportunities for learning that emerge.
10		Monitoring learning	Monitoring for task progress and feedback and using this to inform the rest of the session.
11	Observation & Feedback	Identify strengths and areas to develop	Identifying strengths and areas to develop in relation to the participant's professional practices as well as developmental resources.
12		Taking notes for feedback	Taking notes in relation to the observation criteria to support and provide evidence in the feedback stage.
13		Questioning skills	Using questions to guide the participants in raising awareness of strengths and ways to develop areas identified in need of development.

14		Giving constructive feedback	Giving feedback that is evidence based, constructive and timely. The trainer gives feedback in a sensitive
		Competency	Description
			manner creating a safe environment. The trainer guides the participant to reflect on strengths and areas to develop and how.
15	Role Modelling & Reflection	Demonstrating effective training behaviour	Modelling best practice during the session in terms of facilitating teaching-learning activities consistently throughout the session.
16		Reflecting on own professional development	Reflection on own professional needs, interests and learning preferences and able to identify areas for development in relation to own professional practices as well as institutional needs.

Participants were also provided with an opportunity to self-assess their personal competences at the beginning and end of their courses using a range of instruments. In some cases, pre and post course quizzes or questionnaires were also used to assess knowledge gained during courses.

The Kirkpatrick Four-Level Training Evaluation Model is used as the framework for this evaluation. The model stipulates that any assessment of the effectiveness of a training programme should look at:

Level 1: Trainee 'Reaction' (how valuable trainees felt the training was to them);
Level 2: 'Learning' demonstrated by trainees;
Level 3: 'Behaviour' (how well the trainees apply what they have learned); and
Level 4: 'Results' (the impact on the organization/system of changes in behaviour)

Since its original publication in 1959, the Model has been updated several times – most recently in 2016 as the 'New World Kirkpatrick Model'. The New World model suggests that 'Learning' should encompass measures of what trainees 'think they'll be able to do differently as a result, how confident they are that they can do it, and how motivated they are to make changes. This demonstrates how training has developed their skills, attitudes and knowledge, as well as their confidence and commitment' (Mindtools, online)[3]. The New World model also stresses the need to develop 'processes that encourage, reinforce and reward positive changes in behaviour' (Mindtools, online)[4].

The Kirkpatrick model is consistent with the Programme Logic for iTESL (Fig. 1) which focuses not only on Output level targets (mainly at Level 2: 'Learning' and Level 3: 'Behaviour') but also includes Intermediate Outcome and End-of-Programme goals at Level 4: 'Results'. While this report is able to assess Changes at Level 2 and Level 3, evidence of lasting impact within the

[3] https://www.mindtools.com/pages/article/kirkpatrick.htm
[4] Ibid

education system including teaching practice in pre-service training institutes and schools and the mentoring practices of In-Service Advisors is not yet available.

Chapter 2 : English Master Trainer (MT) Training

In this section, we review evidence of impact against Output 1 of the iTESL Programme Logic (see below). It should be noted that, while the original intent of the programme was to train two cadres of Master Trainers – one group to deliver English TEC training and one group to deliver TEC training to Maths, Science and IT teacher educators – it was ultimately decided to ask English Master Trainers to deliver both programmes.[5]

***Output 1**: A cadre of MTs with strong skills in planning, ELT and mentoring available to mentor and deliver TEC and core skills training to pre-service training institute staff (English, Maths, Science and IT).*

18 participants (from an original target of 21) were recruited for iTESL English MT training based on successful completion of the pre-application task and face-to-face interviews held at the Ministry of Education in October 2017. Participants then joined in a 20-day training programme comprised of input and micro-training practice in three areas: training skills, core skills and mentoring.

During the training, participants were observed twice while micro-teaching, once at the beginning of the course for the baseline scores and once in the third week for the end-of-course (EoC) scores. This provides a good measure of improved capacity at **Kirkpatrick Level 2: Learning**.[6]

Observations were conducted using the Trainer Competency Observation Tool (Appendix A) which measured performance against 16 training competencies. Teacher educators were rated against each competency on the 4-point scale shown in Table 2-1. Although iTESL consultants took measures to standardise application of the tool,[7] no inter-rater reliability tests were done. Hence there is an unmeasured potential for variance in results based on who applied the tool.

[5] For a discussion on how TEC training was adapted to meet the needs of Maths, Science and IT teacher educators refer to Chapter 4: Subject TEC Training

[6] Refer to Chapter 1: Introduction for an introduction to the Kirkpatrick Four-Level Training Evaluation Model used as the approach in this evaluation.

[7] The three consultants observed all 18 MTs together in the first week to standardise use of the observation tool.

Table 2-1: Rating scale for Trainer Competency Observation Tool

0 Not evident / not applicable 1 Attempting 2 Developing 3 Doing well 4 Mastering	As the data generated by the Trainer Competency Observation Tool is ordinal,[8] scores cannot be summed to provide an overall, measure of competence. However, the analysis below considers competences grouped by the course components of Planning, Delivery, Observation and Feedback, and Role Modelling and Reflection.

After the MT training, participants were observed by consultants while conducting teaching sessions in their own institutions. The same Trainer Competency Observation Tool was used for this without rating those competencies related to providing 'Observation & feedback' since these could not be observed during a standard lecture. Finally, participants were required to undergo a co-training phase where they co-delivered training courses for teacher educators and In-Service Advisors. During these co-training sessions, they were observed using the same Trainer Competency Observation Tool. Both the co-training phase and delivery of sessions in their own institutions, provide a measure of behavioural change at **Kirkpatrick Level 3: Behaviour**.

Participants were also asked to self-assess their entry and exit levels on the same 16 competencies using the Trainer Competency Self-Assessment questionnaire. Descriptors for the 4-level rating scale are shown in Table 2-2 and can be seen to roughly correspond to the rating scale used for trainer observations.

Table 2-2: Descriptors for TEC participant self-assessment ratings

Rating	Descriptor
1	I'm not sure what this means. I'm not aware of how to apply it in my role.
2	I can identify what this is but I cannot apply it effectively in my role.
3	I can identify what this is and I can apply it in my role.
4	I can identify what this is and I can apply it consistently in my role

For the core skills strand, the main M&E tool was based on the British Council's Connecting Classrooms Framework and is included as Appendix B. The participants were also required to complete a self-assessment questionnaire about core skills at the beginning and end of the course as part of the validation process. In addition, there was a 360^{o} diagnostic tool where all the prospective MTs (along with their sponsor or referee) had to complete a form as part of the

[8] The ordinal scale is distinguished from the nominal scale by having a ranking. It also differs from interval and ratio scales by not having category widths that represent equal increments of the underlying attribute. Because data recorded on an ordinal scale is simply a ranking, parametric statistical tests such as paired t tests which might otherwise be used to compare pre and post ratings cannot be used. Additional, since the ratings are ranks rather than numbers, they cannot be added together to obtain an overall measure. Nor can they be averaged; the recommended measure of central tendency instead being the median.

process of validation to be an accredited Master Trainer for the British Council's 'Core Skills and Competencies' professional development programme.

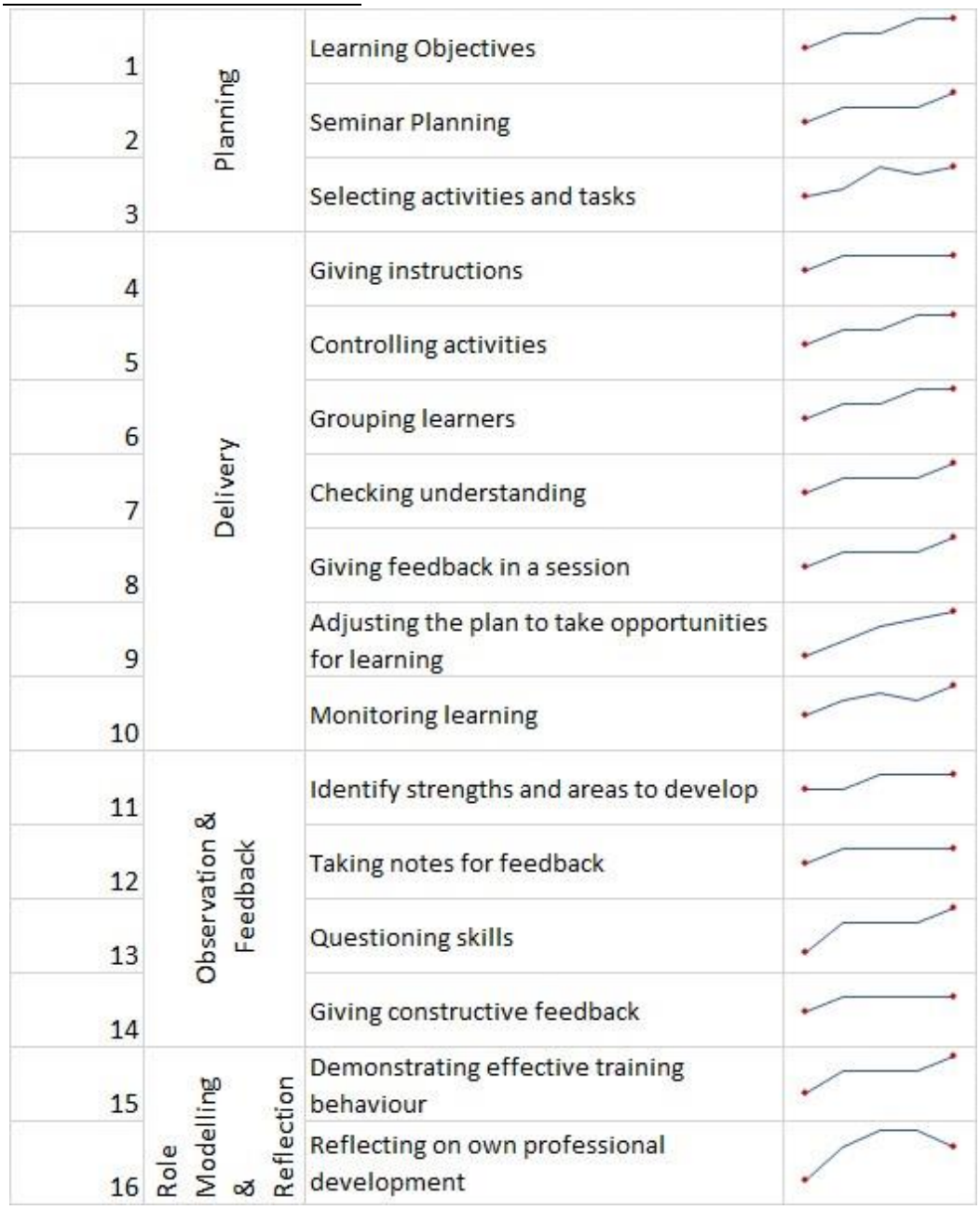


Figure 2-1: Growth in competency levels during training and co-delivery phases. Sparklines show median values of observation ratings given at baseline, end-of-course, and at two points during co-facilitation of TEC training

Analysis of impact at Kirkpatrick Level 2: Learning and Level 3: Behaviour

As illustrated in Figure 2-1 above, the competency levels of master trainers mostly improved after training. While the general pattern of improvement over the four weeks of the course was from a median level of 2 – 'Developing' to a median of 3 – 'Doing Well', a more substantial improvement (from a median value of 1 – 'Attempting' to 3 – 'Doing Well') was experienced for the competencies 'Questioning Skills' (Using questions to guide the participants in raising awareness of strengths and ways to develop areas identified in need of development) and 'Reflecting on own

professional development'. Other outliers were the ability to 'Identify strengths and areas to develop' (Identifying strengths and areas to develop in relation to the participant's professional practices as well as developmental resources) where overall participant skill levels did not improve (a median baseline value of 2 and a median end-of-course value of 2) and 'Adjusting the plan to take opportunities for learning' where the baseline median value was 1 improving to 2 by the end of the course).

After co-delivering TEC and Mentoring courses, the skill levels of participants were observed to improve again. Median ratings given by iTESL consultant observers across almost all competencies rose to a level of 4 - 'Mastering'. Exceptions were mainly in the 'Observation & Feedback' category including the competencies 'Identify strengths and areas to develop', 'Taking notes for feedback', and 'Giving constructive feedback'. Here the final median rating achieved was 3 - 'Doing Well'. Another exception was in the delivery area with 'Giving instructions' where again the final median rating achieved was 3. By the end of the co-training phase, the majority of master trainers were being rated at level 4-'Mastering' on at least half of the 16 competencies observed.

Overall, 15 MTs - 83% of the total - successfully completed the co-training phase of the MT training.

An analysis of participant self-assessments against the same 16 competencies at baseline and end-of-course shows a similar pattern (Fig. 2-2) with participants rating their skill level initially at a median level of 2 – 'Developing' which rose to a median level of 3 – 'Doing Well' following training. The competency 'Taking notes for feedback' was an outlier with median ratings increasing to 4-'Mastering' across the group.

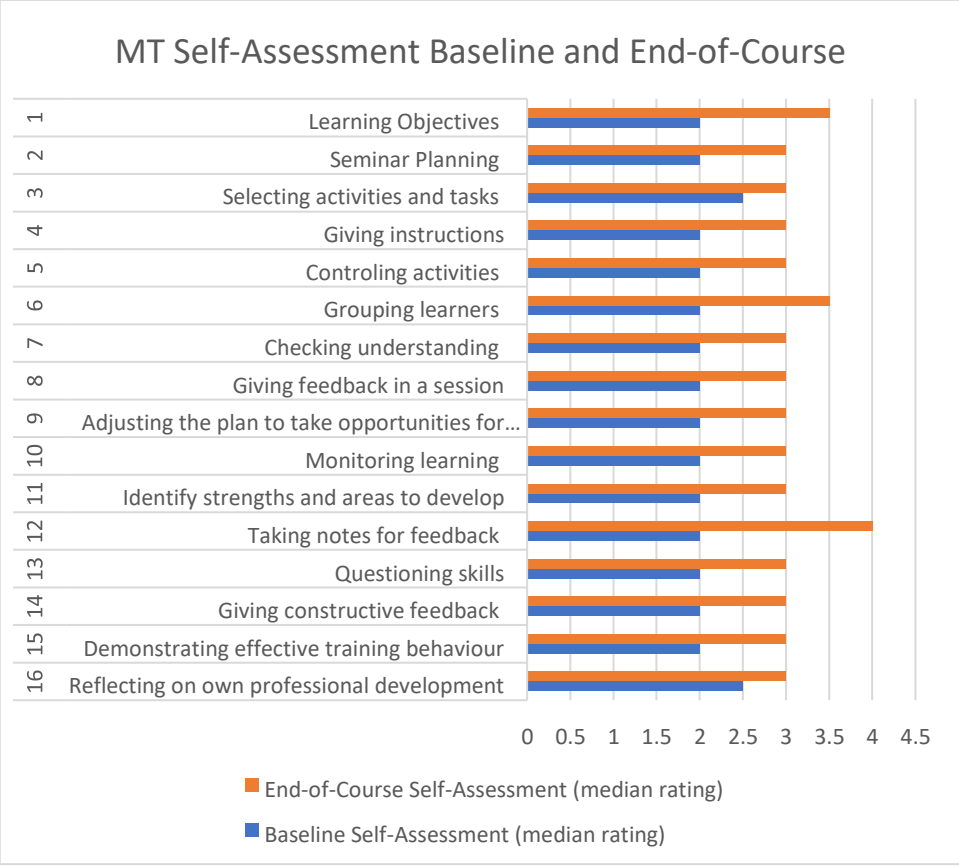


Figure 2-2: Master Trainer self-assessment at baseline and end-of-course

Although the changes in ratings were substantial and consistent in direction, strongly suggesting that they are a direct result of the training and mentoring provided to the master trainers, a statistical analysis was conducted to verify that the difference was not simply due to chance variations in the data. As the data is ordinal (see above), the comparison of pre and post course observation ratings was done using the Wilcoxon signed rank test – a non-parametric statistical tool. The analysis used a Hodges-Lehmann estimator of effect size[9].

To confirm the impact of the training at **Kirkpatrick Level 2: Learning,** we conducted a comparative analysis of rankings by observers at baseline and end-of-course (Table 2-3).

Table 2-3: Statistical analysis of differences in baseline & end-of-course observation rankings

Competency		Wilcoxon Signed Rank Test Results	Effect size[10]	# -ve diff	# +ve diff	# Ties
Planning	Learning Objectives	Z = 3.626, p = 0.000	1.0	0	15	3
	Seminar Planning	Z = 3.397, p = 0.001	1.0	0	14	4
	Selecting activities and tasks	Z = 3.017, p = 0.003	1.0	0	11	7
	Giving instructions	Z = 3.493, p = 0.000	**1.5**	0	15	3
	Controlling activities	Z = 3.115, p = 0.002	1.0	0	12	6
Delivery	Grouping learners	Z = 3.442, p = 0.001	1.0	0	14	4
	Checking understanding	Z = 3.666, p = 0.000	1.0	0	16	2
	Giving feedback in a session	Z = 3.390, p = 0.001	**1.5**	1	15	2
	Adjusting the plan to take opportunities for learning	Z = 3.542, p = 0.000	1.0	0	15	3
	Monitoring learning	Z = 3.542, p = 0.000	1.0	0	15	3
Observation & Feedback	Identify strengths and areas to develop	Z = 1.999, p = 0.046	0.5	2	8	8
	Taking notes for feedback	Z = 3.109, p = 0.002	1.0	2	13	3
	Questioning skills	Z = 3.168, p = 0.002	**1.5**	1	13	4
	Giving constructive feedback	Z = 2.829, p = 0.005	1.0	2	13	3

[9] While the ρ score generated by the Wilcoxon test indicates how likely it is that the difference between pre and post observation rankings could have occurred by chance, the effect size is a measure of the magnitude of the difference. In the current context, the effect size measure can be interpreted as the median of the difference between pre and post observation scores.

[10] Calculated as median of the differences between baseline and end-of-course ratings

Competency		Wilcoxon Signed Rank Test Results	Effect size[10]	# -ve diff	# +ve diff	# Ties
Role Modelling and Reflection	Demonstrating effective training behaviour	Z = 3.729, p = 0.000	**1.5**	0	17	1
	Reflecting on own professional development	Z = 3.695, p = 0.000	**1.5**	0	17	1

This analysis confirmed that the impact of the training on participant competencies across all training skill areas was statistically significant (at a 95% confidence level). The highest effect size was seen for the Delivery competencies – 'Giving Instructions' and 'Giving feedback in a session'; for Questioning skills (Observation and Feedback); and in the areas of 'Role Modelling and Reflection'. The weakest effect size was seen for 'Identifying strengths and areas to develop' where median observation ratings remained at the level of 2 – 'Developing' over the period of the course.

Interestingly, co-delivery of TEC and ISA Mentoring training together with iTESL consultants did not appear to have a strong impact on the competency levels of master trainers. Table 2-4 shows the findings from a comparative analysis of End-of-Course observation ratings and ratings given by observers after master trainers had co-delivered two courses. Due to a high level of variation in ratings, the only competencies where differences could be shown to be statistically significant (and not possibly due to chance) are those highlighted in the table. These include the competencies, 'Adjusting the plan to take opportunities for learning' which was an area of weakness following the initial 20-day training and the competency ' Questioning skills - Using questions to guide the participants in raising awareness of strengths and ways to develop areas identified in need of development' which was an area where many participants were weak on entry. Despite the impression given by the number of participants whose ratings decreased between the end-of-course observations and observations made after co-delivery of courses, the evidence shows that median ratings either increased or remained the same after master trainers began to deploy their new skills to the field. This indicates that the training was successful at Kirkpatrick Level 3 – Behaviour.

Table 2-4: Statistical analysis of differences in observer ratings at the end-of-course and ratings made after co-delivering one or more courses (MT)

Competency		Wilcoxon Signed Rank Test Results	Effect size[11]	# -ve diff	# +ve diff	# Ties
	Learning Objectives	Z = 1.807, p = 0.071	0.5	2	10	6

[11] Calculated as the median of the differences between the two sets of ratings

Planning	Seminar Planning	Z = 1.485, p = 0.138	0.5	3	9	6
	Selecting activities and tasks	Z = 2.493, p = 0.013	1.0	2	13	3
Delivery	Giving instructions	Z = 1.180, p = 0.238	0.5	4	9	5
	Controlling activities	Z = 0.905, p = 0.366	0.5	2	6	10
	Grouping learners	Z = 2.202, p = 0.028	0.5	2	12	4
	Checking understanding	Z = 1.404, p = 0.160	0.5	2	8	8
	Giving feedback in a session	Z = 0.994, p = 0.320	0.5	2	8	8
	Adjusting the plan to take opportunities for learning	Z = 2.280, p = 0.023	1.0	3	12	3
	Monitoring learning	Z = 1.465, p = 0.143	0.5	2	8	8
Observation & Feedback	Identify strengths and areas to develop	Z = 1.287, p = 0.198	0.5	2	9	7
	Taking notes for feedback	Z = 0.133, p 0.894	0.5	6	8	4
	Questioning skills	Z = 2.098, p = 0.036	1.0	2	11	5
	Giving constructive feedback	Z = 1162, p = 0.245	0.5	3	9	6
Role Modelling	Demonstrating effective training behaviour	Z = 1.578, p = 0.115	0.5	3	10	5
	Reflecting on own professional development	Z = 1.000, p = 0.317	0.5	4	9	5

Core Skills

All master trainers completed the British Council's requirements for Core Skills Master Trainer validation which included diagnostic assessments, attendance and active participation in input sessions, and delivery of core skills material that was assessed using the competency criteria in Table 2-5. One participant did not meet full criteria for observed assessment and was therefore validated with conditions. Table 2-5 presents the median rating scores for core skills observations. As the median rating was either 3 or 4 from the 4-point scale used to rate each criterion, it can be concluded that master trainers exited their 20-day training programme with a good grasp of the content and the ability to demonstrate the core skills. However, in the absence of a baseline, no comment can be made about whether this can be attributed to the training received.

Table 2-5: Core skills validation observation criteria and median of observation ratings (MT)

GROUPING A: MANAGEMENT OF FACILITATION COURSE MATERIALS	
Demonstrates a good understanding of the core skills content	3
Demonstrates leadership and mentoring capacities to train and support others to deliver the core skills professional development offer	4
Ability to organise and deliver well-structured activities related to course learning outcomes and local context	3
GROUPING B: DELIVERY OF FACILITATION COURSE MATERIALS	
Make accurate and productive use of formative assessment to secure progress	3
Guide participants to reflect on needs and progress	3
Adapt facilitation style to respond to strengths and needs	3
GROUPING C: PROVIDING OBJECTIVE ASSESSMENT	
Able to provide a clear set of development points to meet a standard	3
Able to assess an individual's level of competence in meeting required standards	4
Able to provide honest and objective assessment of a trainer's competency by providing a well-structured, high quality report	3
GROUPING D: PERSONAL AND PROFESSIONAL CONDUCT	
Ability to recognise different experiences, views and approaches	4
Capacity to create an enabling learning environment	4
Work effectively as part of a facilitation team	4

Conclusions and recommendations

The role of Master Trainers in iTESL was a critical one. Not only were they tasked with co-delivering TEC and ISA Mentoring training, but it was expected that they would continue to engage their teacher educator colleagues in a programme of continuous improvement through a Community of Practice after the programme had finished. These expectations are expressed as Output 1 and Intermediate Outcome 2 of the iTESL Programme Logic.

> ***Output 1:*** *A cadre of MTs with strong skills in planning, ELR and mentoring available to mentor and deliver TEC and core skills training to pre-service training institute staff (English, Maths, Science and IT).*
> ***Intermediate Outcome 2****: A Community of Practice (CoP) functions to maintain momentum of iTESL training.*

Hence it was fortunate that the training and, to a lesser extent, ongoing mentoring by iTESL consultants, was successful in bringing the Planning, Delivery, Observation & Feedback, Role Modelling and Reflection skill levels of most of the 18 master trainers up to a level of at least 3 – 'Doing Well'. On this basis it can be concluded that the programme was successful in achieving Output 1. Nonetheless, it should be noted that observations conducted while master trainers were co-delivering TEC and Mentoring training, identified at least one case where a master trainer was still rated at level 2 – 'Developing' for each of the 16 competencies included in the Participant Competency Observation Tool.

No comment can be made about the contribution of the iTESL training to the development of core skills capacity as the core skills assessment was only conducted once at the end of the course. However, as the segment on core skills was later minimised in TEC training, this is less important.

What is more important, since it affects the sustainability of the iTESL initiative, is the viability of the aforementioned 'Community of Practice'. The intent was to establish an ethos of continuing professional development by facilitating mutual support linkages between peers working in the ELT space. While meetings have been held and In-Service Advisors and pre-service Teacher Educators are reported to have benefitted from same, early reviews indicate that stronger support and facilitation of the Community of Practice is needed to realise the potential of such a network in ensuring that educators at all levels advocate the same messages to teachers and mutually support more participatory teaching practices. Hence, it is recommended that a further review be undertaken that not only addresses the current status of the Community of Practice but also assesses the level of support from senior management and ministry officials for ongoing action.

Chapter 3 : English TEC Training

In this section, we review evidence of impact against Output 2 of the iTESL Programme Logic

***Output 2**: English TEs have strong skills in planning, ELT and mentoring*.

Teacher Educator Courses (TEC training) was the primary activity against this output. English Teacher Educators (TEs) from National Colleges of Education (NCoE), Teacher Centres (TCs), Teacher Training Colleges (TTCs), and trainers from Regional English Support Centres (RESC) attended a 20-day Teacher Educator Course (TEC) comprising three strands:

1. English Language Teaching (ELT) including developing four skills (listening, speaking, writing and reading) and three systems (grammar, vocabulary and pronunciation) using communicative approaches. The trainer training included developing observation and feedback skills, planning for and delivering workshops and training. Cross-cutting issues addressed included awareness raising in areas such as child protection and inclusion and diversity. Content was reinforced through micro-training where participants got to practice new approaches by doing mini-training sessions with their peers as the audience.
2. An introduction to core skills with a primary emphasis on Critical Thinking and Problem Solving (CTPS).[12]
3. Mentoring – focused on building trust, using frameworks, facilitating mentee journeys and action planning to provide guidance to TEs and teachers throughout their continuous professional development.

The original intent was for Master Trainers to deliver two TEC courses to 120 TEs (15% with Tamil as a first language). The initial two TEC courses were delivered from 26 February to 4 April and from 10 May to 8 June 2018 with attendance as noted in Table 3-1. A subsequent TEC course was delivered to 31 newly recruited teacher educators in Peradeniya and Pasdunrata. Although the TEC1 and TEC2 courses operated below capacity, the addition of a third TEC course brought numbers of participants closer to the initial intended target of 120 TEs. The total attendance was 75 (TEC1 + TEC2) plus 31 (TEC3) out of the target of 120 (88%). TEC 1 – 14% Tamil; TEC 2 – 23% Tamil; TEC 3 – 21% Tamil.

[12] Initially, this component was intended to include Critical Thinking and Problem Solving; Communication and Collaboration; Digital Literacy; Creativity and Imagination; Citizenship; and Student Leadership and Personal Development. However, during TEC 1 training, it was found that participants found the core skills material challenging and it was uncertain that they would have an opportunity to deliver core skills training back in their own institutions. Hence it was decided to reduce the component to an Introduction to Core Skills and Critical Thinking and Problem-Solving sessions.

Table 3-1: Attendance at English TEC training

Training Centre	TEC 1	TEC 2	TEC 3
Peradeniya	15	13	21
Mannar	10	9	
Yakarawatta	15	13	
PASDUNRATA			10
Total course attendance	40	35	31
%age of capacity	67%	58%	72%

During the TEC1 and TEC2 training, participants were observed twice while micro-teaching, once at the beginning of the course for the baseline scores and once in the third week for the end-of course (EoC) scores. This provides a good measure of improved capacity at **Kirkpatrick Level 2: Learning**.[13] After the training, TEC 1 and TEC 2 participants were engaged in a Certificate of Practice contract which required them to both observe other trainers at work and to be observed while conducting their own training sessions. Observations could be made directly or by videoing a session. Observation ratings made as part of the CoP contract provide a measure of behavioural change at **Kirkpatrick Level 3: Behaviour**.

Observations were conducted using the Trainer Competency Observation Tool (refer Appendix A and previous chapters). As the data generated by the Trainer Competency Observation Tool is ordinal,[14] scores cannot be summed to provide an overall measure of competence. However, the analysis below considers competences grouped by the course components of Planning, Delivery, Observation and Feedback, and Role Modelling and Reflection.

The third Teacher Education Course (TEC3) had a different target audience and differed slightly in structure and content and so is analysed separately. The course mainly targeted newly recruited teacher educators, was run during the National College of Education (NCoE) holidays and was shorted to three weeks at the request of the Ministry. The course material was adapted to reflect this new context and focused on:

1. ELT methodology with the aim of helping participants plan and prepare better ELT lessons for primary and secondary pupils
2. Training skills with a focus on planning practical teacher-training sessions and using interactive lecturing methodology to engage and maximise the participation of students.

As for TEC1 and TEC2, monitoring instruments included lesson observation, and a participant self assessment questionnaire. The same tools were used as were used in the TEC1 and TEC2 training.

[13] Refer to Chapter 1: Introduction for an explanation of the Kirkpatrick Four-Level Training Evaluation Model used as the approach in this evaluation.

[14] The ordinal scale is distinguished from the nominal scale by having a ranking. It also differs from interval and ratio scales by not having category widths that represent equal increments of the underlying attribute. Because data recorded on an ordinal scale is simply a ranking, parametric statistical tests such as paired t tests which might otherwise be used to compare pre and post ratings cannot be used. Additional, since the ratings are ranks rather than numbers, they cannot be added together to obtain an overall measure. Nor can they be averaged; the recommended measure of central tendency instead being the median.

Because of the emphasis on lesson planning, participants were also assessed on two lesson plans – one planned and prepared as a group and the other planned and prepared individually. Tables

3-2 and 3-3 show the seven criteria used to assess the lesson plans and the scale definitions for scoring them. As this report focuses on the impact of training, only ratings for individually prepared lesson plans are analysed here.

Table 3-2: Criteria for evaluation of lesson plans (TEC3)

The Teacher Educator can…	
1	Write SMART learning objectives
2	Order the session in logical stages to achieve Learning Objectives (LOs)
3	Select, develop and/or adapt materials to achieve LOs
4	Incorporate interaction patterns and/or activities to maximise participation
5	Estimate sufficient timing of activities
6	Describe how concepts will be checked within the session
7	Describe how concepts will be checked at the end of the session

Table 3-3: Scale for evaluation of lesson plans (TEC3)

Scale definitions
0 – not evident / not applicable
1 – attempting
2 – developing
3 - doing well
4 - mastering

Kirkpatrick Level 2: Learning and Level 3: Behaviour

Analysis of TEC 1 & TEC 2

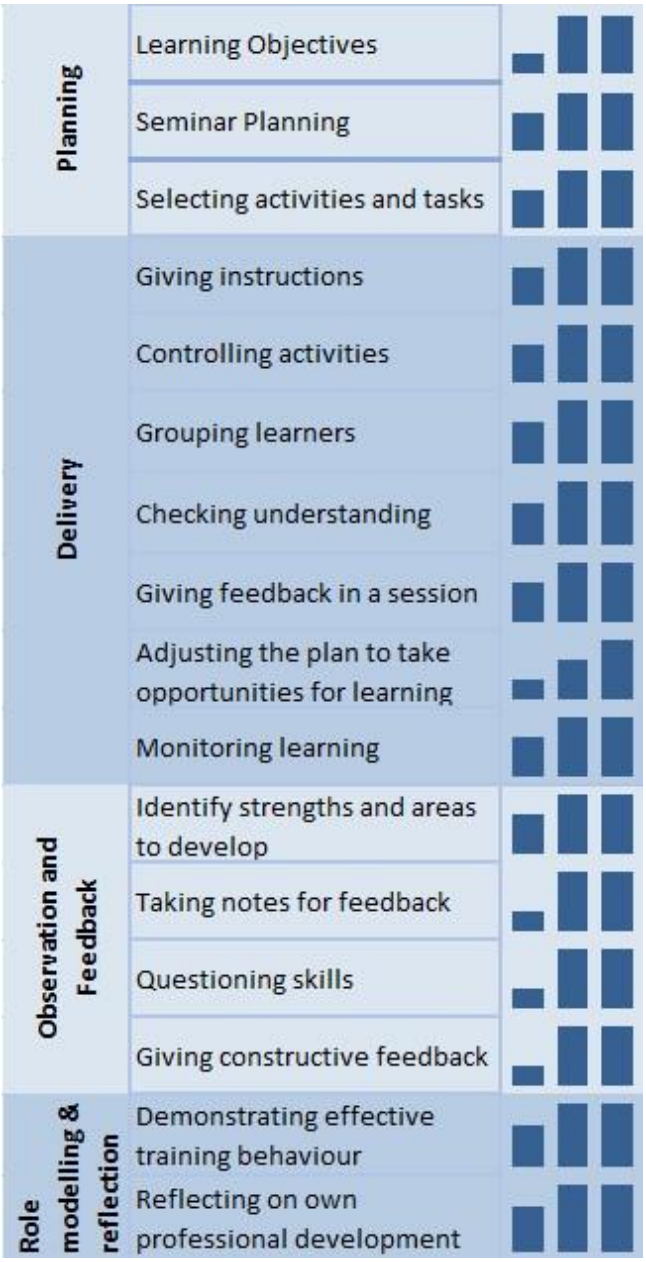
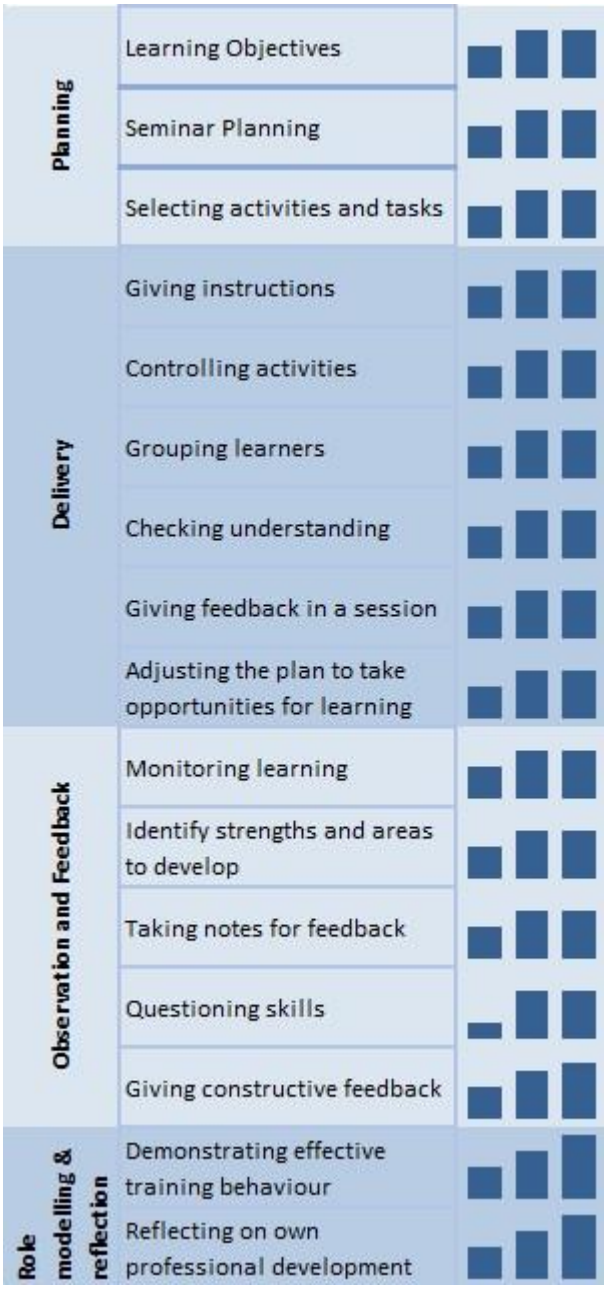


Figure 3-1:Observed skill levels of TEC 1 participants. Sparklines show median values across baseline, end-of-course and workplace observations.

A comparison of pre and post course observations for TEC1 participants showed improvement across all skill categories (Fig. 3-1). Since the rating tool generates measures on an ordinal scale, Figure 3-1 compares the median scores on the ratings for each skill category rather than the average score.

On most indicators, skill levels improved from a median value of 2-'Developing' to 3-'Doing Well' between the time of the baseline observation (week one of the course) and the observation made in the third week of the course. More dramatic improvements (from a median value of 1'Attempting' at baseline to 3-'Doing Well' by the end of the course) occurred in the Planning area with 'Writing SMART Learning Objectives'; in Delivery with 'Adjusting the plan to take opportunities for learning'; and in the 'Observation and Feedback' component with 'Taking notes for feedback'; 'Questioning skills'; and 'Giving constructive feedback'.

Observations made once the teacher educator returned to their workplace indicated that skill levels were successfully maintained. In one case: 'Adjusting the plan to take opportunities for learning', the median skill level actually improved from 2-'Developing' in end-of-course observations to 3-'Doing Well' after participants returned to their classrooms.



Observations of participants in the second round of TEC (TEC2), showed a similar pattern with improvement across all competencies (Fig. 3-2). Figure 3-2 compares the median scores on observation ratings for each skill category.

As with TEC1, skill levels were generally found to improve from a median value of 2'Developing' to 3-'Doing Well' between the time of the baseline observation (week one of the course) and the observation made in the third week of the course. The dramatic improvements (from a median value of 1'Attempting' at baseline to 3-'Doing Well' by the end of the course) that were observed in the TEC1 course were less evident in TEC2 with only one competency - 'Questioning Skills' following this pattern. However, as was the case with TEC 1, **observations made once the teacher educator returned to their workplace indicated that skill levels were successfully maintained**. In two cases: 'Demonstrating effective training' and 'Self reflection', the median skill level actually improved from 3-'Doing Well' in end-of course observations to 4-'Mastering' after participants returned to their classrooms.

Figure 3-2: Observed skill levels (median values) across baseline, end-of-course and workplace observations for TEC2 participants

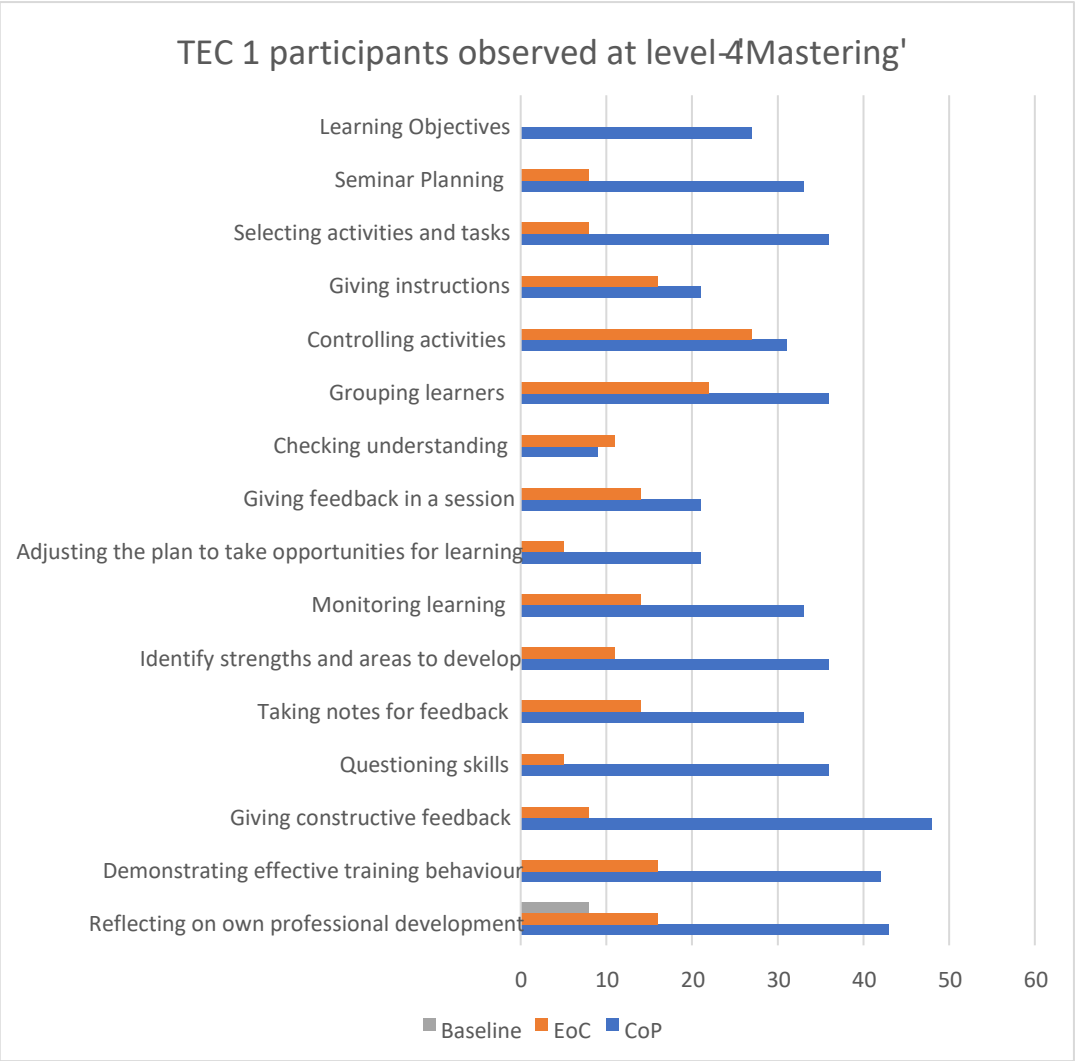


Figure 3-3: TEC 1 participants observed to demonstrate competencies at level 4 - 'Mastering' at baseline, end-of-course, and during certificate of practice sessions

Although some individual participants in the TEC1 course, were rated at 4-Mastering for some competencies, median ratings, even for end-of-course observations, were 3 or lower across all competencies. Nobody was rated at 4-Mastering on any skill other than self-reflection at baseline. However, a substantial number of participants were rated at this level across a range of indicators when observed after their return to their institutions. Interestingly, the number of participants rated at skill level 4-Mastering when they were observed back in their own classrooms was substantially higher than the number rated at this level in their end-of-course observation (Fig. 33). This pattern was not observed for TEC 2 participants. While the observations back in the home institution for TEC 1 participants were made by TEE consultants rather than iTESL consultants or iTESL master trainers, efforts had been made to standardise ratings by co-rating lesson videos so this is surprising. It may be that the stringent conditions[15] attached to the Certificate of Practice

[15] Certificate of Practice conditions required TEC 1 participants to observe a class conducted by a TEE trainer or iTESL master trainer; plan their own lesson with the support of a TEE trainer or iTESL master trainer; and then deliver the lesson while being observed by the same person. Time constraints meant that this process had to be abandoned for TEC 2 training.

for TEC 1 participants provided the opportunity and support needed to fully master the competencies being observed.

Figure 3-3 shows the number of participants rated at 4-'Mastering' for each observed skill category across baseline, end-of-course and observations made once they had returned to their institutions. **Low levels of mastery occurred within all three Planning competencies; 'Checking Understanding' and 'Adjusting the plan to take opportunities for learning' (Delivery strategies) and almost all 'Observation and Feedback' skills.**

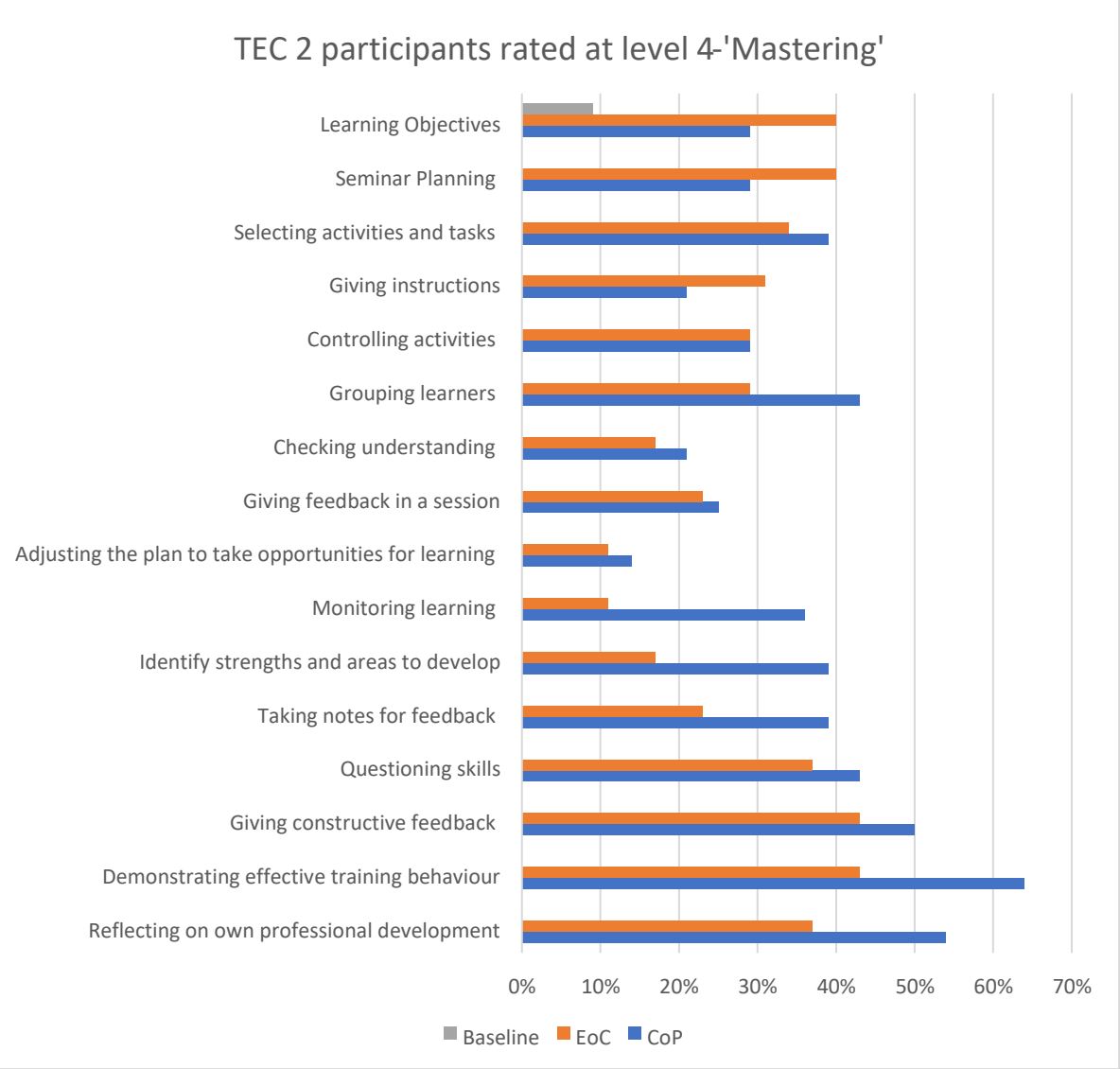


Figure 3-4: TEC 2 participants observed to demonstrate competencies at Level 4 - 'Mastering' at baseline, end-of-course, and during certificate of practice sessions

An analysis of observations of TEC2 participants showed similar patterns (Fig. 3-4). Except in the case of 'Writing SMART learning objectives', no participants were observed to exhibit 4'Mastering' level skills at baseline. Also, similar to the finding with the TEC1 course, it was apparent that, in most cases, skills were maintained at post-course level after participants had returned to their institutions. The only competencies for which this was not the case were 'Writing SMART learning objectives', 'Seminar Planning' and 'Giving Instructions'. Inflated ratings for observations made after participants returned to their institutions, were not apparent with

TEC2 Certificate of Practice observations which were all done by iTESL consultants taking advantage of a pause in the programme between January and April 2019.

Competencies where the lowest proportion of participants demonstrated mastery after the course were in the areas of Delivery strategies and Observation and Feedback skills.

Pre and post course observation rankings of TEC1 participants on the Trainer Competency Observation Tool were compared statistically to determine whether the differences might have been due simply to chance variations in the data or whether the difference could be validly attributed to the TEC1 training. Observations conducted in institutions as part of the Certificate of Practice were not considered for this analysis because of the difference in Certificate of Practice conditions for TEC1. As the data is ordinal (see above), the comparison of pre and post course observation ratings was done using the Wilcoxon signed rank test – a non-parametric statistical tool. The analysis used a Hodges-Lehmann estimator of effect size.[16]

Results are presented in Table 3-4 for TEC1 participants. The difference between baseline and end-of-course ratings was statistically significant across all competencies at a 99% level of confidence. Post course observation rankings were significantly higher overall on all competencies. The number of participants whose scores increased far outweighs the numbers whose rankings remained the same or decreased (Table 3-4). Participants were least likely to improve on the competency 'Reflecting on own professional development' (there was an increase in score for only 57% of participants while a large proportion (38%) remained at the same level) and most likely to improve on the competency 'Taking notes for feedback' (scores increased for 93% of participants). Consistent with the findings noted above, substantial numbers of participants were also observed to improve in the areas of 'Writing SMART learning objectives', 'Adjusting the plan to take opportunities for learning', 'Questioning skills' and 'Giving constructive feedback'.

The effect size was highest for skills related to Observation and Feedback - 'Taking notes for feedback' (Ability to take notes in relation to the observation criteria to support and provide evidence in the feedback stage) and 'Questioning skills' (Ability to use questions to guide the participant in raising awareness of their strengths and to develop areas identified as being in need of development) and for 'Learning Objectives' (Ability to write LOs that are SMART and related to the training context). The effect size was lowest for 'Seminar planning' (Preparing a session that is logically staged with each stage supporting the LOs).

Table 3-4: Comparison of pre and post course trainer competency observation ratings for TEC 1

Competency		Wilcoxon Signed Rank Test Results	Effect size[17]	# -ve diff	# +ve diff	# Ties
Planning	Learning Objectives	Z= 5.321, p = 0.000	**1.5**	0	35	5
	Seminar Planning	Z=3.887, p = 0.000	0.5	4	25	11

[16] While the ρ score generated by the Wilcoxon test indicates how likely it is that the difference between pre and post observation rankings could have occurred by chance, the effect size is a measure of the magnitude of the difference. In the current context, the effect size measure can be interpreted as the median of the difference between pre and post observation scores.

[17] Calculated as the median of the differences in baseline and end-of-course ratings

	Selecting activities and tasks	Z= 4.914, p = 0.000	1.0	0	27	13

Competency		Wilcoxon Signed Rank Test Results	Effect size[17]	# -ve diff	# +ve diff	# Ties
Delivery	Giving instructions	Z= 4.638, p = 0.000	1.0	2	29	9
	Controlling activities	Z= 4.396, p = 0.000	1.0	1	25	14
	Grouping learners	Z= 4.434, p = 0.000	1.0	5	28	7
	Checking understanding	Z= 4.795, p = 0.000	1.0	0	28	12
	Giving feedback in a session	Z= 4.909, p = 0.000	1.0	1	31	8
	Adjusting the plan to take opportunities for learning	Z= 5.185, p = 0.000	1.0	1	34	5
	Monitoring learning	Z= 4.472, p = 0.000	1.0	3	29	8
Observation & Feedback	Identify strengths and areas to develop	Z= 4.443, p = 0.000	1.0	2	27	11
	Taking notes for feedback	Z= 5.461, p = 0.000	**1.5**	0	37	3
	Questioning skills	Z= 5.370, p = 0.000	**1.5**	0	36	4
	Giving constructive feedback	Z= 5.069, p = 0.000	1.0	0	32	8
Role Modelling & Reflection	Demonstrating effective training behaviour	Z= 4.702, p = 0.000	1.0	0	27	13
	Reflecting on own professional development	Z= 4.106, p = 0.000	1.0	2	23	15

Table 3-5 shows the results for the same analysis of TEC2 results. Again, the number of participants whose scores increased far outweighs the numbers whose rankings remained the same or decreased. Fewer participants improved on the competency 'Learning Objectives' (Ability to write LOs that are SMART and related to the training context), and more on the competencies, 'Giving constructive feedback', 'Questioning skills' and 'Identifying strengths and areas to develop'.

As was the case for TEC1 participants, the effect size was highest for skills related to Observation and Feedback - 'Taking notes for feedback' (Ability to take notes in relation to the observation criteria to support and provide evidence in the feedback stage), 'Questioning skills'

(Ability to use questions to guide the participant in raising awareness of their strengths and to develop areas identified as being in need of development) and 'Giving constructive feedback' (Giving feedback that is evidence based, constructive and timely.) Although it was not the case for TEC1 participants, a high effect size was also observed for 'Reflecting on own professional development' (Reflection on own professional needs, interests and learning preferences and able to identify areas for development in relation to own professional practices as well as institutional needs).

Table 3-5: Comparison of pre and post course trainer competency observation ratings for TEC 2

Competency		Wilcoxon Signed Rank Test Results	Effect size[18]	# -ve Diff	# +ve Diff	# Ties
Planning	Learning Objectives	Z=4.144, p = 0.000	1.0	0	21	14
	Seminar Planning	Z = 4.575, p = 0.000	1.0	1	27	7
	Selecting activities and tasks	Z = 4.283, p = 0.000	1.0	0	23	12
Delivery	Giving instructions	Z = 4.486, p = 0.000	1.0	1	26	8
	Controlling activities	Z = 4.384, p = 0.000	1.0	1	25	9
	Grouping learners	Z = 4.794, p 0.000	1.0	1	27	7
	Checking understanding	Z = 4.747, p = 0.000	1.0	0	27	8
	Giving feedback in a session	Z = 5.066, p 0.000	1.0	0	30	5
	Adjusting the plan to take opportunities for learning	Z = 4.710, p = 0.000	1.0	0	27	8
	Monitoring learning	Z = 4.350, p = 0.000	1.0	0	22	13
Observation & Feedback	Identify strengths and areas to develop	Z = 5.185, p =0.000	1.000	0	32	3
	Taking notes for feedback	Z = 5.015, p = 0.000	**1.500**	0	31	4
	Questioning skills	Z = 5.212, p = 0.000	**2.000**	0	32	3
	Giving constructive feedback	Z = 5.118, P = 0.000	**1.500**	0	33	2

[18] Calculated as the median of the differences in ratings

Role Modelling & Reflection	Demonstrating effective training behaviour	Z = 4.743, p = 0.000	1.000	1	29	5
	Reflecting on own professional development	Z = 4.906, p = 0.000	**1.500**	0	30	5

TEC participants were also asked to self-assess their entry and exit levels on the same 16 competencies using the Trainer Competency Self-Assessment questionnaire. Descriptors for the 4-level rating scale are shown in Table 3-6 and can be seen to roughly correspond to the rating scale used for trainer observations.

Table 3-6: Descriptors for TEC participant self-assessment ratings

Rating	Descriptor
1	I'm not sure what this means. I'm not aware of how to apply it in my role.
2	I can identify what this is but I cannot apply it effectively in my role.
3	I can identify what this is and I can apply it in my role.
4	I can identify what this is and I can apply it consistently in my role

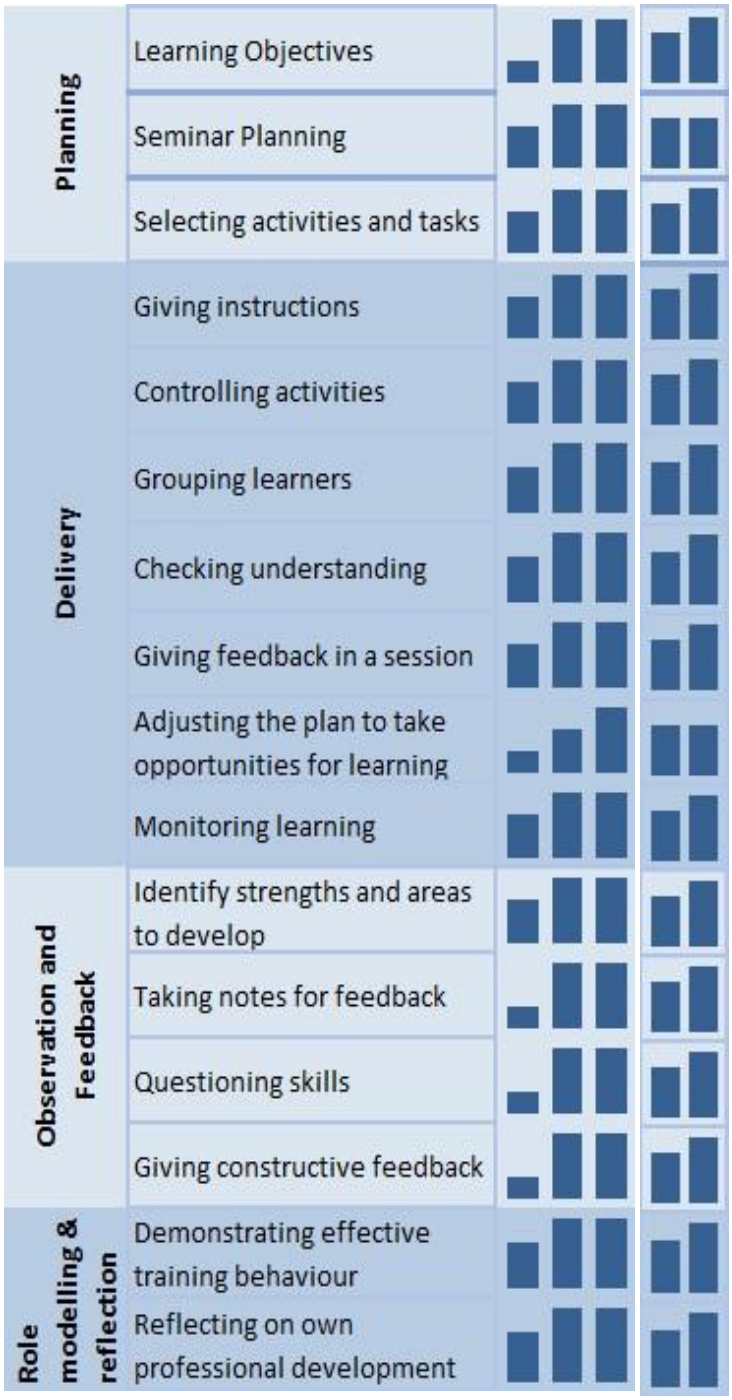


Figure 3-5: Comparison of observed and self-assessed skill levels for TEC 1

Figure 3-5 compares the pattern of change for observations of TEC 1 participants made in week 1 of the course (baseline), at end of-course, and after return to the participant's institution (column at left) with the pattern of change in participant self-assessment between baseline and end-of course (column at right). What is immediately apparent is that self-assessment ratings at baseline (with a median rating of 3 across all competencies), are consistently and substantially higher than observed skill levels at baseline.

However, except in the case of two competencies 'Seminar Planning' and 'Adjusting the plan to take opportunities for learning', an increase in the median rating score was noted at in the end-of-course self assessment. For 'Seminar Planning' and 'Adjusting the plan to take opportunities for learning', the median rating remained the same.

The number of participants self-assessing their skill level at 4 increased substantially (Fig. 3-6) across all competencies.

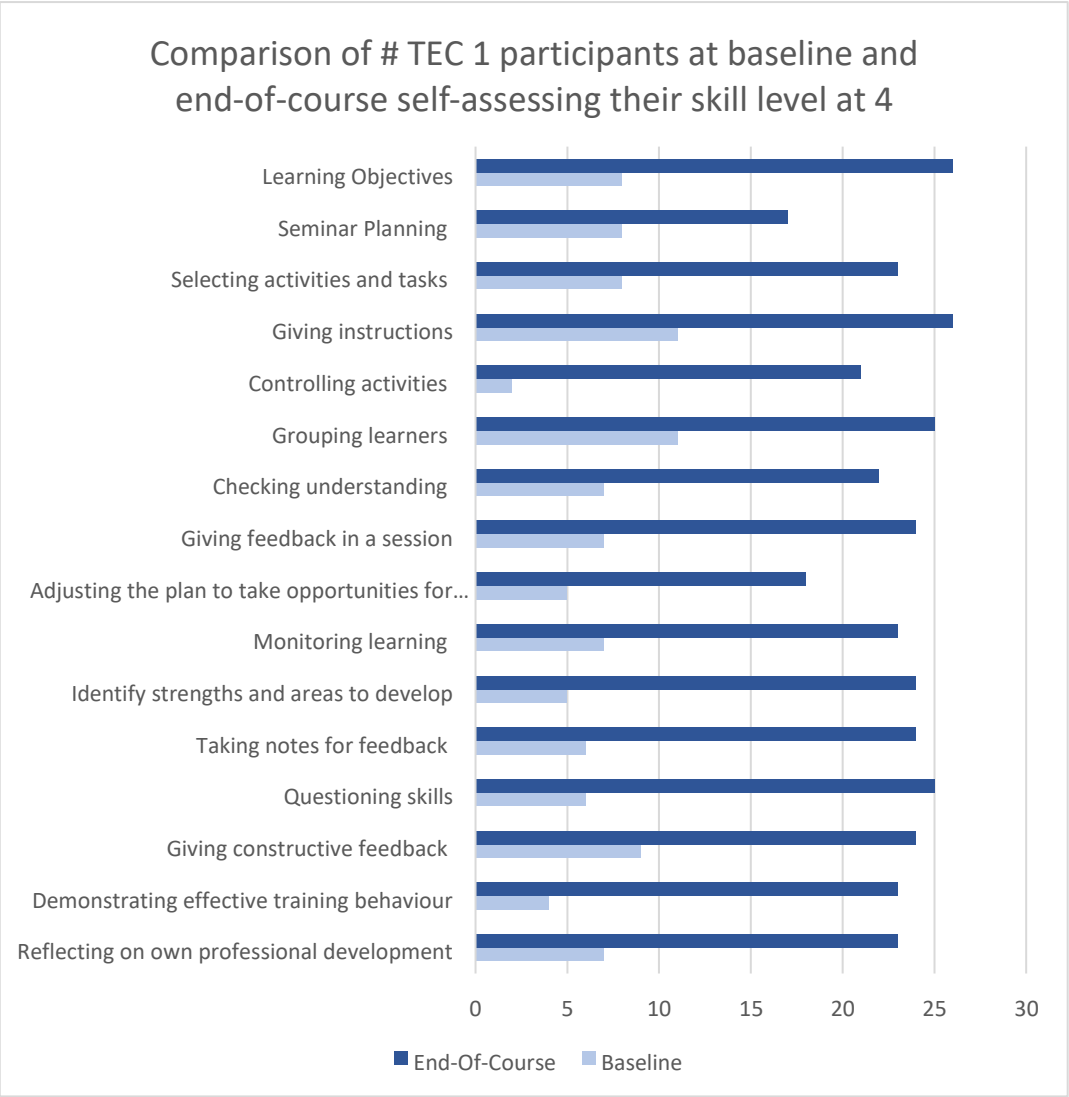


Figure 3-6: Increase in number of TEC 1 participants rating themselves at level 4 after course.

A similar pattern was seen for TEC2 participants with self-assessed skill levels increasing from a median value of 3 to an end-of-course rating of 4 for all competencies except that of 'Controlling activities'. The comparison of numbers of TEC 2 participants self-assessing their skill level at 4 at baseline and end-of-course (Fig. 3-7) also shows a very similar pattern to that seen for TEC 1 participants. The results are at variance with the proportion of course participants whom consultants and master trainers rated at level 4-'Mastering' on course completion.

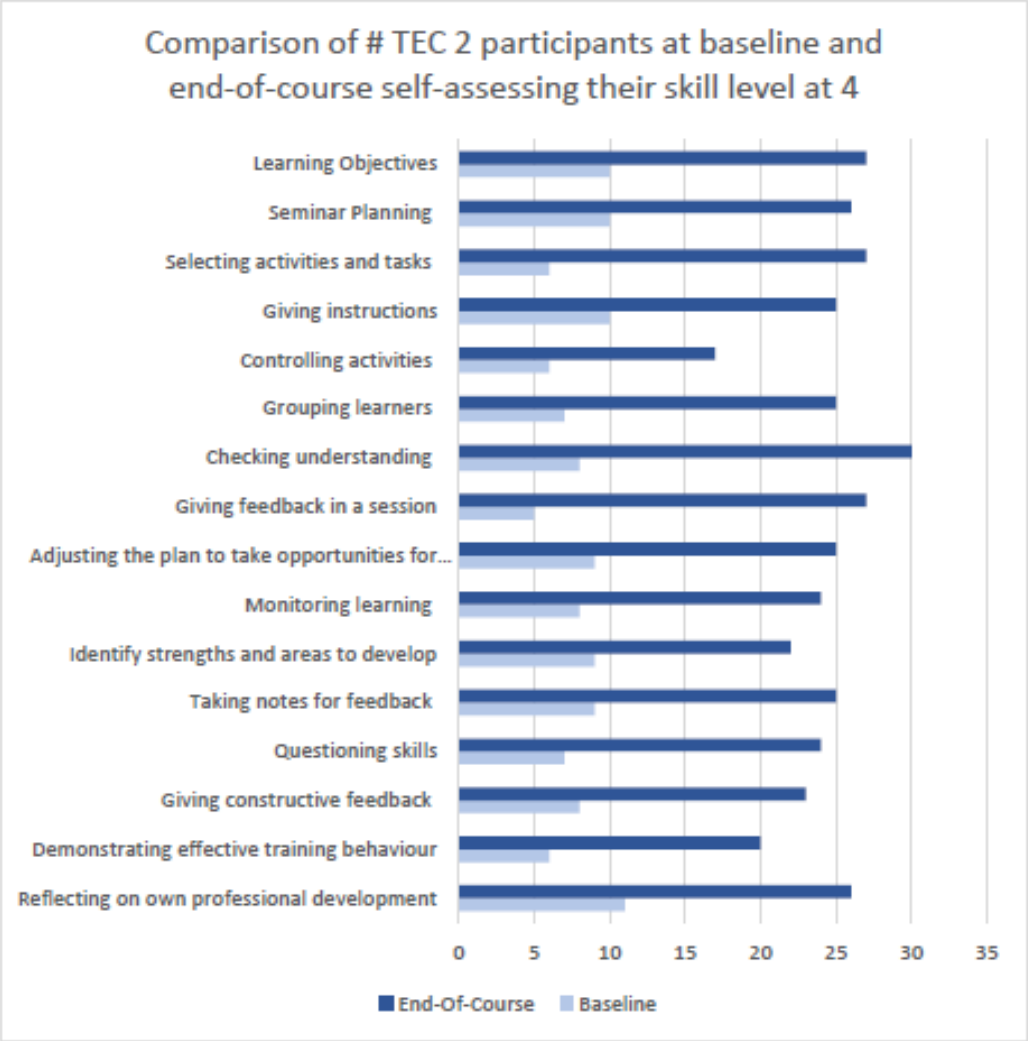


Figure 3-7: Increase in number of TEC2 participants rating themselves at level 4 after course

Participant ratings from the Trainer Competency Self-Assessment questionnaire were analysed statistically to assess whether differences in pre and post course ratings were likely to be due to chance variations in the data or whether the differences can be regarded as statistically significant. The Wilcoxon signed rank test with a Hodges-Lehmann estimator of effect were used as above and the results are shown in Table 3-8 for TEC 1 participants and Table3- 9 for TEC 2 participants.

Overall differences for all competencies were statistically significant at the 99% level of confidence allowing us to conclude that enhanced participant confidence[19] can be attributed to the training. However, effect sizes in many cases are smaller than that seen in the analysis of training observations and the number of participants who rated their competence before and after the course at the same level was also higher. This can be explained by the tendency of most participants to rate themselves quite highly at the start of the course (baseline). Only five of the 40 participants in the TEC 1 training assessed their level on any competence to be lower than their observed skill level (Table 3-7) with 'Reflecting on own professional development' being the

[19] High self-assessment ratings are taken to indicate high levels of personal confidence in the skill being rated.

most commonly underrated competence. For TEC1 participants, effect sizes were highest for 'Controlling activities', 'Identifying strengths and areas to develop', 'Questioning skills' and 'Demonstrating effective training behaviour'. For TEC 2 participants, effect sizes were highest for 'Selecting Activities and Tasks', 'Giving feedback in a session' and 'Giving constructive feedback'.

Table 3-7: Participants self-assessing competency level to be lower than observed levels

Participant	Competency(s) self-assessed at baseline to be lower than observed skill level	Participant	Competency(s) self-assessed at baseline to be lower than observed skill level
1	Self- reflection		
2	Self-Reflection Demonstrating effective training Grouping learners Giving instructions Seminar planning	4	Self-reflection Giving feedback Questioning skills Monitoring learning
3	Self-Reflection Questioning skills Monitoring learning	5	Controlling Activities

Table 3-8: Statistical analysis of pre and post course participant competency self-assessment for TEC 1

Competency		Results of Wilcoxon Signed Rank Test	Effect size[20]	# -ve Diff	# +ve Diff	# Ties
Planning	Learning Objectives	Z = 4.327, p = 0.000	0.5	1	23	14
	Seminar Planning	Z = 2.599, p = 0.009	0.5	4	15	19
	Selecting activities and tasks	Z = 3.530, p = 0.000	0.5	3	20	15
Delivery	Giving instructions	Z = 3.657, p = 0.000	0.5	4	23	11
	Controlling activities	Z = 4.468, p = 0.000	1.0	1	25	12
	Grouping learners	Z = 3.522, p = 0.000	0.5	3	20	15
	Checking understanding	Z = 3.841, p = 0.000	0.5	1	19	18
	Giving feedback in a session	Z = 4.290, p = 0.000	0.5	1	23	14
	Adjusting the plan to take opportunities for learning	Z = 3.998, p = 0.000	0.5	3	24	11
	Monitoring learning	Z = 3.869, p = 0.000	0.5	3	23	12
	Identify strengths and areas to develop	Z = 4.468, p = 0.000	1.0	1	25	12
	Taking notes for feedback	Z = 4.261, p = 0.000	0.5	1	22	15

[20] Calculated as the median of the differences in baseline and end-of-course ratings

Observation & Feedback	Questioning skills	Z = 4.542, p = 0.000	1.0	1	26	11
	Giving constructive feedback	Z = 4.207, p = 0.000	0.5	2	24	12

Competency		Results of Wilcoxon Signed Rank Test	Effect size[20]	# -ve Diff	# +ve Diff	# Ties
Role Modelling	Demonstrating effective training behaviour	Z = 4.525, p = 0.000	1.0	2	27	9
	Reflecting on own professional development	Z = 3.842, p = 0.000	0.5	2	21	15

Table 3-9: Statistical analysis of pre and post course participant competency self-assessment for TEC 2

Competency		Results of Wilcoxon Signed Rank Test	Effect size[21]	# -ve Diff	# +ve Diff	# Ties
Planning	Learning Objectives	Z = 3.869, p = 0.000	0.500	2	21	12
	Seminar Planning	Z = 3.917, p = 0.000	0.500	2	20	14
	Selecting activities and tasks	Z = 4.501, p = 0.000	**1.000**	1	25	9
Delivery	Giving instructions	Z = 3.573, p = 0.000	0.500	3	20	12
	Controlling activities	Z = 3.871, p = 0.000	0.500	1	19	15
	Grouping learners	Z = 4.400, p = 0.000	0.500	0	22	13
	Checking understanding	Z = 4.564, p = 0.000	0.500	0	23	12
	Giving feedback in a session	Z = 4.704, p = 0.000	**1.000**	1	27	6
	Adjusting the plan to take opportunities for learning	Z = 3.590, p = 0.000	0.750	4	22	9
	Monitoring learning	Z = 3.686, p = 0.000	0.500	1	18	16
Observation & Feedback	Identify strengths and areas to develop	Z = 3.267, p = 0.001	0.500	4	19	12
	Taking notes for feedback	Z = 3.967, p = 0.000	0.500	2	22	11
	Questioning skills	Z = 4.147, p = 0.000	0.500	1	21	12

[21] Ibid

	Giving constructive feedback	Z = 3.581, p = 0.000	**1.000**	5	24	6
Role Modelling	Demonstrating effective training behaviour	Z = 4.134, p = 0.000	0.500	0	20	15
	Reflecting on own professional development	Z = 3.616, p = 0.000	0.500	2	19	14

While self-assessment on training competencies is assumed to reflect personal confidence levels, it is questionable whether these self-assessments provide a valid measure of demonstratable

competence. This is of interest since it will inform decisions about whether self-assessments should be used in future evaluations of the impact of the iTESL programme. In statistical terms, what we are interested in is the criterion-related validity of the self-assessment tool.

Criterion-related validity has to do with how well the scores from an instrument predict a known outcome they are expected to predict. Statistical analyses, such as correlations, are used to determine if criterion-related validity exists. Statistical measures of correlation range from 1.0 for perfect positive correlation to -1.0 for perfect negative correlation. If a correlation of > .60 exists, criterion related validity is said to exist. The Trainer Competency Self-Assessment Questionnaire was found to have low criterion-related validity since the correlation between scores on the Trainer Competency Observation Tool at baseline and participant self-assessments as measured by the Trainer Competency Self-Assessment Questionnaire at baseline ranged from -0.083 to 0.367 (Table 3-10). Only in two cases was the correlation between the observed and self-assessed skill level significant and even then, the correlations (0.367 in the case of 'Selecting Activities' and 0.359 in the case of 'Grouping Learners') would normally be regarded as moderate.[22]

Table 3-10: Correlation between self-assessed and observed competency levels of TEC 1 participants at Baseline

Competency		Correlation Coefficient	P value
1	Learning Objectives	0.265	0.098
2	Seminar Planning	0.02	0.902
3	Selecting activities and tasks	0.367	0.020*
4	Giving instructions	0.000	1.000
5	Controlling activities	0.039	0.811
6	Grouping learners	0.359	0.023*
7	Checking understanding	0.084	0.607
8	Giving feedback in a session	0.136	0.404

[22] It is normal practice to use Cohen's (1988) conventions to interpret effect size. A correlation coefficient of .10 is thought to represent a weak or small association; a correlation coefficient of .30 is considered a moderate correlation; and a correlation coefficient of .50 or larger is thought to represent a strong or large correlation.

9	Adjusting the plan to take opportunities for learning	0.065	0.689
10	Monitoring learning	0.056	0.730
11	Identify strengths and areas to develop	-0.024	0.885
12	Taking notes for feedback	0.145	0.373
13	Questioning skills	-0.083	0.612
14	Giving constructive feedback	0.285	0.075
15	Demonstrating effective training behaviour	-0.069	0.673
16	Reflecting on own professional development	0.097	0.550

* Significant at 0.05 confidence level

A similar analysis conducted on the end-of-course ratings revealed a similar situation where there were no cases where self-assessment ratings and observation ratings had a correlation coefficient

of > .60 (Table 3-11). Hence, we can conclude that it is not advisable to rely on teacher educator self-assessments of competence except as a reflection of personal confidence.

Given the conclusive nature of these findings, a parallel analysis was not conducted for TEC2 participants.

Table 3-11: Correlation between self-assessed and observed competency levels of TEC 1 participants at end-of-course

Competency		Correlation Coefficient	P value
1	Learning Objectives	0.372	0.02*
2	Seminar Planning	-0.072	0.664
3	Selecting activities and tasks	-0.043	0.797
4	Giving instructions	0.116	0.482
5	Controlling activities	0.166	0.313
6	Grouping learners	0.003	0.987
7	Checking understanding	-0.119	0.472
8	Giving feedback in a session	-0.072	0.664
9	Adjusting the plan to take opportunities for learning	0.151	0.358
10	Monitoring learning	0.067	0.684
11	Identify strengths and areas to develop	0.240	0.141
12	Taking notes for feedback	0.302	0.062

13	Questioning skills	0.138	0.403
14	Giving constructive feedback	0.082	0.618
15	Demonstrating effective training behaviour	0.219	0.181
16	Reflecting on own professional development	0.392	0.014*

* Significant at 0.05 confidence level

Analysis of TEC 3

As there was only one micro-training session in the TEC3 course, baseline observations were made at that point and are compared here with observations made after participants returned to their colleges to undertake their Certificate of Practice sessions. Although the evidence indicates that TEC1 and TEC2 participants made substantial gains in 'Observation and Feedback' competencies, these competencies were not observed in Certificate of Practice sessions for TEC 3 participants and so are not considered in the analysis of observation data.

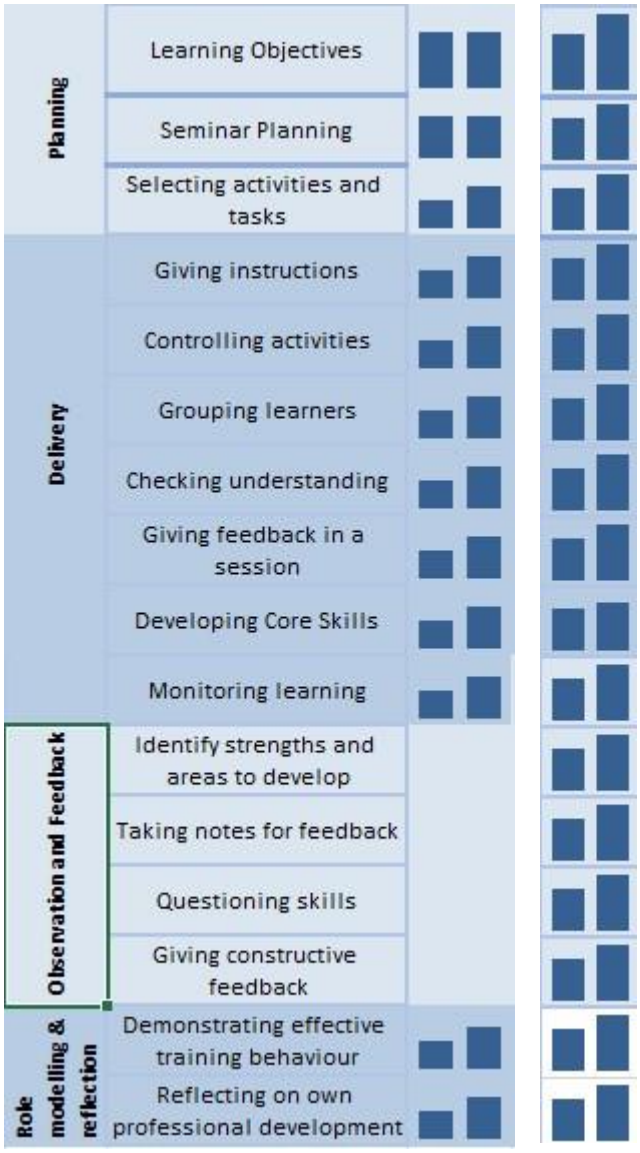


Figure 3-8: Comparison of pre and post course observation and self-assessment data

Figure 3-8 illustrates pre and post course median ratings for observations (column at left) with self-assessment ratings (column at right). The pattern here is similar to that for the other TEC trainings where participants tended to rate their own skill levels at entry more optimistically than that indicated by direct observation. However, the data shows both an improvement in demonstrated competency and in participant confidence. Exceptions to this occur with the Planning competencies 'Writing SMART learning objectives' and 'Seminar Planning', where skill levels were observed to be high (median value of 3 on the 4-point observation scale) prior to the training and the level was maintained after participants returned to their institutions. This is not surprising since the TEC3 course concentrated on lesson planning in the first week and baseline observations were made in the second week.

The median rating for all skills related to lesson planning except for 'estimating sufficient time for activities', was 3-'Doing well'. The median rating for 'estimating sufficient time for activities' was 2. An analysis of numbers of participants rated at level 4-'Mastering' on the lesson planning component indicated reasonably high ratings for the component skills 'writing SMART learning objectives' and 'ordering the session in logical stages to achieve the LOs' (27% and 33% respectively) (Fig. 3-9).

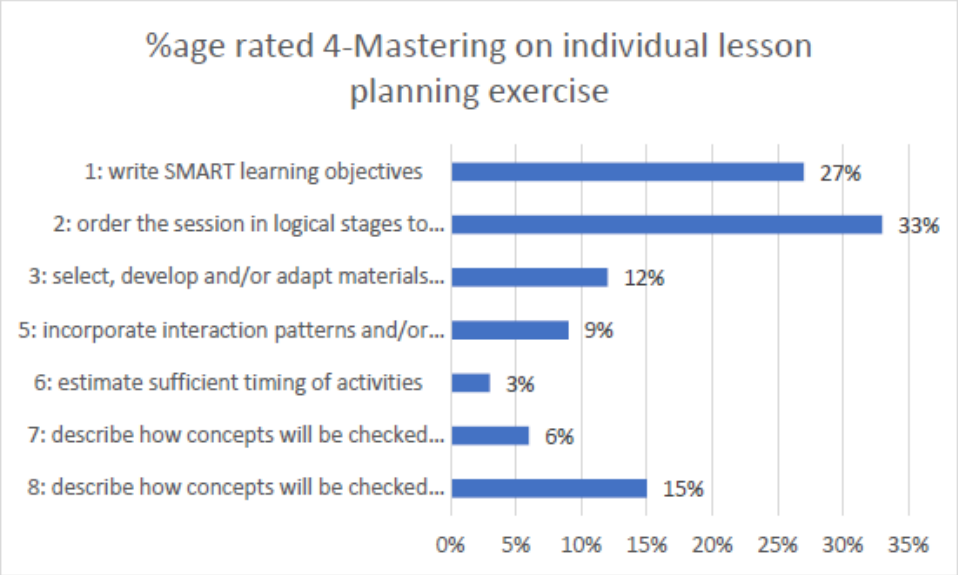


Figure 3-9: Ratings on lesson planning skills (TEC3 participants planning individually)

In all cases apart from the development of core skills, TEC3 participants considered that their competencies levels rose from 3 – 'I can identify what this is and I can apply it in my role' to 4- 'I can identify what this is and I can apply it consistently in my role'. Participants self-assessed their core skill level at the end of the course as 3.5 overall. The development of core skills was an area where participants were least likely to demonstrate observed mastery on exit from the course with only 6% of participants achieving this in Certificate of Practice observations (Fig. 3-10).

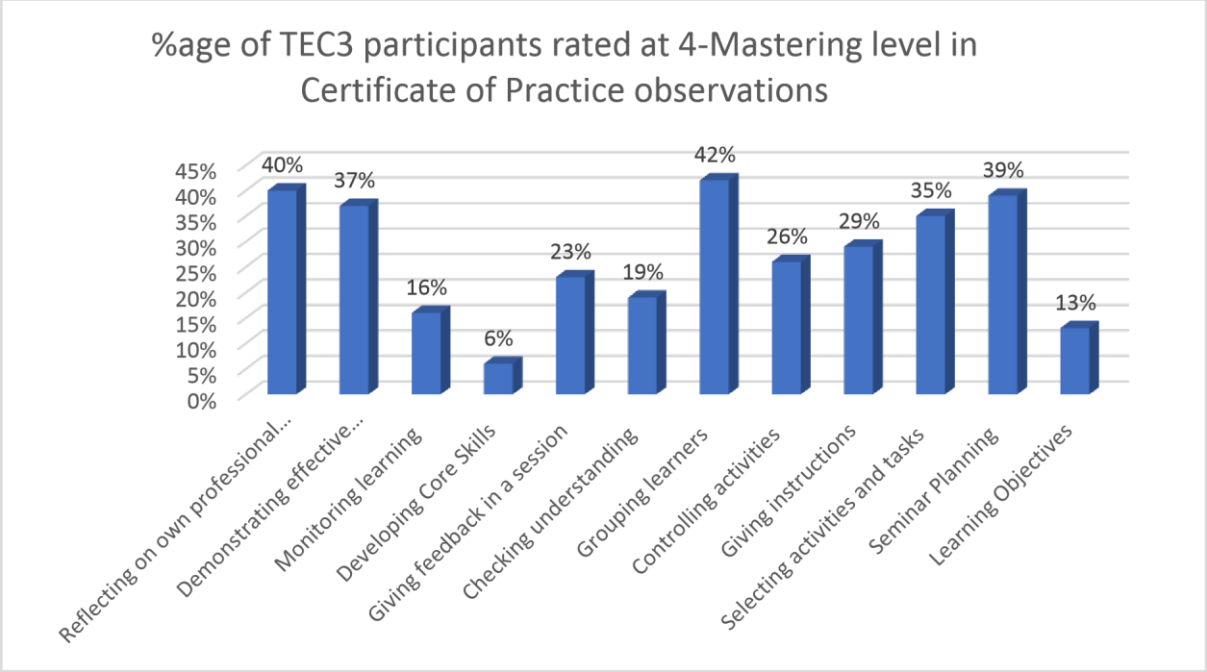


Figure 3-10: %age of TEC3 participants rated as 4-'Mastering' on exit

Table 3-12 shows the results of a Wilcoxon Signed Rank Test on the TEC 3 pre and post course observation ratings. While the findings support the conclusion that the training made a difference in the skill level of TEC3 participants across all competencies, the weakest effect was noted in Planning skills including 'Writing LOs that are SMART and related to the teaching context' and 'Preparing a session that is logically staged with each stage supporting the LOs'. The number of people whose skill levels did not improve (see # Ties in Table 3-12) in this area indicates that skill levels were already quite high, presumably as the result of additional training in this area as we noted above. A relatively weak effect was also noted for the development of core skills although the indication here is that this reflects a lower level of impact for the training (0 participants were rated at level 4 – 'Mastering' at baseline and only 2 participants after the training). Core skills are arguably a new area and it would have been challenging to improve skills in this area within the abbreviated course time.

Table 3-12: Comparison of Baseline and Certificate of Practice observations (TEC3)

Competency		Results of Wilcoxon Signed Rank Test	Effect size	# -ve Diff	# +ve Diff	# Ties
Planning	Learning Objectives	Z = 2.673, p = 0.008	0.5	2	12	16
	Seminar Planning	Z = 2.878, p = 0.004	0.5	3	15	12
	Selecting activities and tasks	Z = 3.840, p = 0.000	1.0	2	21	7
Delivery	Giving instructions	Z = 3.686, p = 0.000	1.0	1	18	11
	Controlling activities	Z = 3.863, p = 0.000	1.0	2	21	7
	Grouping learners	Z = 3.711, p = 0.000	1.0	2	23	5
	Checking understanding	Z = 4.197, p = 0.000	1.0	1	23	6

	Giving feedback in a session	Z = 4.058, p = 0.000	1.0	2	23	5
	Developing core skills	Z = 2.911, p = 0.004	0.5	1	15	14
	Monitoring learning	Z = 4.055, p = 0.000	1.0	1	21	8
Observation & Feedback	Identify strengths and areas to develop	Not observed in Certificate of Practice sessions				
	Taking notes for feedback					
	Questioning skills					
	Giving constructive feedback					
Role Modelling & Reflection	Demonstrating effective training behaviour	Z = 4.044, p = 0.000	1.0	1	21	7
	Reflecting on own professional development	Z = 4.310, p = 0.000	1.0	0	22	7

Reflections on Certificate of Practice observations

After observing TEC participants in their institutions, iTESL consultants noted a number of strengths and identified some areas for further development.

Strengths

- A more coherent lesson structure has been followed. This was either a standard ELT 'presentation-practice-production' (PPP) or 'pre-while-post' structure or an 'experience, new information, analysis, practice, reflection' (ENAPR) one. Using a structured format has meant more direction and flow within a lesson. Also, some form of production or practice has often been included in the plans and sometimes attempted in the lessons.

- Better classroom management has been practised. This has included the use of stopping signals, grouping, mini-whiteboards and staged instructions and the trainers moving more around the room.

- There have been attempts at providing a context for and / or a lead-in to the topic. This has often been in the form of personalising the context so that the topic is seen to relate to the participants in the classroom.

- The board has been used more for examples, vocabulary, structures and sometimes instructions.

- There has been an increase in participation. Trainees and teachers are working collaboratively in small groups or taking part in 'mingling' and 'ladder-chat' activities.

Areas for further development

- The 'think-pair-share' approach needs to be encouraged. Participants are still asking questions and accepting the first response to be shouted out, rather giving their classes time for thinking and pair discussion and then nominating people to answer.

- In terms of content, there has been a lack of input and an over-reliance on groups brainstorming ideas, as opposed to trainers presenting new information. When there has been new content, it has been too easy. The trainers need to increase the cognitive load for their audiences so that they receive more challenge. Perhaps this will come as time passes and trainers grow more confident.

- Production and practice stages have been rushed. This has not been because the trainer failed to allocate time to these stages in the plan, but because too much time has been spent on the introduction stage. Rectifying this is something that comes with practice.

- While many TEC participants are using the board, there is still a lot of improvement needed in what is written on it, where and why.

- There has been very little evidence of error correction, either on-the-spot correction or delayed correction where errors are recorded for whole-class feedback later on.

- During group-work, the groups are often too large to be effective. Also, more pair-work should be added, so that there is not a total reliance on group-work.

- Instructions are too wordy and often not checked. If they are checked, it is usually with the questions 'Are you clear?' or 'What do you have to do?'

- No note-taking component has been built into lessons. The participants are often asked to write on worksheets but not to take notes for their own reference.

Conclusions and recommendations

An analysis of training observations made for TEC1 and TEC2 participants show a clear pattern of improvement across all 16 competencies included in the Trainer Competency Observation Tool and for TEC3 participants across Planning, Delivery and Role Modelling & Reflection competencies.

All differences were found to be statistically significant with the highest effect sizes evident in the areas of Questioning and Feedback - very important skills for teacher educators responsible for guiding trainees through their Teaching Practice and Internship experiences. Substantial improvements were also noted for TEC 1 participants in 'Writing SMART Learning Objectives' and 'Adjusting the plan to take opportunities for learning' and for TEC2 participants in 'Reflecting on own professional development'. For TEC3 participants where it was not possible to analyse impact in the area of 'Questioning and Feedback'. Statistically significant improvements were found across all other competencies although the effect was weakest in the Planning area where

skill levels were already high due to additional training provided and in the development of core skills.

Consistent with observations made by iTESL consultants, an analysis of participant self assessments indicate that TEC training was perceived by participants to be highly effective in improving all skills but particularly their Observation and Feedback skills. High effect sizes were also observed for 'Demonstrating effective training behaviour'.

However, while participant self-assessments were found to be a useful indicator of confidence, it is questionable whether they provide a valid measure of demonstratable competence or, in statistical terms, whether they have criterion-related validity if used as a measure of training competence. We conclude that it would not be advisable in future evaluations to use self assessment questionnaires as replacements for direct observation of practice.

Observations conducted as part of the Certificate of Practice course component indicate that teacher educators maintained their enhanced skill levels in their own institutional context. Hence, we can conclude that iTESL has been highly successful at Kirkpatrick Levels 2: Learning and Level 3: Behaviour. No evidence has as yet been collected at Kirkpatrick Level 4: Results although the Programme Logic identifies Intermediate Outcome 1 at this level.

> ***Intermediate Outcome 1****: English TEs use ELT TEC content and methodology skills in regular training institute curricula and teacher training.*

The recommendation of this report is for a future evaluation at Kirkpatrick Level 4: 'Results' against Intermediate Outcome 1. For the reasons outlined above, the preferred approach would be direct observation of daily practice at teacher training institutes.

While this report presents evidence of a high level of programme impact, it also needs to be said that comparatively low numbers of participants demonstrated mastery of the competencies against which they were assessed. At this level, Delivery strategies and 'Observation and Feedback' skills were weak areas for both TEC1 and TEC 2 participants while TEC1 participants also scored weakly on Planning skills. Fewer TEC3 participants achieved mastery of Delivery strategies and a low proportion of TEC3 participants were able to improve their ability to write SMART learning objectives to level 4-Mastering. TEC3 participants were not assessed on Observation and Feedback competencies in their Certificate of Practice sessions so a comparative analysis is not included in this report. The mechanism put in place to support ongoing improvement in these and other areas, was the Community of Practice. Early indications are that there is a need for additional support for CoPs. This report makes a further recommendation for a follow-up evaluation against Intermediate Outcome 2.

> ***Intermediate Outcome 2****: A Community of Practice (CoP) functions to maintain momentum of iTESL training.*

Chapter 4 : Subject TEC Training

In this section, we review evidence of impact against Output 3 of the iTESL Programme Logic ***Output 3****: Maths, Science and IT TEs have strong skills in planning, training and mentoring*.

Teacher Educator Courses (TEC training) was the primary activity against this output. In May and June 2019, the Subject Teacher Education Course (TEC) was delivered to 21 teacher educators (17.5% of the original target of 120). Although it had originally been intended that the Subject TEC would be co-delivered by consultants working with 20 specially selected and trained Maths, Science and IT master trainers, the training was ultimately delivered with the assistance of the English master trainers who had worked with iTESL consultants in delivering TEC1, TEC2 and TEC3 training. The iTESL Subject TEC materials had been adapted from the materials for the English TEC to suit the needs of Subject Teacher Educators (TEs). There was no focus on developing the language proficiency levels of the participants.

The main learning areas were:

- Subject teaching methodology with the aim of helping TEs plan and prepare interactive and engaging lessons for primary and secondary pupils and thereby become more able to train their pre and in-service teachers in this methodology.
- Training skills with a focus on planning practical teacher training sessions and using an interactive lecturing methodology to engage and maximise participation of pre and in service teachers. Participants also studied, observed and practiced how to use constructive observation and feedback techniques with teachers.

Participants were observed using the same Trainer Competency Observation Tool used in the evaluation of the English TEC training. At the beginning and end of the course, they completed the same self-assessment questionnaire used in English TEC training.

Due to the course's timing and logistical issues, a Certificate of Practice system was designed for the Subject TEC participants whereby they would organise and conduct the activities themselves. They would deliver one training session to their trainees, complete a self-assessment task and collect feedback from some of their trainees. A second task would be done while they were involved in observing trainees during block teaching. They were to do a self-assessment of a post lesson meeting with a trainee and then collect feedback from that trainee.

Kirkpatrick Level 2: Learning

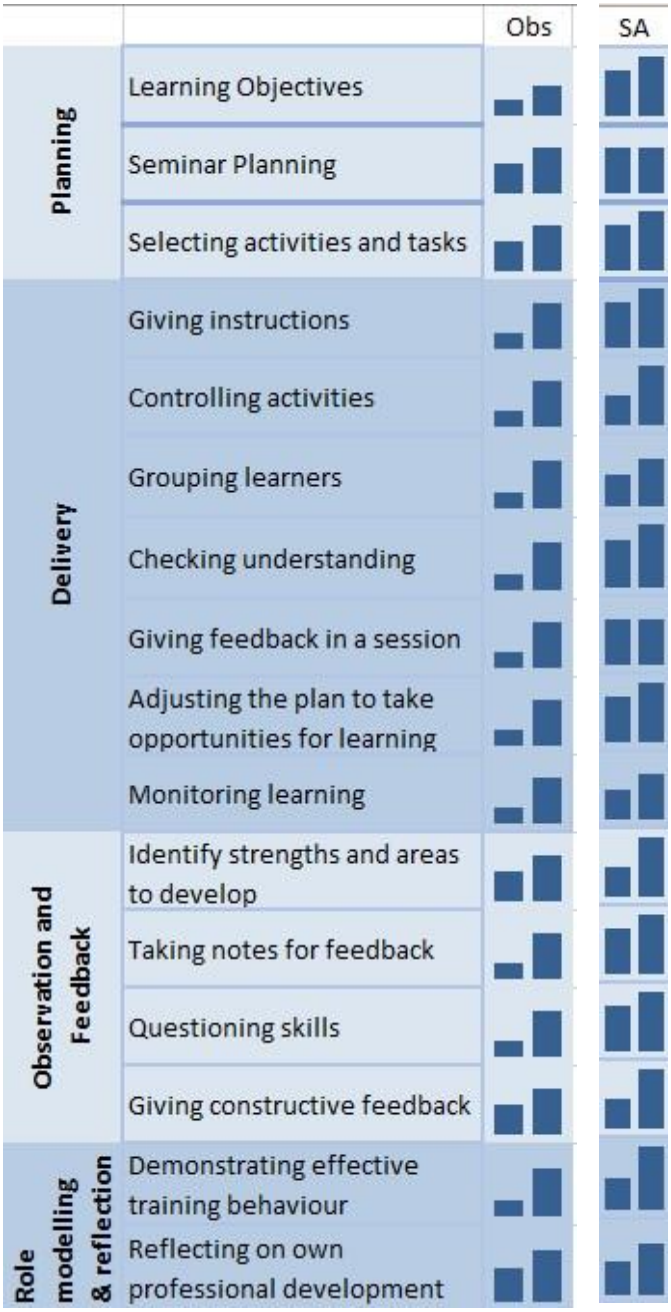


Figure 4-1: Comparison of baseline and end-of-course competency levels

Figure 4-1 illustrates the improvement in median[23] skill rating against each competency based on observation by consultants and master trainers (left column) and based on the participants' own self-assessment (right column). Participants in the Subject TEC training exhibited similar tendencies to participants in the English TEC training making an overly optimistic assessment of their own competence. However, their self-assessments at baseline were more modest than those of the English TEC participants. Median values on baseline self assessments were just as likely to be 2 as 3. Nonetheless, by the end of the course, participants were most likely to rate themselves at level 4 suggesting a substantial improvement in confidence.

While this confidence is not entirely validated by ratings given by observers, there is a similarly substantial pattern of improvement. Median observation ratings most often improved from a level of 1 – 'Attempting' to 3-'Doing well'. The only competency on which the median rating at end-of-course was lower than 3 was 'Writing SMART learning objectives'.

While this is encouraging as is the level of participant confidence on exit from the course (Table 4-1), a consideration of the number of participants who were rated by British Council consultants or iTESL Master Trainers at the end of the course as having achieved level 4 – Mastering (Table 4-1) indicates that they could benefit from further input.

Participant ratings from the Trainer Competency Observation Tool were analysed statistically to assess whether differences in pre and post course ratings were likely to be due to chance

[23] The median is used as the measure of central tendency here rather than the average as the data is ordinal in nature.

variations in the data or whether the differences can be regarded as statistically significant. The Wilcoxon signed rank test with a Hodges-Lehmann estimator of effect were used as above and the results are shown in Table 4-2.

Table 4-1: Comparison of proportion of top ratings from observations and self-assessment at end-of-course (Subject TEC)

	Competency	**Level 4 Observation Rating[24]**	**Level 4 Self-Assessment Rating[25]**
Planning	Learning objectives	0%	57%
	Seminar planning	0%	48%
	Selecting activities and tasks	0%	62%
Delivery	Giving instructions	5%	81%
	Controlling activities	5%	52%
	Grouping learners	10%	48%
	Checking understanding	0%	57%
	Giving feedback in a session	0%	48%
	Adjusting the plan to take opportunities for learning	0%	62%
	Monitoring learning	0%	43%
Observation and Feedback	Identifying strengths and areas to develop	0%	52%
	Taking notes for feedback	0%	67%
	Questioning skills	0%	67%
	Giving constructive feedback	5%	67%
Role Modelling & Reflection	Demonstrating effective training behaviour	5%	67%
	Reflecting on own professional development	14%	48%

Table 4-2: Statistical analysis of the impact of training as measured by course facilitator observation (Subject TEC)

	Competency	Results of Wilcoxon Signed Rank Test	Effect size[26]	# -ve Diff	# +ve Diff	# Ties
Planning	Learning Objectives	Z = 3.938, p = 0.000	1.5	0	19	2
	Seminar Planning	Z = 3.987, p = 0.000	1.0	0	19	2

[24] Level 4 - Mastering

[25] Level 4 - I can identify what this is, and I can apply it consistently in my role

[26] Calculated as the median of the differences in ratings

	Selecting activities and tasks	Z = 3.947, p = 0.000	1.0	0	18	3
Delivery	Giving instructions	Z = 4.172, p = 0.000	1.5	0	21	0
	Controlling activities	Z = 3.825, p = 0.000	1.5	0	18	3
	Grouping learners	Z = 3.946, p = 0.000	1.5	0	19	2
	Checking understanding	Z = 3.938, p = 0.000	1.5	0	19	2
	Giving feedback in a session	Z = 3.640, p = 0.000	1.0	0	16	5

	Competency	Results of Wilcoxon Signed Rank Test	Effect size[26]	# -ve Diff	# +ve Diff	# Ties
	Adjusting the plan to take opportunities for learning	Z = 4.144, p = 0.000	1.5	0	21	0
	Monitoring learning	Z = 4.137, p = 0.000	1.5	0	21	0
Observation & Feedback	Identify strengths and areas to develop	Z = 3.827, p = 0.000	1.0	0	17	4
	Taking notes for feedback	Z = 3.839, p = 0.000	1.5	0	18	3
	Questioning skills	Z = 3.672, p = 0.000	1.5	1	17	3
	Giving constructive feedback	Z = 3.216, p = 0.000	1.0	1	14	6
Role Modelling & Reflection	Demonstrating effective training behaviour	Z = 4.144, p = 0.000	1.5	0	21	0
	Reflecting on own professional development	Z = 3.954, p = 0.000	1.0	0	19	2

The results indicate that differences across all measured competencies were statistically significant at the 99% level of confidence. Effect sizes were higher for a wider range of competencies than was the case for TEC1, TEC2 and TEC3 training. The training impacted competencies in all areas – Planning, Delivery, Observation & Feedback and Role Modelling & Reflection.

A similar analysis was conducted for ratings from the Trainer Competency Self-Assessment Questionnaire with results shown in Table 4-3. While improvements in self-ratings were statistically significant at the 95% level of confidence, effect sizes were much smaller reflecting overly optimistic self-assessments at baseline.

Table 4-3: Statistical analysis of the impact of training as measured by participant self-assessments (Subject TEC)

	Competency	Results of Wilcoxon Signed Rank Test	Effect size	# -ve Diff	# +ve Diff	# Ties
Planning	Learning Objectives	Z = 2.814, p = 0.005	0.5	1	11	9
	Seminar Planning	Z = 3.095, p = 0.002	0.5	1	13	7
	Selecting activities and tasks	Z = 2.602, p = 0.009	1.0	2	13	6

Delivery	Giving instructions	Z = 3.071, p = 0.002	1.0	1	16	4
	Controlling activities	Z = 3.397, p = 0.001	1.0	0	14	7
	Grouping learners	Z = 3.161, p = 0.002	1.0	2	15	4
	Checking understanding	Z = 2.862, p = 0.004	0.5	2	13	6
	Giving feedback in a session	Z = 2.810, p = 0.005	0.5	1	11	9
	Adjusting the plan to take opportunities for learning	Z = 3.578, p = 0.000	1.0	0	15	6
	Monitoring learning	Z = 3.508, p = 0.000	1.0	0	15	6
Observation	Identify strengths and areas to develop	Z = 3.420, p = 0.001	1.0	2	17	2
	Competency	Results of Wilcoxon Signed Rank Test	Effect size	# -ve Diff	# +ve Diff	# Ties
	Taking notes for feedback	Z = 3.346, p = 0.001	1.0	1	15	5
	Questioning skills	Z = 3.542, p = 0.000	1.0	0	15	6
	Giving constructive feedback	Z = 3.610, p = 0.000	1.5	1	17	3
Role Modelling & Reflection	Demonstrating effective training behaviour	Z = 3.508, p = 0.000	1.0	0	15	6
	Reflecting on own professional development	Z = 2.696, p = 0.007	1.0	4	14	3

Conclusions and recommendations

The majority of Subject TEC participants were newly appointed TEs who explained to course facilitators that they had received very little training for their new roles. This and their observed enthusiasm for the new ideas and techniques they were exposed to in the training explains both the initially low observation ratings and the substantial impact the course was observed to have on both their competency level and their confidence. It can safely be concluded that the Subject TEC training was successful at Kirkpatrick Level 2: Learning.

Unfortunately, the Certificate of Practice variant designed for the Subject TEC training did not yield enough data to provide an analysis at Kirkpatrick Level 3: Behaviour. Hence, while the enthusiasm demonstrated during the course might lead us to anticipate that participants will continue to use TEC approaches and tools once returned to their institutions, we do not yet have any evidence for this. Nor has there been any evidence collected at Kirkpatrick Level 4: Results although the Programme Logic identifies Intermediate Outcome 3 at this level.

> ***Intermediate Outcome 3****: Maths, Science and IT TEs use TEC content and methodology skills in regular training institute curriculum and teacher training.*

The recommendation of this report is for a future evaluation against Intermediate Outcome 3. For the reasons outlined in the previous chapter, the preferred approach would be direct observation of daily practice at teacher training institutes.

Although the course was not intended to develop the English language proficiency of the participants, course facilitators reported substantial improvement in this area. While the Maths teachers from the north who normally delivered their training in Tamil medium struggled initially, all participants were observed to benefit from the interactive and collaborative nature of the training and chose to deliver their practice workshop sessions in English.

Finally, despite the highly positive impact on participant learning noted in this analysis, less than 20% of the original target audience for Subject TEC training had the opportunity to participate. Subject TEC training was originally intended to be delivered to 120 maths, science and IT Teacher Educators (15% with Tamil as a first language). It is the recommendation of this report that similar opportunities be provided to the remaining target group under this component.

Chapter 5 : ISA Mentoring and ELT Methodology Training

In this section, we review evidence of achievement against Output 4 and Intermediate Outcome 4 of the iTESL Programme Logic

***Output 4**: A cadre of ISAs and STs skilled in mentoring and ELT available in each province and capable of training secondary English teachers.*

***Intermediate Outcome 4**: ISAs use mentoring skills in regular support of English, Maths, Science and IT teachers in schools in their Education Zones*

In the first half of 2018, English Master Trainers and iTESL consultants delivered training in mentoring to 173 In-Service Advisors (ISA) from an original target of 240. In-service advisors play a critical role in mentoring serving teachers and it was the intent of the course to support ISAs from across Sri Lanka in this role. Although not all ISAs successfully completed the course the first time, they were provided with opportunities to repeat sessions in later courses or complete nominated tasks to make up for their absence. It was calculated that some 23% of ISAs who participated in the training spoke Tamil as a first language. This was well over the target proportion of 15%. The ISAs came from a range of locations covering the whole of Sri Lanka (Table 5-1).

Table 5-1: Geographic distribution of trained ISAs

Province	# ISAs	%age of ISAs
Sabaragamuwa	17	10%
Uva	14	8%
Central	30	17%
North Western	7	4%
Western	20	12%
Southern	18	10%
Eastern	11	6%
North Central	15	9%
North	13	8%
Unknown	28	16%
TOTAL	173	100%

In order to monitor course achievement, participating ISAs in the first Mentoring courses were asked to write a Most Significant Change (MSC) story on the topic, “How has the course challenged or changed your beliefs about mentoring?”. Due to the poor quality of responses, this was replaced in the second round of courses with these two questions that were asked of participants at the beginning and end of the course:

1. What is your role as an ISA?
2. What is mentoring?

The participants were also asked to complete a self-assessment questionnaire at the beginning and end of the course to measure their confidence in the skills covered on the course. The tool required them to respond on a 4-point scale to the following statements:

1. I can define mentoring
2. I can plan training sessions with SMART objectives
3. I can plan training sessions using the ENAPR training model
4. I can give constructive feedback to teachers
5. I can use questioning skills during feedback to guide teachers
6. I can identify areas of strength and development with teachers based on observational evidence
7. I can prepare a development action plan with teachers.

ELT Methodology training

While delivering the Mentoring training, iTESL consultants became aware that ISA participants would also benefit from training in ELT Methodology so that their approach and skill set would be consistent with that of pre-service teacher educators thus delivering a uniform message to teachers. Based on the recommendations of the consultants, ISAs who had completed the Mentoring training were subsequently invited to participate in an ELT Methodology training. They were joined by 126 senior teachers in anticipation of the need for a larger contingent of trainers to facilitate newly planned CPLDT[27] workshops with secondary English teachers. The ELT Methodology training was presented in two blocks of 5 days. Block A placed emphasis on lesson planning and included a session on assessing English-language speaking skills. This latter was done in response to the Ministry of Education's initiative to introduce the assessment of speaking and listening into School Based Assessment. Block B focused on English language teaching methodology covering areas such as classroom management, error correction, board-work, and techniques for giving feedback. 145 ISAs and 126 senior teachers completed the Block A and Block B training.

During both blocks, participating ISAs were evaluated using:

1. A methodology questionnaire (Table 5-2), and
2. A self-assessment questionnaire (Table 5-3)

Table 5-2: ELT Methodology Questionnaire

	Methodology Questions	Points
1	Analyse the following grammar structure (6 points)	**6**
2	What are the stages of a reading/listening lesson? (2)	**2**
3	Which of the below are post reading/listening tasks (circle all that apply) (2)	**2**
4	Complete the gaps in the Classroom Management tips (2)	**2**
5	Write 2 concept-checking questions for each of the following: (4)	**4**
6	What three aspects of grammar and vocabulary should we teach learners? (2)	**2**
7	Speaking activities can be controlled or freer. Which activity focuses on fluency? (1)	**1**
8	Mark the following sentences about writing true or false: (2)	**2**

[27] The Continuous Professional Learning and Development for Teachers (CPLDT) course was a 3-day course to be conducted with 10,000 English language teachers from Sri Lankan secondary schools.

9	What do the following symbols mean in a correction code: (2)	**2**
10	When can error correction be done in a lesson? (2)	**2**

Table 5-3: ELT Methodology Self-Assessment Questionnaire

ELT Teaching Competencies	
1	I can adapt coursebook activities to include pre–, while–, and post– reading activities
2	I can adapt coursebook activities to include pre–, while–, and post– listening activities
3	I can extend coursebook activities to include a speaking task.
4	I can plan logically staged writing lessons.
5	I can use a variety of error correction and feedback techniques.
6	I can use a variety of classroom management techniques to maintain a positive learning environment.
7	I can plan my board-work to support learning.
8	I can use assessment for learning techniques to inform the lesson.
9	I can form and use CCQs to check understanding of grammar and vocabulary.
Scale	
1	*I'm not sure what this means. I'm not aware of how to apply it in my role.*
2	*I can identify what this is but I cannot apply it effectively in my role.*
3	*I can identify what this is and I can apply it in my role.*
4	*I can identify what this is and I can apply it consistently in my role.*

Micro-teaching sessions at the end of the ELT Methodology course were observed using the Trainer Competency Observation Tool (Appendix A). However, since no comparative observations were made at the beginning of the course, no conclusions can be drawn about the contribution of the course to the observed skill level of participants.

The instruments used to monitor both courses provide evidence of Learning (Level 2 of the Kirkpatrick Four-Level Training Evaluation Model) and a direct measure of participant confidence (Table 5-4). However, since the behaviour of participants after their return to work has not been observed, it is not possible to draw any conclusions about changes in Behaviour (Level 3 of the Kirkpatrick Evaluation Model) except in the case of the master trainers who co-facilitated workshops after their initial training giving them an opportunity to apply their skills.

Table 5-4: Relevance of monitoring tools to evaluation framework (ISA)

Tools	**Relevance of Evidence**
Mentoring course - Role questions *Methodology course – Methodology questionnaire* *Methodology course – Observation ratings*	Kirkpatrick Level 2: Learning
	Kirkpatrick Level 3: Behaviour

ISA MT Course – Observation ratings *Mentoring & Methodology courses – Self Assessment questionnaire*	Participant confidence

ISA Master Trainers

To support iTESL consultants in the ELT Methodology training and in anticipation of the CPLDT training for secondary English teachers,[28] a training course for candidate ISA Master Trainers was designed and conducted. This course ran for two weeks and was attended by 27 ISAs.

In addition to completing the ELT methodology (Table 5-2) and self-assessment questionnaires (Table 5-3) at baseline and end-of course, ISA Master Trainer course participants were observed by iTESL consultants during the course and twice thereafter while they were co-facilitating the ELT Methodology training for other ISAs. The observation tool used for this was the Trainer Competency Observation tool (Appendix A). Block A of the ELT Methodology course had a focus on lesson planning and did not provide master trainers with an opportunity to practice the Observation & Feedback competencies included in Trainer Competency Observation instrument. However, these skills were observed when master trainers co-facilitated Block B workshops. Each ELT Methodology workshop was co-facilitated by two ISA Master Trainers and one iTESL consultant.

ISA Mentoring Course - Findings

Participant responses to the questions, “What is your role as an ISA?” and “What is mentoring?”, indicated that even prior to participating in the mentoring course, In-Service Advisors were already aware that their primary role was to observe, support, guide and advise teachers. Figure 5-1 breaks down the responses of participants to the question ‘What is your role as an ISA?”. After the training, and in answer to the same question, participants tended to respond more in terms of how the training had changed their perception of their role with 26% mentioning that they now had a better appreciation of how important the role was and what a responsibility it was, while 20% said that they understood that their approach should be more positive and helpful. 13% of the participants mentioned new approaches, tools or models from the training that they felt they could apply in their roles.

In response to the question, “What is mentoring?” being asked at the start of the course, most of the participants mentioned supporting and guiding teachers (42%) but there was also a substantial emphasis on advising teachers how they could improving or making teachers aware of their weaknesses (26%). A typical comment illustrating the latter was, ‘Providing necessary knowledge advice to the teachers for those who are lack of good teaching skills’. By the end of the course, the emphasis was more on supporting, guiding and assisting teachers to develop their capacity (50%) with 27% emphasising the need to be positive and friendly in interactions with teachers. 16% emphasised the need to work collaboratively as illustrated in the answer, ‘A collaborative learning relationship between individuals who share mutual responsibility and

[28] Ibid

accountability for helping the mentee work towards fulfilment of clear and mutually defined teaching goals'.

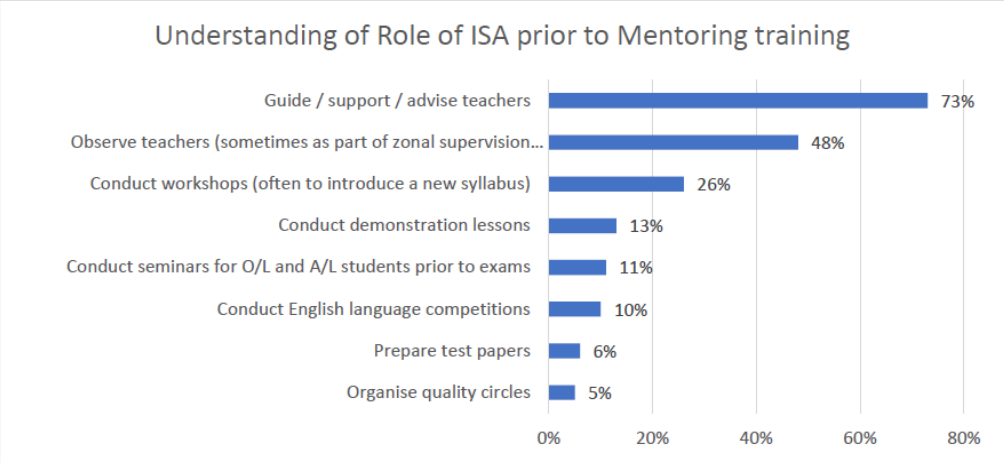


Figure 5-1: Breakdown of baseline responses to the question, "What is your role as an ISA?"

Responses to the self-assessment questionnaire reinforce the impression from above that ISAs were already comfortable with their professional roles prior to the training. Exceptions are seen with competencies 2: 'I can plan teacher-training sessions using SMART learning objectives' and 3: 'I can plan teacher-training sessions using the ENAPR training model '. Low initial confidence expressed here may simply indicate a lack of familiarity with the terms 'SMART learning objectives' and 'ENAPR training model'. However, when median baseline ratings are compared with median self-assessment ratings at the end of the course (Fig. 5-2), confidence levels can be seen to increase. Post-course self-assessments had a median rating of 4- *I can identify what this is and I can apply it consistently in my role* across all competencies.

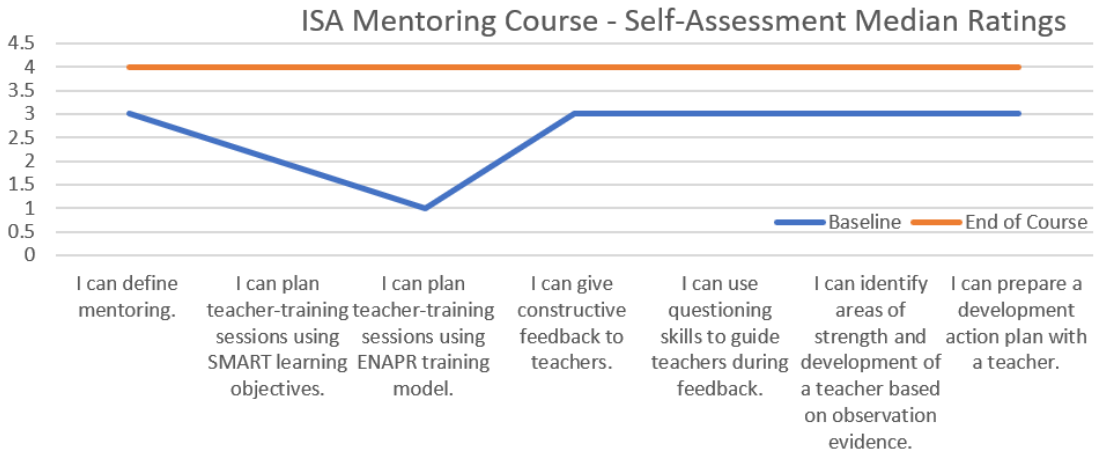


Figure 5-2: Baseline and End of Course self-assessment ratings of ISAs participating in Mentoring course

Statistical analysis of the baseline and end-of-course self-assessment ratings (Table 5-5) indicated that the differences were statistically significant in all cases supporting the hypothesis that the course had enhanced participant confidence across all competencies. However, effect sizes are

relatively small except in the case of using questioning skills to guide teachers during feedback and identifying areas of strength and areas in need of development. This can be attributed to the high levels of confidence expressed at baseline which resulted in only modest baseline and endof-course differences.

Table 5-5: Statistical comparison of pre & post course self-assessment ratings (ISA Mentoring)

Competency	Wilcoxon Signed Rank Test	Effect Size	-ve Diff	+ve Diff	Tie
I can define mentoring.	Z=5.106, p=0.000	0.500	4	38	18
I can plan teacher-training sessions using SMART learning objectives.	Z=4.399, p=0.000	0.500	3	28	29
I can plan teacher-training sessions using ENAPR training model.	Z=5.230, p=0.000	0.500	2	35	23
I can give constructive feedback to teachers.	Z=4.682, p = 0.000	0.500	4	33	23
I can use questioning skills to guide teachers during feedback.	Z = 6.717, p=0.000	2.500	0	57	3
I can identify areas of strength and areas in need of development of a teacher based on observation evidence.	Z = 6.102, p=0.000	1.500	0	47	13
I can prepare a development action plan with a teacher.	Z = 4.254, p-0.000	0.500	2	25	33

Based on these responses it can be concluded that the training had a moderate impact on the ability and confidence of ISAs to perform their role as a mentor. However, as explained above, no conclusion can as yet be drawn about whether the training has made a lasting impact on the way that ISAs interact with their teacher mentees.

ISA Master Trainers Course Findings

Based on a comparison of scores on the ISA Master Trainer quiz (Fig. 5-3), it is apparent that participants demonstrated a moderate increase in ELT knowledge achieving an average score at baseline of 48% and an average score at the end of the course of 64%.

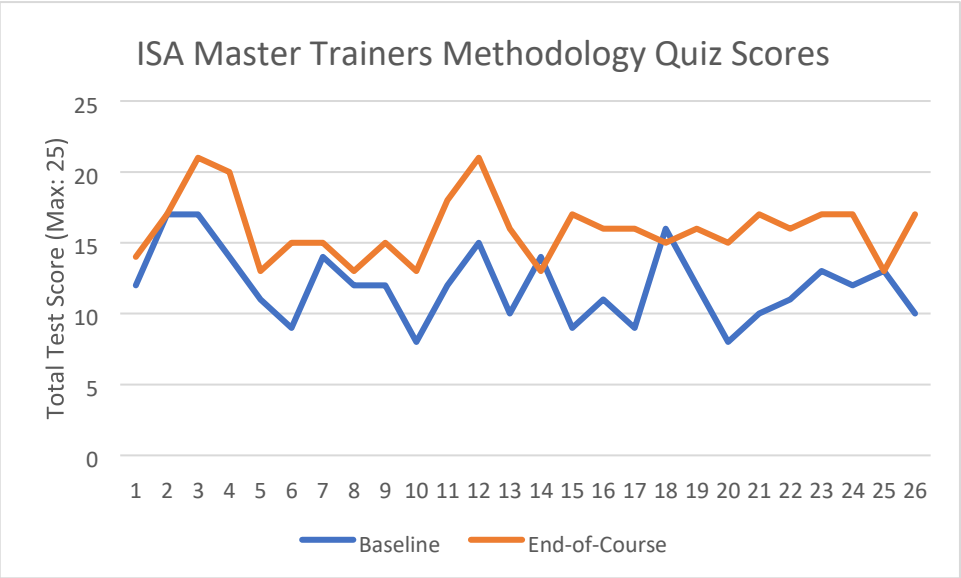
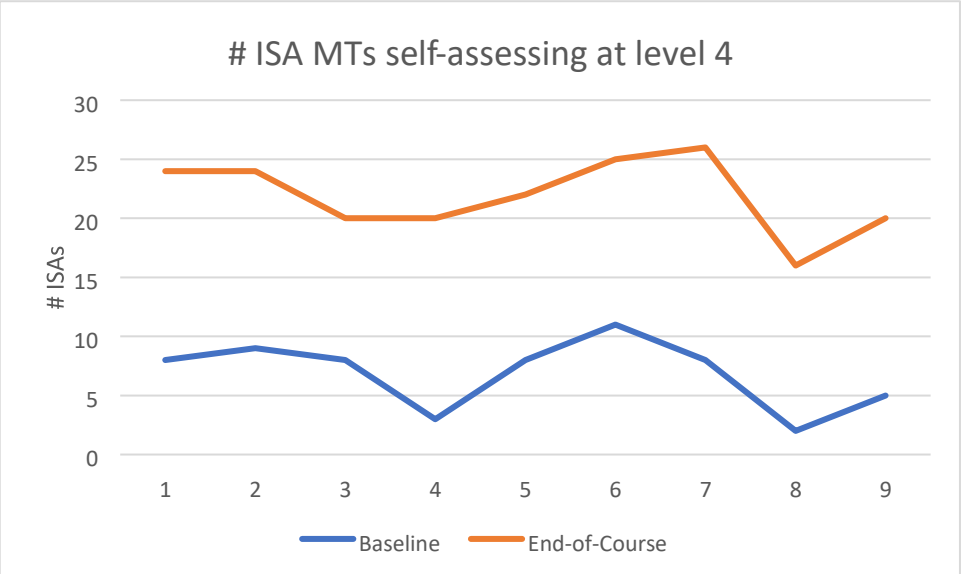


Figure 5-3: Comparison of baseline and end-of-course scores on the ELT Methodology questionnaire (ISA Master Trainer course)

A t-test on the scores indicated that the difference in scores was statistically significant (T(25) = 7.571, p = 0.000). However, a Shapiro-Wilk test for normality indicated that scores recorded at the end of the course did not approximate a normal distribution (W(26) = 0.908, p=0.024).[29] This indicated the need for a confirmatory non-parametric test. The results of a subsequent Wilcoxon signed rank test (Z=4.155, p=0.000) confirmed the results of the t-test.

An analysis of participant self-assessment data indicates that, while confidence levels were already high at the start of the course with a median rating of 3 across all competencies, the level of confidence increased by the end of the course to a median rating of 4 across all competencies. A rating of 3 is described as 'I can identify what this is and I can apply it in my role' while a rating of 4 is described as 'I can identify what this is and I can apply it consistently in my role'. Figure 5-4 compares the number of participants (from a total of 27) rating themselves at level 4 at the beginning and by the end of the training. In this figure the competencies being assessed are shown as numbers 1-9. Table 5-6 may be referred to for the descriptor of the nine competencies.



[29] A t-test is a parametric tool and assumes that the distribution of scores approaches that of a normal curve.

Figure 5-4: Comparison of ISA Master Trainer candidates self-assessing at level 4 prior to and by end of course

An analysis of these self-assessment ratings indicates differences to be statistically significant across all competencies supporting the conclusion that the training enhanced the confidence of participants overall. The strongest effect size was seen with using CCQs to check understanding of grammar and vocabulary suggesting that this may have been a new concept for participants.

Table 5-6: Statistical analysis of participant self-assessment – ISA Master Trainer course

	Competency	Wilcoxon Statistic	Effect Size[30]	# -ve Diff	# +ve Dff	# Ties
1	I can adapt coursebook activities to include pre –, while –, and post – reading activities	Z=3.947, p=0.000	1.0	0	18	8
2	I can adapt coursebook activities to include pre –, while –, and post – listening activities	Z=3.827, p=0.000	1.0	0	17	9
3	I can extend coursebook activities to include a speaking task.	Z=3.638, p=0.000	0.5	0	14	12
4	I can plan logically staged writing lessons.	Z=4.007, p=0.000	1.0	1	21	4
5	I can use a variety of error correction and feedback techniques.	Z=3.788, p=0.000	1.0	1	18	7
6	I can use a variety of classroom management techniques to maintain a positive learning environment.	Z=3.690, p=0.000	0.5	0	15	11
7	I can plan my board work to support learning.	Z=3.852, p=0.000	1.0	0	18	8
8	I can use assessment for learning techniques to inform the lesson.	Z=4.242, p=0.000	1.0	0	21	5
9	I can form and use CCQs to check understanding of grammar and vocabulary.	Z=3.993, p=0.000	1.5	0	20	6

From the 27 initial candidates for this course, 21 participants were selected to co-facilitate the ELT Methodology training. The skills of ISA master trainers were observed by iTESL consultants to increase substantially during this process. Figure 5-5 compares the percentage of ISA MTs who

[30] Calculated as the median of the differences between baseline and end-of-course ratings

were rated at level 4-Mastering during the course with the percentage rated at the same level after co-facilitating multiple ELT Methodology workshops.

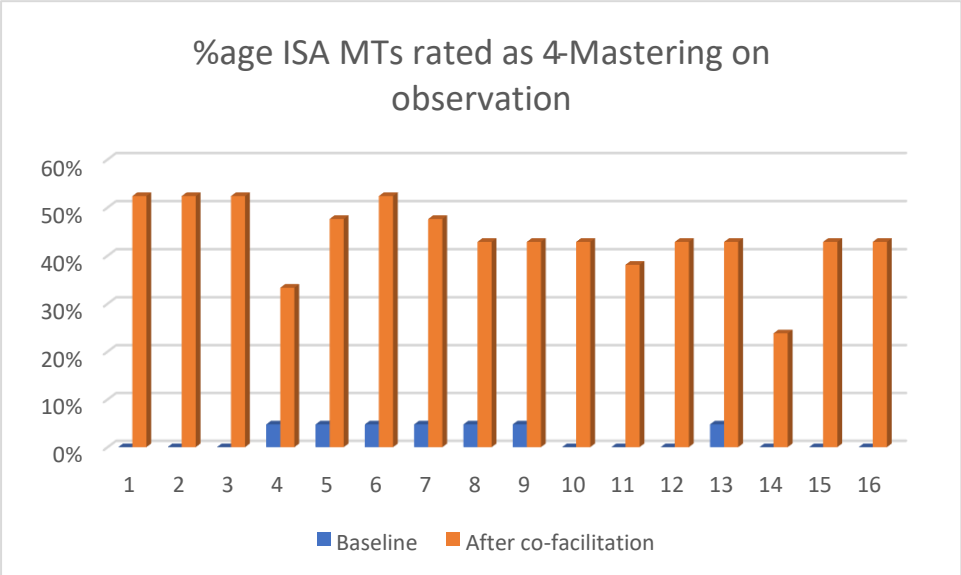


Figure 5-5: Comparison of proportion of ISA Master Trainers rated at 4-Mastering by iTESL observers - compares baseline rating and rating given while MT was co-facilitating ELT Methodology workshops

Table 5-7 presents an analysis based on observations made by iTESL consultants of these 21 master trainers as they presented micro-training sessions (baseline) and as they co-facilitated workshops in the wider ELT Methodology training. Where possible, observation ratings are drawn from Block B workshop data since it was possible for the iTESL consultants to observe all component competencies in that context whereas Block A workshops did not provide an opportunity to make an assessment against the 'Observation and Feedback' competencies.

Differences in observations rankings at baseline and after experience of co-facilitating multiple workshops were found to be statistically significant at the 95% level of confidence and hence not due simply to chance variations in the data. The effect size was highest in the planning competencies which is unsurprising given the emphasis on lesson planning in Block A of the training. The effect size for 'checking understanding' was also high consistent with the findings from the self-assessment data where the highest effect was found for using 'CCQs to check understanding of grammar and vocabulary'. The final area of strength was in 'identifying strengths and areas to develop'. This is consistent with the findings from the self-assessment exercise conducted with the same participants in the Mentoring training where there was a similarly high effect size for the competency 'I can identify areas of strength and areas in need of development of a teacher based on observation evidence' and reflects a more collaborative approach to mentoring.

Table 5-7: Statistical analysis of observation of ISA Master Trainers

Competency		Wilcoxon Signed Rank Test Results	Effect size[31]	# -ve diff	# +ve diff	# Ties
Planning	Learning Objectives	Z=3.674, p=0.000	1.5	0	17	4
	Seminar Planning	Z=3.788, p=0.000	1.5	1	19	1
	Selecting activities and tasks	Z=3.611, p=0.000	1.5	0	16	5

Competency		Wilcoxon Signed Rank Test Results	Effect size[31]	# -ve diff	# +ve diff	# Ties
Delivery	Giving instructions	Z=3.116, p=0.002	0.5	1	13	7
	Controlling activities	Z=2.835, p=0.005	1.0	1	11	9
	Grouping learners	Z=3.380, p=0.001	1.0	1	15	5
	Checking understanding	Z=3.563, p=0.000	1.5	1	17	3
	Giving feedback in a session	Z=3.255, p=0.001	1.0	1	14	6
	Adjusting the plan to take opportunities for learning	Z=2.804, p=0.005	1.0	3	13	5
	Monitoring learning	Z=3.589, p=0.000	1.0	0	16	5
Observation & Feedback	Identify strengths and areas to develop	Z=3.256, p=0.001	1.5	0	13	3
	Taking notes for feedback	Z=2.765, p=0.006	1.0	2	12	2
	Questioning skills	Z=2.391, p=0.017	1.0	3	10	3
	Giving constructive feedback	Z=2.683, p=0.007	1.0	1	10	5
Role Modelling & Reflection	Demonstrating effective training behaviour	Z=3.153, p=0.002	1.0	0	12	9
	Reflecting on own professional development	Z=3.274, p=0.001	1.0	1	14	6

ISA Methodology Course Findings

As end-of-course results are not available for Block A of the course,[32] the findings in this section are based solely on the results on the Methodology quiz, and self-assessment ratings provided by

[31] Calculated as the median of the differences in ratings

[32] Due to an administrative error

Block B participants. A separate analysis is provided for the 126 senior teachers who participated in ELT Methodology training.

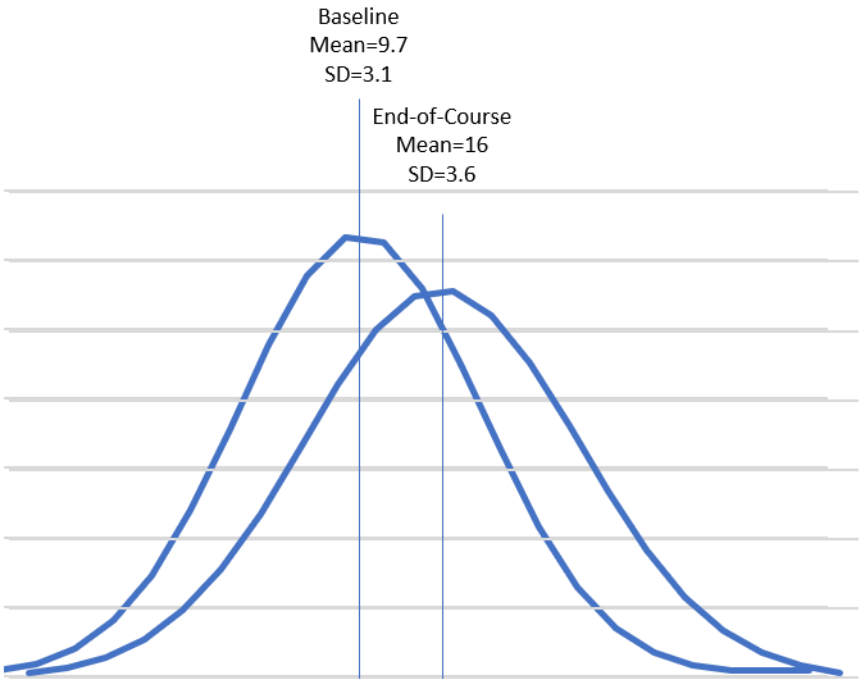


Figure 5-6: Comparison of results in the ELT Methodology quiz at baseline and end-of-course – ELT Methodology Block B for ISAs

145 ISAs completed Block B of the ELT Methodology training co-facilitated by ISA master trainers and iTESL consultants and answered the Methodology quiz (Table 5-2). The average result on the quiz at baseline was 9.8 out of 25 while the average result at the end of the course was 16. However, as the curves in Figure 5-6 illustrate, there was a wide variation in results with scores at baseline ranging from 2 to 20 and scores at end-of-course ranging from 3 to 23.

The scenario for the ELT training of senior teachers was similar. The average result on the quiz at baseline was 10 with scores ranging from 2 to 20.5 (SD=3.6) and 17 at end-of-course with scores ranging from 7.5 to 25.

Considering the variance in results, a statistical analysis of the results was essential to determine whether the observed score increase was due simply to chance variation or reflected a real increase in skills. Accordingly, a matched sample T-Test was conducted to discover whether the difference in scores could have been due to chance (at a 95% confidence level).[33] The analysis for ISA participants indicated that the difference between the pre and post course quiz results was statistically significant at the 99% level of confidence ($t(147)=17.996$, $p=0.000$). The analysis for senior teachers similarly indicated that the difference was statistically significant ($t(122)=20.132$, $p=0.000$).

[33] This level is that commonly accepted for educational research. If a significant difference in two sets of results is reported at a 95% confidence level it means that there is less than 5% chance that the noted difference would have occurred simply by chance.

However, when using a paired sample t-test it is advisable to affirm that the distribution of the test scores approximates a normal distribution. Accordingly, a Shapiro-Wilk test for normality was applied to both samples and, in the case of the course for ISAs, it was found that neither the distribution of pre-course quiz scores nor those of the post-course quiz scores could be

considered to be normal (pre-course quiz: W(147)=0.978, p=0.000; post-course quiz: W(147)=0.978, p=0.016). Nor was there a strong correlation between the two sets of figures (r = 0.201). Hence, the non-parametric Related-Samples Wilcoxon Signed Rank Test was used to confirm the result. This second test also confirmed the difference between pre-course and post course quiz scores to be statistically significant (Z=9.985, p=0.000) with an effect size of 6.3.

In the case of the courses conducted for senior teachers, the distribution of scores was indicated to be normal (Table 5-8).

Table 5-8: Shapiro-Wilk test for normality applied to senior teacher results on ELT Methodology quiz

Tests of Normality

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Baseline	.056	123	.200*	.992	123	.732
EOC	.064	123	.200*	.982	123	.100

Participants were also asked to self-assess on ELT competencies addressed by the course (Table 53). For ISAs, the median self-assessed rating at the start of the course was 3 - *I can identify what this is and I can apply it in my role* while that at the end of the course was *4 - I can identify what this is and I can apply it consistently in my role* for all but one competency *4 – I can plan logically staged writing lessons.* The median self-assessment rating for the latter was 3. A comparison of the proportion of participants who self-assessed at level 4 at baseline and at the end of the course (Fig. 5-7) indicates that participants were more confident about their ELT abilities after completing the course.

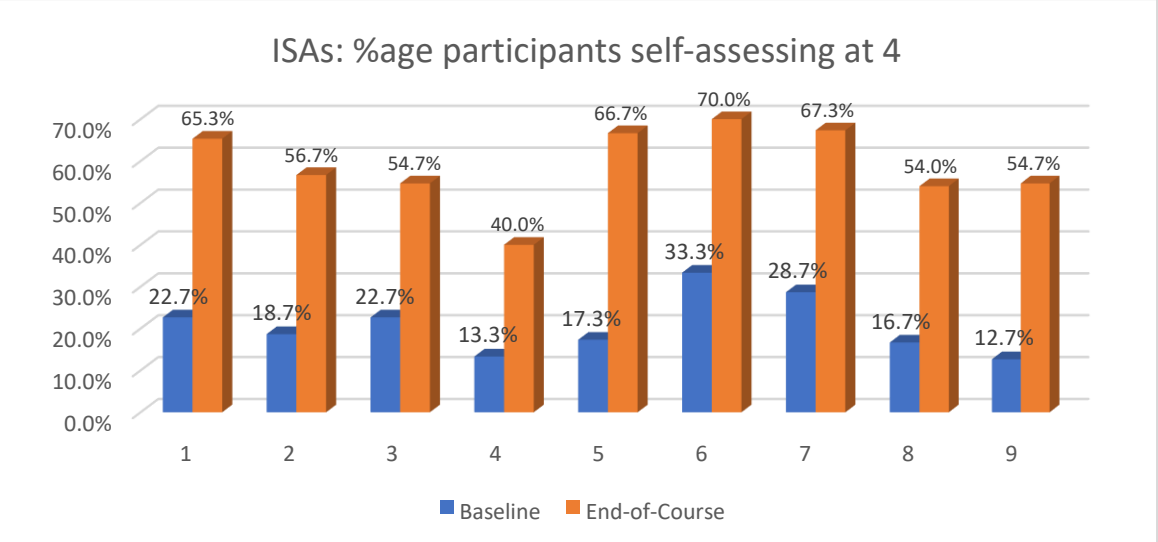


Figure 5-7: Comparison of the percentage of participants self-assessing their competence at level 4 at the start and end of the ELT Methodology Block B training for ISAs.

Senior teachers self-assessed their competence levels at the end of the course more highly than ISAs. Across all competencies, the median self-assessed rating at the start of the course was 3 while at the end of the course it was 4. Figure 5-8 illustrates the difference in the number of participants self-rating their competence at level 4 at baseline and end of course.

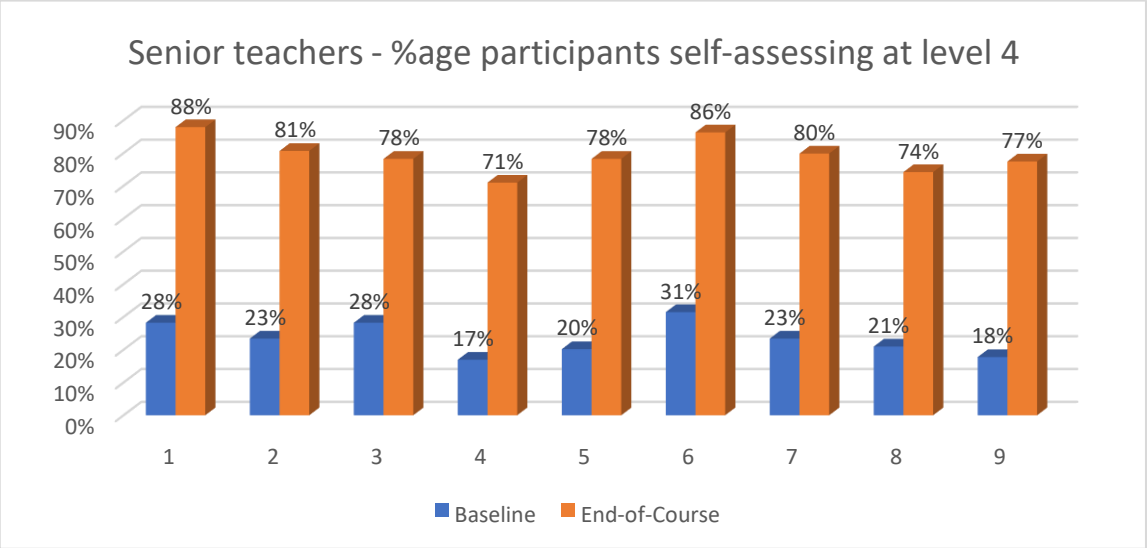


Figure 5-8: Comparison of the percentage of participants self-assessing their competence at level 4 at the start and end of the ELT Methodology Block B training for senior teachers.

Unsurprisingly, a statistical analysis of the ratings (Tables 5-9 & 5-10) indicated that this observed difference was not simply due to chance variations but reflects a real improvement. Effect sizes were relatively modest for ISAs but stronger for senior teachers.

Table 5-9: Analysis of difference in self-assessment ratings at baseline and end-of-course – ISA ELT Methodology Block B

	Competency	Wilcoxon Statistic	Effect Size[34]	# -ve Diff	# +ve Dff	# Ties
1	I can adapt coursebook activities to include pre –, while –, and post – reading activities	Z=7.462, p=0.000	0.5	8	80	62
2	I can adapt coursebook activities to include pre –, while –, and post – listening activities	Z=7.599, p=0.000	0.5	9	84	57
3	I can extend coursebook activities to include a speaking task.	Z=6.901, p=0.000	0.5	11	76	63
4	I can plan logically staged writing lessons.	Z=7.195, p=0.000	0.5	7	74	69
5	I can use a variety of error correction and feedback techniques.	Z=8.724, p=0.000	1.0	3	97	50

[34] Calculated as the median of the differences in baseline and end-of-course ratings

6	I can use a variety of classroom management techniques to maintain a positive learning environment.	Z=6.857, p=0.000	0.5	9	75	66
7	I can plan my board work to support learning.	Z=7.106, p=0.000	0.5	13	83	54
8	I can use assessment for learning techniques to inform the lesson.	Z=7.232, p=0.000	0.5	12	89	49
9	I can form and use CCQs to check understanding of grammar and vocabulary.	Z=8.186, p=0.000	1.0	7	96	46

Table 5-10: Analysis of difference in self-assessment ratings at baseline and end-of-course – Senior Teacher ELT Methodology Block B

	Competency	**Wilcoxon Statistic**	**Effect Size[35]**	**# -ve Diff**	**# +ve Dff**	**# Ties**
1	I can adapt coursebook activities to include pre –, while –, and post – reading activities	Z=7.677, p=0.000	1.0	3	80	41
2	I can adapt coursebook activities to include pre –, while –, and post – listening activities	Z=7.952, p=0.000	1.0	5	85	34
3	I can extend coursebook activities to include a speaking task.	Z=6.840, p=0.000	0.5	10	76	38
4	I can plan logically staged writing lessons.	Z=8.005, p=0.000	1.0	5	86	33
5	I can use a variety of error correction and feedback techniques.	Z=8.145, p=0.000	1.0	5	89	30
6	I can use a variety of classroom management techniques to maintain a positive learning environment.	Z=7.636, p=0.000	0.5	4	76	44
7	I can plan my board work to support learning.	Z=6.943, p=0.000	1.0	6	79	39
8	I can use assessment for learning techniques to inform the lesson.	Z=7.246, p=0.000	1.0	11	85	28
9	I can form and use CCQs to check understanding of grammar and vocabulary.	Z=8.448, p=0.000	1.0	4	94	26

While the ELT skills of course participants were observed only at the end of the course, precluding any conclusions about course impact, the median of ratings given by observers for each of the

[35] Ibid

competencies assessed (Table 5-11) is consistent with the findings above. Overall, the ELT Methodology course appears to have had a moderate impact on the knowledge and skills of ISA participants (but with a wide variation across individual participants) and a slightly higher impact on the knowledge and skills of Senior Teachers taking the course.

Table 5-11: Median ratings on observation of ELT Methodology participants at end-of-course

	Competency	Median Ratings for ISAs	Median Ratings for Senior Teachers
1	Learning Objectives	3	3
2	Seminar Planning	3	3
3	Selecting activities and tasks	3	3
4	Giving instructions	2	3

	Competency	Median Ratings for ISAs	Median Ratings for Senior Teachers
5	Controlling activities	3	3
6	Grouping learners	3	3
7	Checking understanding	2	3
8	Giving feedback in a session	2	3
9	Monitoring	2	3
10	Core skills	2	3
15	Demonstrating effective training behaviour	3	3

Conclusions and recommendations

It can be concluded that the Mentoring course for ISAs had a moderate positive impact on the knowledge, skills and confidence of participants with the most salient change being in the attitude of participants towards the mentoring role. A strong tendency to adopt a more collaborative approach to mentoring was evident with participants more likely to see themselves as a support and guide helping teachers to achieve their own goals.

The Master Trainer course for selected ISAs there was evidence of a moderate increase in ELT knowledge and self-confidence. The highest effect size was seen for the use of CCQs to check understanding of grammar and vocabulary suggesting that this might have been a new skill area. However, as they co-facilitated the ELT Methodology course for ISAs and senior teachers, the ISA Master Trainers grew in confidence and skill. This was especially evident in the area of planning competencies which is unsurprising given the emphasis in Block A of the ELT Methodology training on lesson planning. Other areas with strong growth were skills in checking understanding (consistent with the noted improvement in confidence in using CCQs) and in identifying teacher

'strengths and areas to develop'. This competency had also been identified by participants in the Mentoring training as an area of personal growth.

During the ELT Methodology training for ISAs and senior teachers, average scores on the ELT Methodology quiz almost doubled although there was high individual variance. Self-assessment ratings also indicated a consistent increase in confidence across all competencies although statistical analysis showed a lower effect size for ISAs than for senior teachers. Senior teachers also scored better on observation of ELT skills at the end of the course than ISAs.

On this basis, it is possible to conclude a positive gain at Kirkpatrick Level 2 – Learning. However, as the only group observed outside the course were the 21 ISA Master Trainers, it is not possible to reach strong conclusions about the impact of courses at Kirkpatrick Level 3 – Behaviour. Similarly, it is not possible to draw conclusions in relation to Intermediate Outcome 4

> ***Intermediate Outcome 4:*** *ISAs use mentoring skills in regular support of English, Maths, Science and IT teachers in schools in their Education Zones.*

It is a recommendation of the study that further research be done in this area.

Chapter 6 : Assistant Director of English Practical Training

In this section we review the Assistant Director of English Practical Training (ADEPT). This component of iTESL was put in place at the request of the Ministry since a primary role of Assistant Directors of English (ADEs) is to support In-service advisors (ISAs) and it was felt that they needed to be aware of the content of the iTESL training to be able to do that effectively. Related steps in the iTESL Programme Logic are Output 5 and Intermediate Outcome 5.

***Output 5**: Assistant Directors of English familiar with content of training provided to ISAs and school leaders*

***Intermediate Outcome 5**: ADEs support ISAs to train and mentor teachers*

In the first round of training, the main focus of the course was on best language teaching and training practices, with peripheral sessions on mentoring and leadership. Based on feedback from participants, then course content was subsequently adapted to provide awareness training on the basics of ELT Methodology, the ENAPR training model, the observation cycle, speaking and listening assessment, and principal leadership training, and to focus on action planning to support future iTESL activities nationwide. A total of 57 ADEs (just over 60% of the national cadre) completed the full five-day training.

Evaluation of the ADEPT was done with a questionnaire/quiz based on course content (Appendix C) which was completed before and after the training. Baseline results on the quiz confirmed the initial impression of iTESL trainers that there was a wide range of knowledge of English language systems and methodologies amongst the group and that this reflected an equally wide variation in the role of the ADE from province to province.

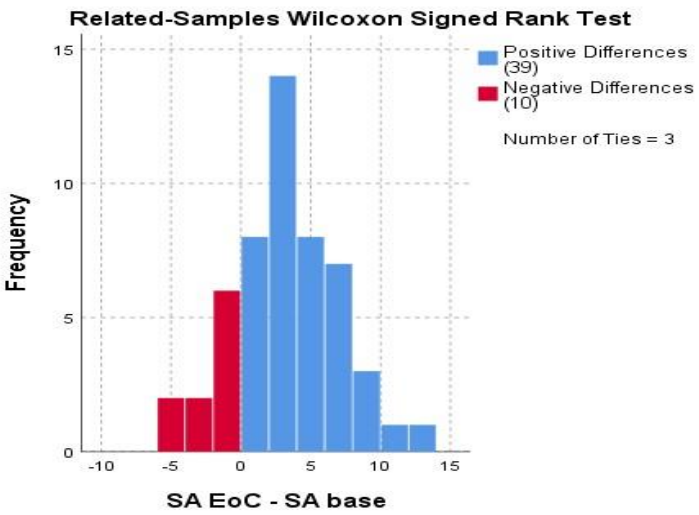
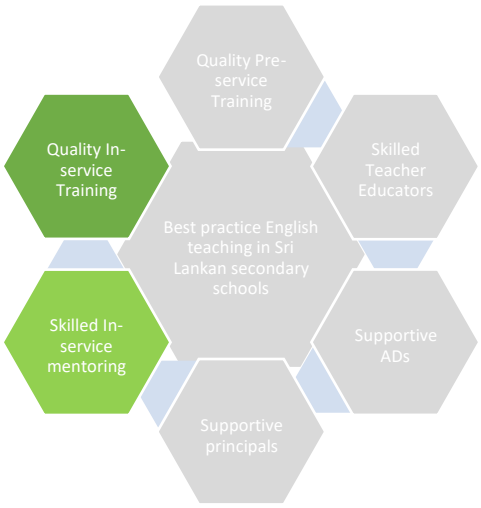


Figure 6-1: Difference in end-of-course and baseline scores (ADEPT)

The average score on the quiz at baseline was 60% increasing to 74% by the end of the training. Figure 6-1 illustrates the pattern of the differences in quiz scores. Although it is clear that there was an increase in knowledge overall, a range in raw scores from 7 to 18 at baseline compared to a range from 8 to 19 by the end of the training indicates that some ADE participants would have benefited from more training.

A T-Test of the results of the 52 participants who completed both the pre and post quizzes, indicated the difference in results to be statistically significant $t(51) = 5.346$, $p=0.000$. Although a Shapiro-Wilk test for normalcy indicated the distribution of post-course test results to deviate from that of a normal distribution, prompting the use of the non-parametric Wilcoxon signed rank test to verify the results, this second test confirmed the statistical significance of the difference: $Z(51)=4.444$, $p=0.000$.

Chapter 7 : Continuous Professional Learning and Development for Teachers



Continuous Professional Learning and Development for Teachers (CPLDT) is an initiative by the Ministry of Education (MoE) under iTESL which aims to contribute towards establishing an enabling environment for best practice English language education in Sri Lankan secondary schools. It supports iTESL and the parallel TEE programme by providing English teacher trainees taking up new positions in Sri Lankan secondary schools with the support of a cadre of existing English teachers who have a solid understanding of the fundamentals of best practice in ELT.

CPLDT is an 18-hour course targeting over 10,000 secondary school English teachers and draws on the Teacher Educator Courses (TEC) conducted under iTESL. To identify components of the TEC course that should be prioritised in CPLDT, the iTESL team conducted a focus group discussion with secondary school English teachers and a survey of the ISA Master Trainers (ISA MTs) who had co-delivered the ELT Methodology courses to English ISAs and Senior Teachers. Based on the findings, and together with input from the MoE and British Council, the following course content was selected:

- Teaching reading
- Teaching grammar communicatively
- Using activities to maximise participation The course was subsequently piloted and

revised.

The course uses a 'cascade' process for its delivery. The first phase involved iTESL consultants training ISA MTs. Phase Two involved ISA MTs delivering the course to ordinary ISAs at nine training venues (one in each province). In Phase Three, these ISAs delivered the course to secondary school English Teachers. To support the ISA MTs to prepare for their role, iTESL consultants conducted a 5-day workshop with them at the Polgolla National Institute of Cooperative Development in July, 2019.

The target for the training was 10,000 secondary English teachers (approximately 60% of all English teachers working at this level across the country). The programme reached approximately 50% of this target with representation from all provinces.

Approach to monitoring the training and analysing the findings

A 'bullseye' feedback system was used to measure the confidence of the ISA MTs in cascading the training. In the bullseye method of participant perception evaluation, those attending the course are asked to mark a paper bullseye based on their feelings about what they have experienced in the course; a mark closer to the centre or 'bulls eye' indicates a more positive response.

In Phase One of the cascade training (iTESL consultants train ISA MTs), the statements evaluated using the bullseye method, were:

1. How did the consultant facilitate the workshop? 2. How confident are you with the subject matter?
3. Are the materials comprehensive?
4. How prepared are you to train ISAs?

In Phase Two (ISA MTs training ISAs) the statements presented were:

1. I feel fully prepared to train teachers to deliver the 3-day TT course to teachers
2. I fully understand the administration processes for before, during and after the training
3. I fully understand the content of the 3-day TT course
4. My trainers were models of good training practice

In Phase Three (ISAs training English teachers) the statements presented were:

1. I understand the course content of the 3-day TT course
2. I understand how to increase pupil participation in my classes
3. My trainers were good models
4. My trainers knew the course content well

Responses at this level provide feedback at **Level One: Reaction** of the Kirkpatrick Training Evaluation Model.[36]

To gauge the impact of the training at Kirkpatrick **Level Two: Learning**, participating teachers were directed to complete an online quiz at the start of the course and once again at the end of the course. The content of the quiz is shown in Table 7-1.

Table 7-1: Pre and Post Quiz Questions (CPLDT)

1. How many stages are there in a reading lesson? a. One b. Two c. Three d. Four 2. Here is a list of reading activities. Decide if they are 'pre', 'while' or 'post'. I. Comprehension questions II. Use words in personalised sentences III. Look and Say IV. Summary sentence V. Describe pictures 3. Mark the following sentences as true or false I. Pronunciation is necessary when teaching grammar II. In a production activity, the focus is on accuracy III. You should use CCQs at the practice stage IV. A role play is a production activity V. Putting the language in context means setting the scene 4. Scaffolding helps pupils to

[36] Refer to Section X.X for a discussion of the Kirkpatrick Training Evaluation Model.

a. Memorise dialogues
b. Be competitive
c. Do an activity better

5. Individual students have to present answers to the whole class a. True
b. False

6. Fixed rows in large classes make group work impossible.
a. True
b. False

Where teachers did not own a smartphone or did not have a data plan, they were asked to complete the quiz using the phone of another participant. With shared devices, it is always possible that participants will copy or get guidance from each other. Accordingly, the answers of those who shared devices[37] were checked. Of 4056 responses recorded for the pre-test, there were only 42 cases (1%) where answers given to all questions were exactly the same (indicating a possible collusion). The number of matching responses in the post-test results was much higher (483 of 4056) but as more participants selected correct answers, this was not felt to be a useful indication of potential copying.

Another factor that could have had a potential influence on results was teacher prior knowledge of technical terms such as 'production activity', 'practice stage' and 'CCQ'. Pre-test scores of teachers who were not familiar with the terminology but did know the concept would not truly reflect their ability. It was not possible to assess the influence of this factor.

Pre and post quiz results were matched on the basis of participant NIC and a matched sample T Test conducted to discover whether the difference in scores could have been due to chance (at a 95% confidence level).[38] There were 698 post-course quiz results for which there was not a matching pre-course quiz record bringing the usable sample size down to 2,687 records.

Teachers were also observed by ISAs back in their schools providing data at **Kirkpatrick Level Three: Behaviour**. Teachers who had not participated in CPLDT training were observed in addition to those who had in order to provide a counterfactual[39] for the evaluation. ISAs entered their observations directly to Survey Monkey so that the British Council could collect data in real time. A copy of the observation instrument is in Table 7-2. As this was the first time for some ISAs to use an online data

[37] Survey Monkey, the tool which hosted the quiz, collects the IP address of the device used to respond to questions so it was possible to know who shared a phone to answer the quiz by looking at the IP address.
[38] This level is that commonly accepted for educational research. If a significant difference in two sets of results is reported at a 95% confidence level it means that there is less than 5% chance that the noted difference would have occurred simply by chance
[39] In its simplest form, counterfactual impact evaluation (CIE) is a method of comparison which involves comparing the outcomes of interest of those having benefitted from a policy or programme (the "treated group") with those of a group similar in all respects to the treatment group (the "comparison/control group"), the only difference being that the comparison/control group has not been exposed to the policy or programme. The comparison group provides information on "what would have happened to the members subject to the intervention had they not been exposed to it", the counterfactual case' (https://ec.europa.eu/jrc/en/research-topic/counterfactual-impact-evaluation, online).
[39] The generally accepted level for educational research

collection tool, there was some duplication of records caused by responses being sent multiple times; some records which appeared to be test records; and some cases where a partial record had been sent and then, minutes later, a more complete entry for the same teacher and class. For instance, in 26 cases (of 291), it was indicated that the teacher being observed had not participated in the CPLDT training when, in fact, pre-course and post course quiz results were available for the teacher. In 35 cases, ISAs recorded that the teacher being observed had participated in the course but there are no existing pre-course or post-course quiz results for them. After data cleaning, the number of usable records decreased from 291 to 216.

Table 7-2: Teacher observation schedule

1. Did the teacher do the following during the lesson? Tick all that apply.
   i. Pre-reading activity/ies
   ii. While-reading activity/ies
   iii. Post-reading activity/ies

1b. If a post-reading activity was done, was it a speaking activity?

2. Did the teacher do the following during the lesson? Tick all that apply.
   i. Set the context
   ii. Explain the meaning
   iii. Use CCQs
   iv. Teach the form
   v. Teach the pronunciation
   vi. Give controlled practice
   vii. Give freer practice

2b. If freer practice was done, was it a speaking activity?

3. Did the teacher do the following during the lesson? Tick all that apply.
   i. Engage the whole class in pair and group work activities
   ii. Use participatory feedback

The difference between CPLDT participants and non-participants on each of the measures of good teaching practice was analysed statistically. This was done separately for each indicator as a series of 2 x 2 contingency tables. As the data is category level data ('Observed' or 'Not Observed' for

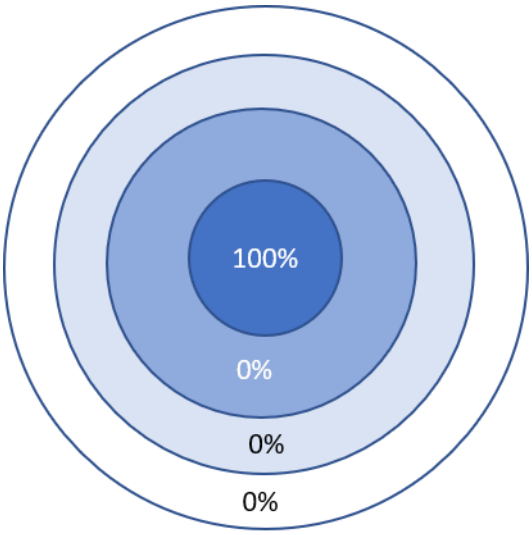
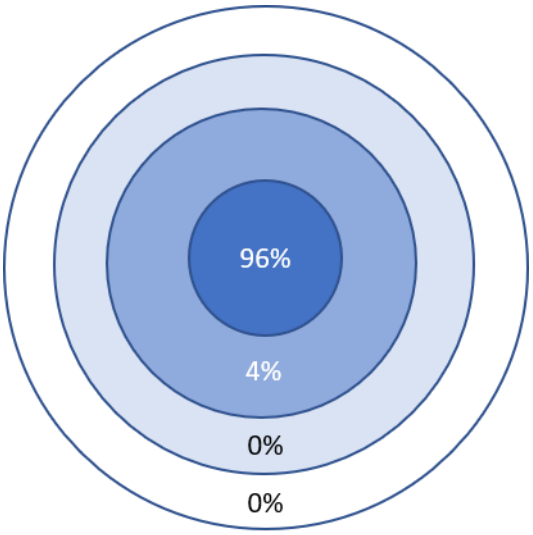
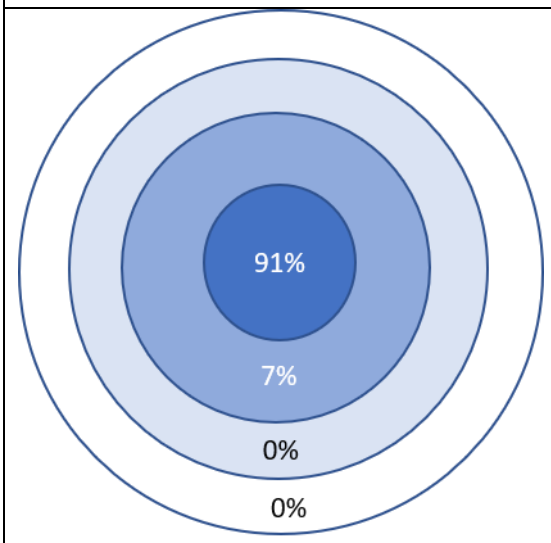
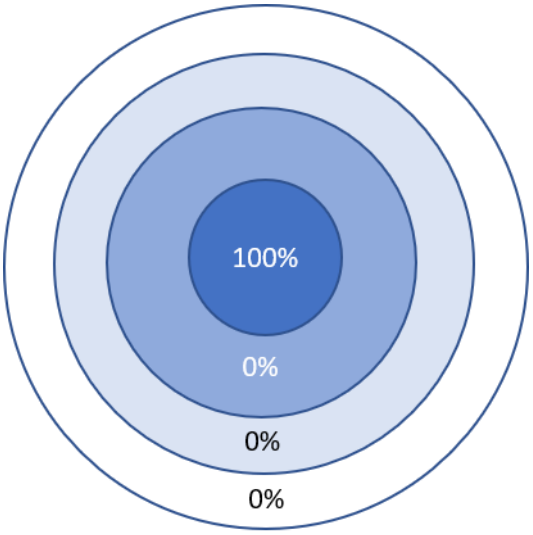
each indicator), a Pearson Chi-Square non-parametric test was used. Where the expected cell count in the contingency table was less than 5, a Fisher's Exact test[40] was used instead.

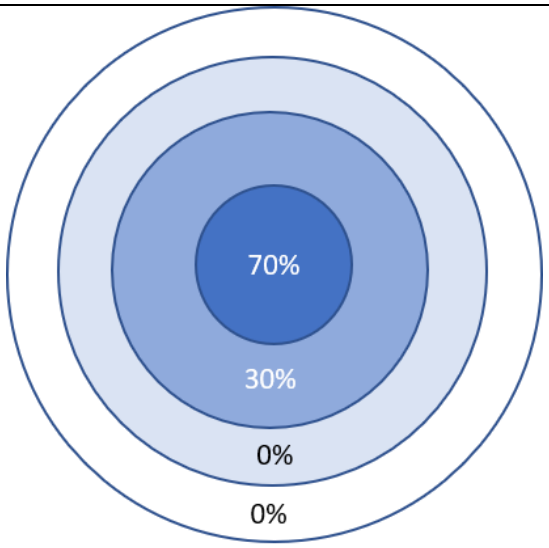
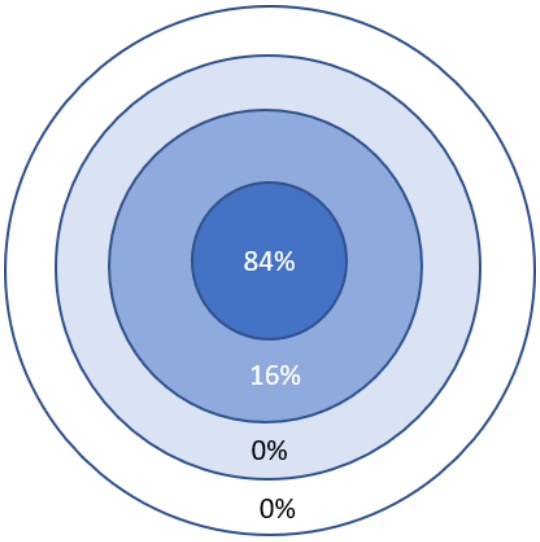
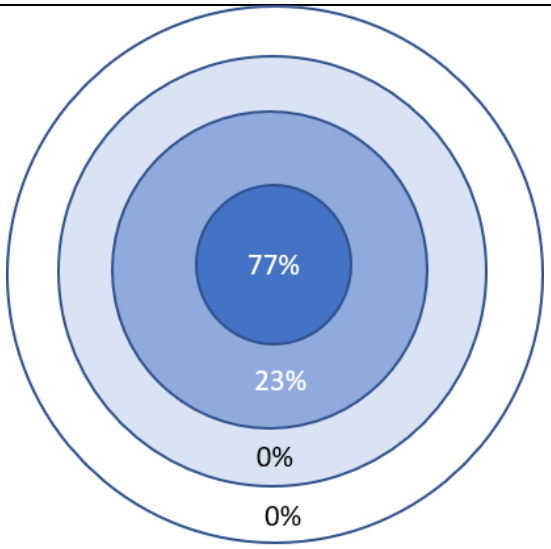
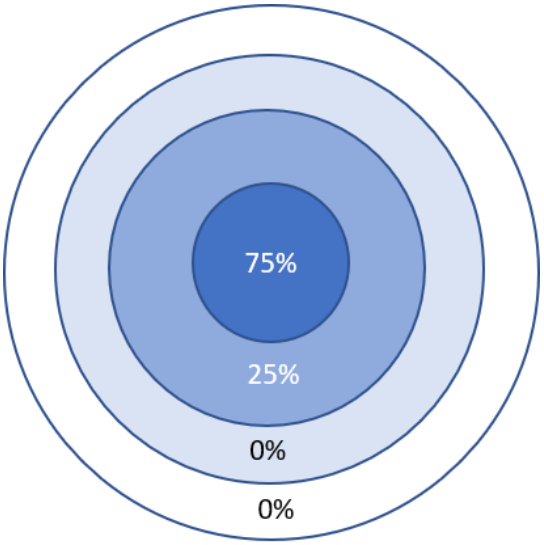
Analysis of the findings

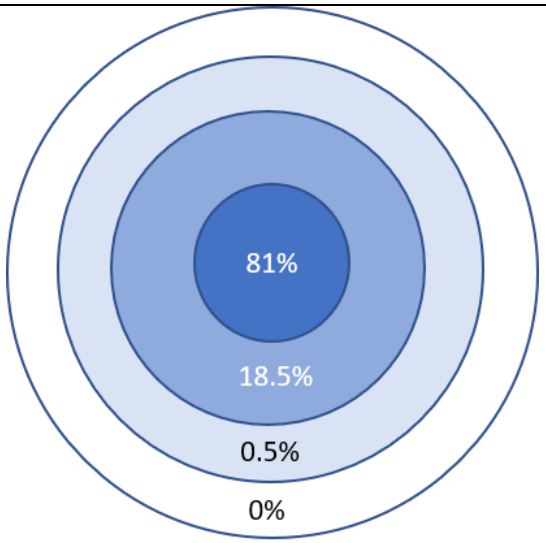
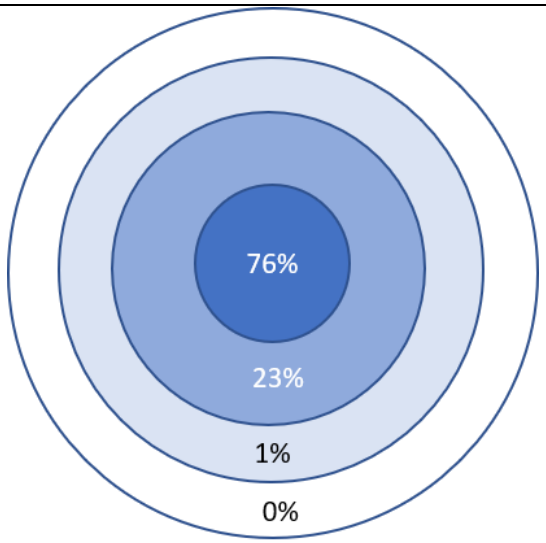
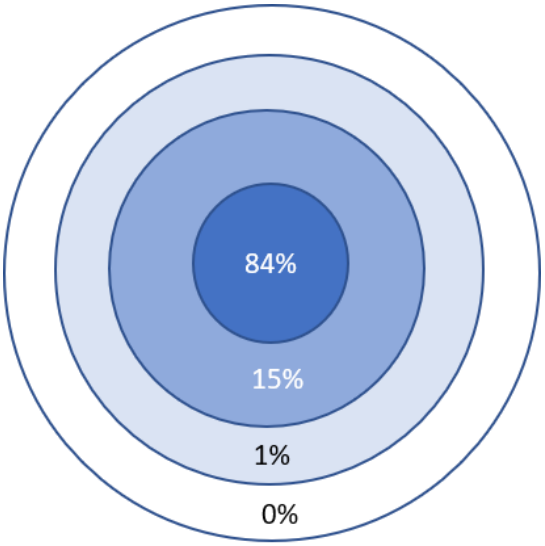
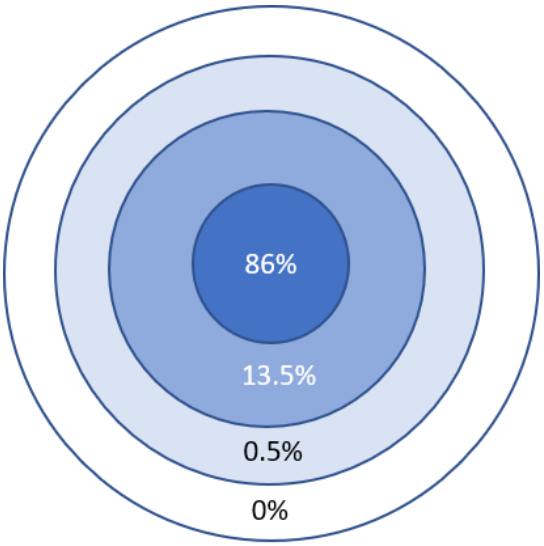
Kirkpatrick Level One: Reaction

The reaction to the training in each of the phases (consultant training ISA MTs; ISA MTs training ISAs; and ISAs training teachers) was very positive as can be seen in the figures below. In most cases, the training was perceived to be 'hitting the bullseye'. Confidence in their understanding of the course content and their ability to apply it was uniformly high for participants at each level.

[40] Fisher's exact test is a statistical significance test used in the analysis of contingency tables. Although in practice it is employed when sample sizes are small, it is valid for all sample sizes. The test is useful for categorical data that result from classifying objects in two different ways (i.e. the behaviour was or was not observed); it is used to examine the significance of the association (contingency) between the two kinds of classification.

PHASE One: iTESL consultants train ISA MTs	
1. How did the consultant facilitate the workshop? (n = 23)	2. How confident are you with the subject matter? (n = 23)
	
3. Are the materials comprehensive? (n = 23)	4. How prepared are you to train ISAs? (n = 23)
	

PHASE Two: ISA MTs train ISAs	
1. I feel fully prepared to train teachers to deliver the 3-day TT course to teachers (n = 223)	2. I fully understand the administration processes for before, during and after the training (n = 226)
	
3. I fully understand the content of the 3-day TT course (n = 229)	4. My trainers were models of good training practice (n = 229)
	

PHASE Three: ISAs train teachers	
1. I understand the course content of the 3-day TT course (n = 1590)	2. I understand how to increase pupil participation in my classes (n = 1576)
	
3. My trainers were good models (n = 1590)	4. My trainers knew the course content well (n = 1590)
	

Kirkpatrick Level Two: Learning

The confidence that teachers expressed in their bullseye course evaluations was substantiated by their results on the pre and post course quiz. The average score on the pre-course quiz was 54% while the average score at the end of the course was 71%. Only 3 of 4056 teachers who did the pre-course quiz scored full marks on it, but 34 participants obtained 100% on the quiz after following the course. 90% of participants increased their quiz scores with more than half (1,352) increasing their score by more than 20 percentage points (Fig. 7-1). Figure 7-2 shows the proportion of participants from each province who achieved scores in each of the designated score ranges. The proportionate breakdown

of all participants taken together is shown in the 'Grand Total' bar. Figure 7-3 presents the corresponding story for the post-course quiz completed by 3385 teachers.

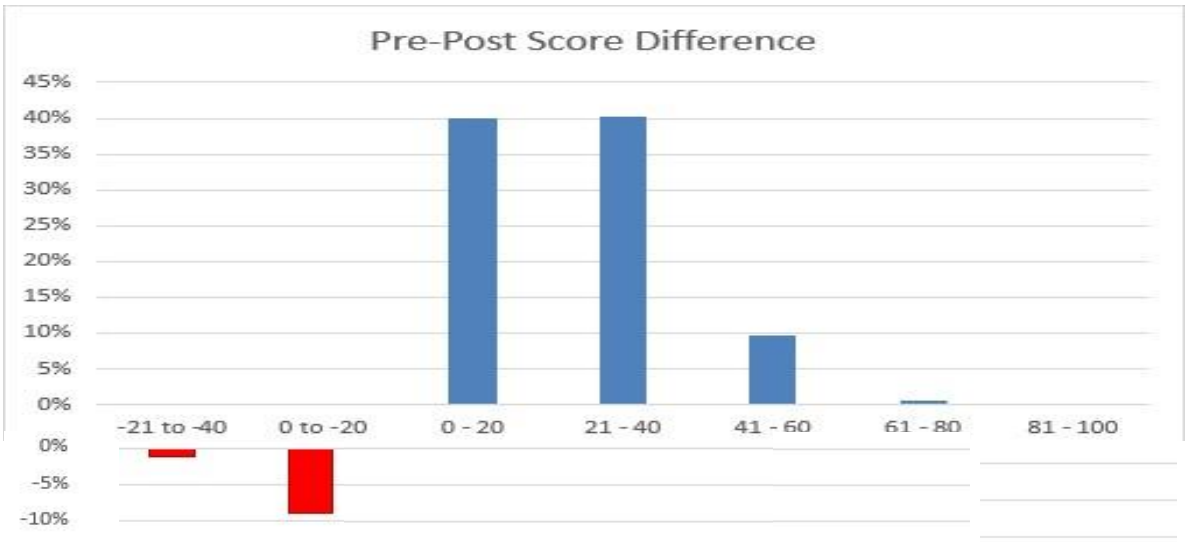


Figure 7-1: Percentage difference in pre and post course quiz results (CPLDT)

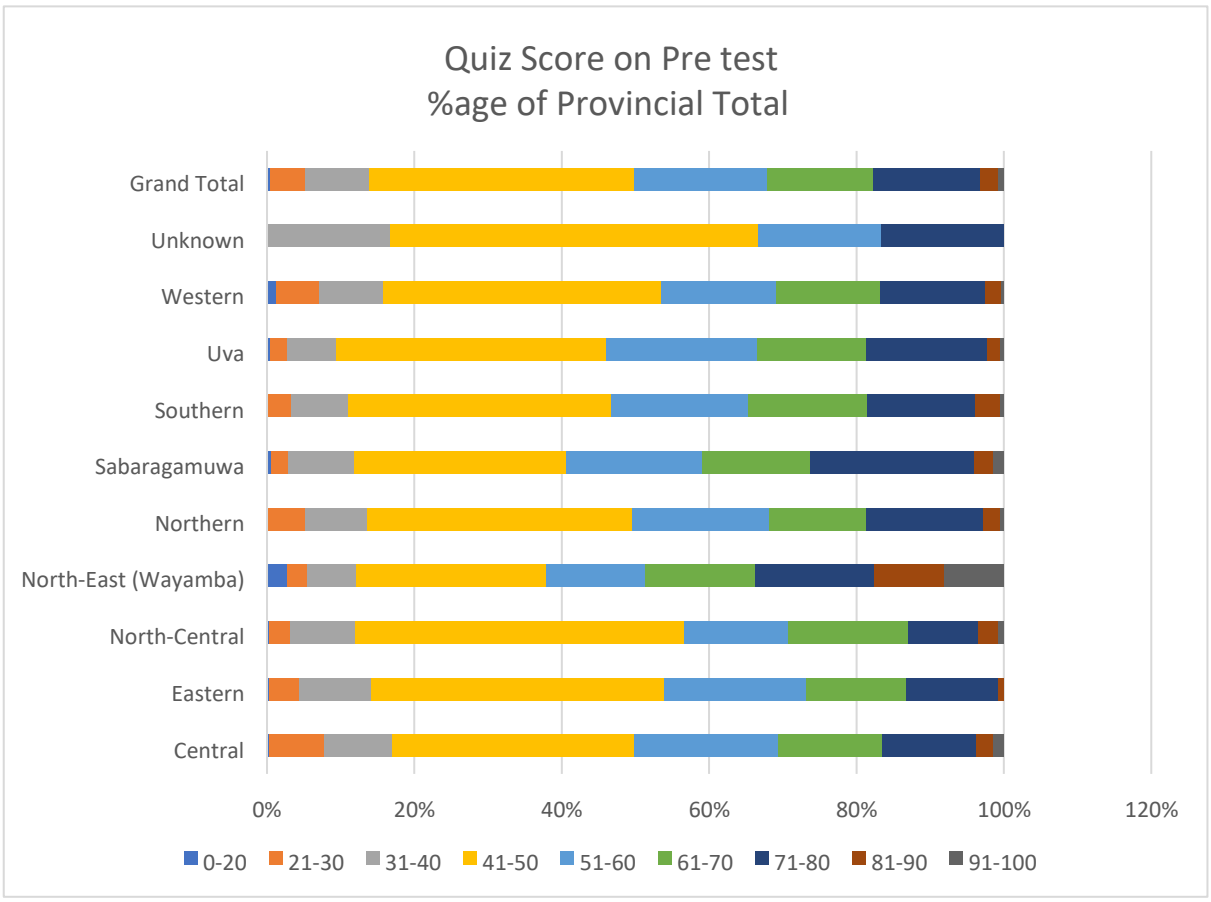


Figure 7-2: Participant scores on Pre-Course Quiz as proportion of the number of participants per province

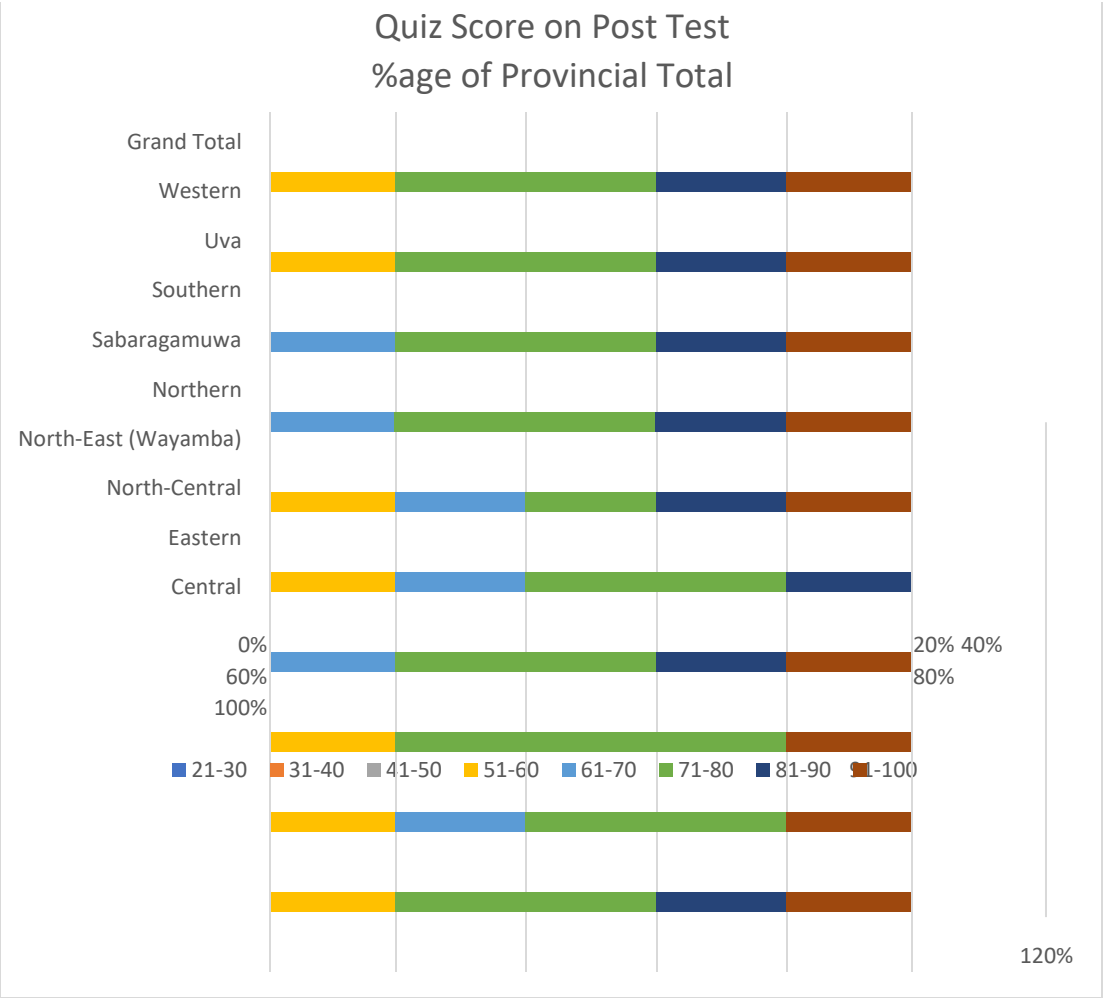


Figure 7-3: Participant scores on Post-Course Quiz as proportion of the number of participants per province

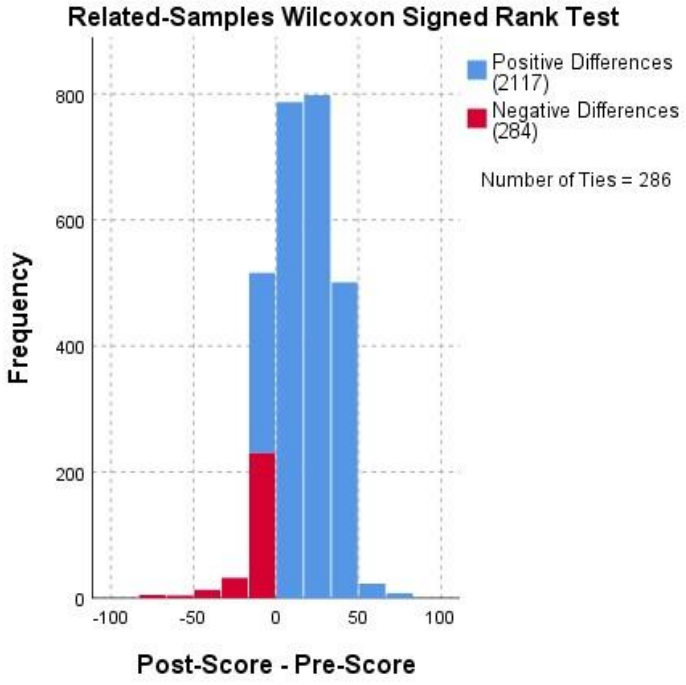


Figure 7-4: Range of differences in pre and post course quiz scores (CPLDT)

To test the hypothesis that the difference between the pre-course quiz results (M=53.49, SD=13.67) and post-course quiz results (M=70.67, SD = 13.08) is statistically significant (i.e. not simply due to chance), a paired sample t-test was applied. The findings ($t(2686)=-50.048$, $p<0.001$) support the rejection of the null hypothesis indicating that the difference between the pre and post course quiz scores is statistically significant.

However, when using a paired sample t-test, even with large sample sizes such as there are in this case, it is advisable to affirm that the distribution of the differences in test scores (post-course result - pre-course results) approximates a normal distribution. Accordingly, a Shapiro-Wilk test for normality was applied and it was found that the distribution of the differences in quiz scores cannot be considered to be normal ($W(2686)=0.973$, $p<0.001$). Nor was there a strong correlation between the two sets of figures ($r = 0.177$). Hence, the non-parametric Related-Samples Wilcoxon Signed Rank Test was used to confirm the result. This second test also confirmed that the difference between pre-course and post-course quiz is statistically significant ($Z=36.746$, $p<0.001$).

Kirkpatrick Level Three: Behaviour

No ROI (return on investment) analysis of CPLDT would consider ***knowledge*** of best practice to be a sufficiently robust measure without an indication that the knowledge gained through the training could, and will, be applied in schools. Accordingly, ISAs were asked to observe teachers in their classrooms. To provide a counterfactual to this final part of the evaluation, they were asked to observe both teachers who had participated in the CPLDT training and those who had not. An analysis of observed behaviour in the teaching of reading including the results of a Pearson Chi Square non-parametric test of the difference between those who had participated in CPLDT and those who had not, is provided in Table 7-3. While all differences were found to be statistically significant at the 95% level of confidence, the most substantial impact of the training is seen in an increase in the use of pre-reading and while-reading activities which scaffold the reading activity for poorer learners. Of special note is the finding that none of the untrained teachers used a post reading activity that involved speaking.

Table 7-3: Impact of CPLDT on observed behaviour in the teaching of reading

TEACHING READING				
	Pre-reading activity observed	**While-reading activity observed**	**Post-reading activity observed**	**Post-reading activity involved speaking**
Followed CPLDT (n=56)	93%	89%	79%	39%
Did not follow CPLDT (n=24)	50%	54%	50%	0%
Difference	43%	35%	29%	39%
Difference statistically significant?	(t(1)=19.286, p<0.001)*	(t(1)=12.382, p<0.001)	(t(1)=6.531, p<0.05)	(t(1)=13.005, p<0.001)

* Result calculated using Fisher's Exact Test since some expected counts in the contingency table were less than 5.

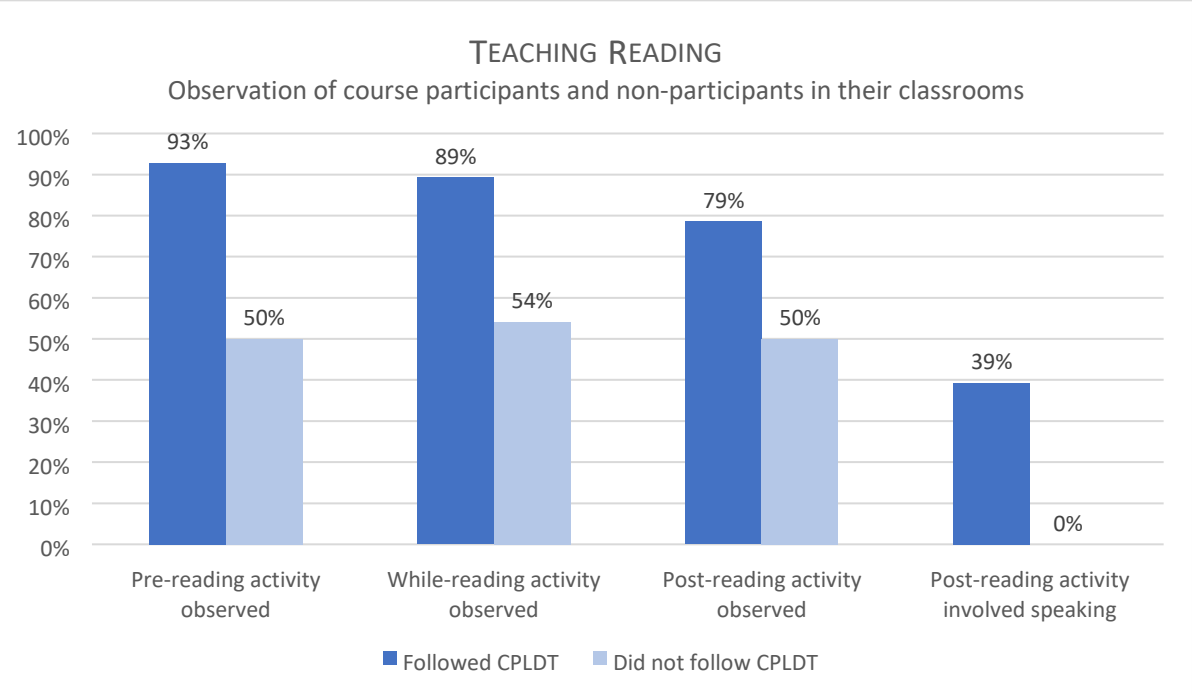


Figure 7-5: Comparison of participant and counterfactual group on teaching reading (CPLDT)

When ISAs focused on action taken by teachers to maximise interaction in their classroom, it was observed that CPLDT participants were far more likely to engage students in pair and group work activities and to use participatory feedback. This is a surprising finding since the importance of pair and group work has long been emphasised in preservice and in-service teacher training in Sri Lanka. An analysis of observed behaviour including the results of a Pearson Chi-Square test of the difference between those who had participated in CPLDT and those who had not, is provided in Table 7-4. Differences on both indicators were statistically significant at a 99% level of confidence.

Table 7-4: Impact of CPLDT on teacher actions to maximise interaction & student participation

MAXIMISING PARTICIPATION		
	The teacher engaged the whole class in pair and group work activities	**The teacher used participatory feedback**
Followed CPLDT	83%	69%
Did not follow CPLDT	39%	33%
Difference	44%	36%
Difference statistically significant?	(t(1)=45.071, p<0.001)	(t(1)=26.826, p<0.001)

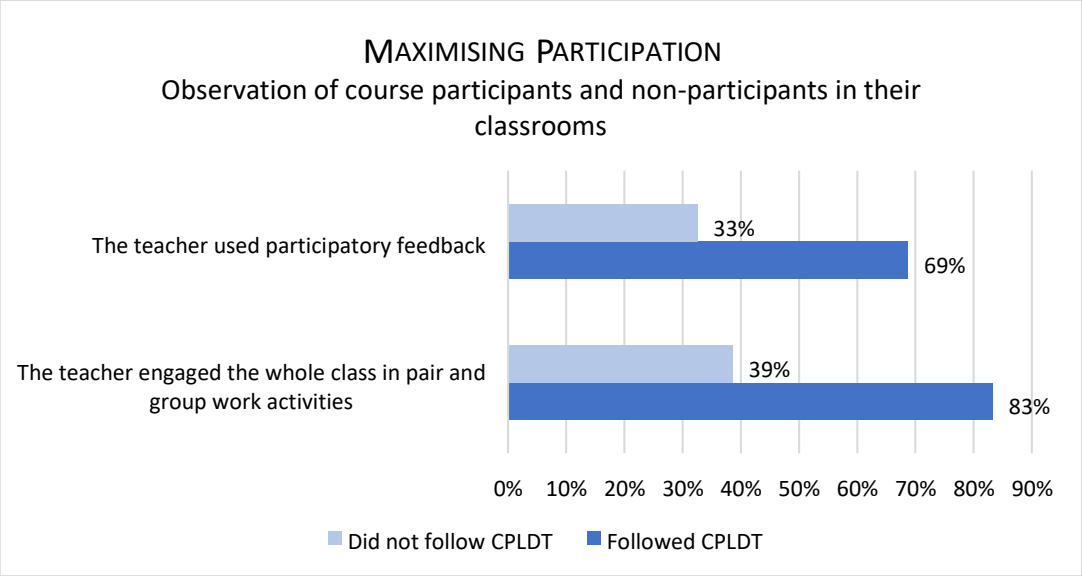


Figure 7-6: Comparison of participant and counterfactual group on classroom interactions (CPLDT)

An analysis of observed behaviour in the teaching of English grammar including the results of a Pearson Chi-Square test of the difference between those who had participated in CPLDT and those who had not, is provided in Table 7-5. An important finding here is that, regardless of their participation in CPLDT, English teachers tend to teach the grammatical form. For this indicator, the difference between teachers who had followed CPLDT and those who had not, was not statistically significant. Untrained teachers were also fairly likely to give their students opportunities for controlled and freer practice of new grammar. However, this freer practice rarely involved speaking exercises. Even teachers who had followed CPLDT were unlikely to use speaking exercises in this context although 70% of them were observed to teach the pronunciation of new language. Finally, although 67% of untrained teachers were observed to explain the meaning of new terms, none of them were observed to use Concept Checking Questions (CCQs) to ensure that student understood their explanations.

Table 7-5: Impact of CPLDT on observed behaviour in the teaching of grammar

TEACHING GRAMMAR								
	Teacher set the context	**Teacher explained the meaning**	**Teacher used CCQs**	**Teacher taught the form**	**Teacher taught the pronunciation**	**Teacher gave controlled practice**	**Teacher gave freer practice**	**Freer practice involved speaking**
Followed CPLDT	70%	92%	60%	82%	70%	84%	68%	46%
Did not follow CPLDT	33%	67%	0%	70%	7%	60%	30%	7%
Difference	37%	25%	60%	12%	63%	24%	38%	39%
Difference statistically significant?	(t(1)=11.471, p<0.01)	(t(1)=8.335, p<0.01)	(t(1)=28.80, p<0.001)	(t(1)=1.548, p=0.213)*	(t(1)=30.254, p<0.001)	(t(1)=5.760, p<0.05)	(t(1)=5.760, p<0.05)	(t(1)=13.502, p<0.001)

* Difference not statistically significant

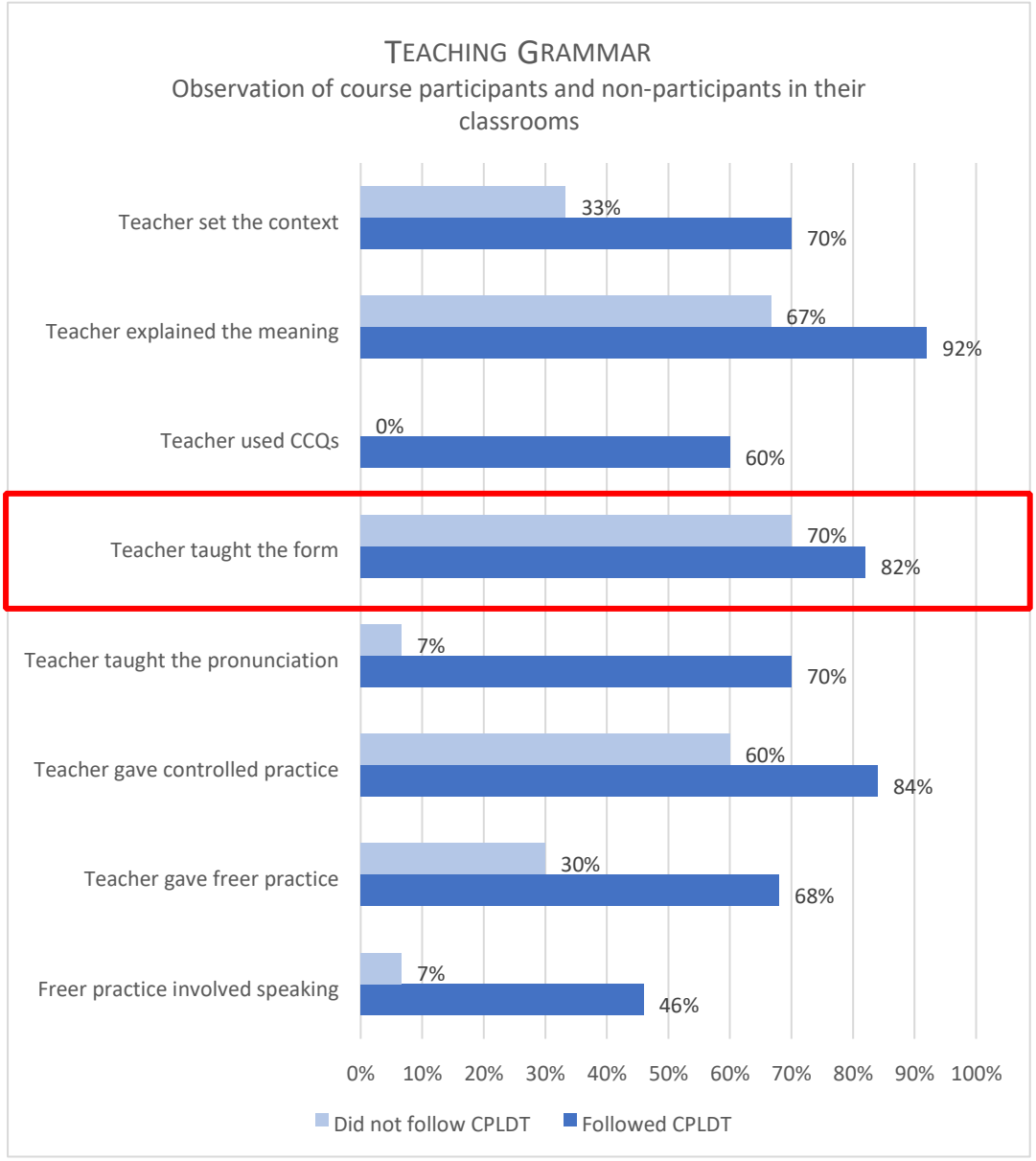


Figure 7-7: Comparison of participant and counterfactual groups on teaching grammar (CPLDT)

Conclusions and recommendations

Although the target of training 10,000 secondary English teachers has not yet been met, the evidence indicates that the impact of CPLDT on those teachers who did participate was substantial. Teachers were far more likely to scaffold the teaching of reading by using pre and while reading activities after CPLDT training and to support their students by setting the context at the start of a grammar lesson. Trained teachers used concept checking questions to know whether students understood their explanations; untrained teachers did not.

The relatively low proportion of untrained teachers who engage their classes in pair and group work activities (39%) was a surprising finding of the evaluation. The benefits of pair and group work activities have long been emphasised in English language teaching methodology courses and in-service training. It was, however, good to see 83% of CPLDT trained teachers engaging their students in this manner.

An important and disappointing finding was the continuing lack of emphasis on spoken English. Although 46% of CPLDT trained teachers were observed to use speaking activities in freer practice activities in their grammar lessons compared to only 7% of untrained teachers and 39% of teachers used speaking activities in post-reading exercises compared to 0% of untrained teachers, there remains substantial room for improvement. It can be hoped that the introduction of speaking and listening assessment into school-based assessment will have a positive impact in the future.

Considering the positive feedback given by participants at each phase of the cascade training model, it can be concluded that the quality of the training at each level contributed substantially to the positive impact of CPLDT. Participating teachers enjoyed the training, found it relevant, learned from it and, most importantly, were able to apply what they had learnt in their own classrooms.

An interesting question which was not investigated in this evaluation was the bearing that the involvement of in-service advisors (ISAs) as trainers had on the success of the programme. Given the influence of ISAs in schools, it would be reasonable to hypothesise that having them act as trainers contributed to the success of the programme. The established benefit of ELT training for English ISAs (refer Chapter 5) could also be presumed to be a factor.

APPENDIX A: Trainer Competency Observation Tool

		Competency	Description
1	Planning	Learning Objectives	Writing LOs that are SMART and related to the teaching context.
2		Seminar Planning	Preparing a session that is logically staged with each stage supporting the Los
3		Selecting activities and tasks	Selecting a range of activities and tasks to effectively support the participants in achieving the LOs.
4	Delivery	Giving instructions	Consistently giving clear, well-staged and checked instructions / demonstrations.
5		Controlling activities	Consistently managing transitions between activities well in response to participants' progress.
6		Grouping learners	Utilising appropriate and varied interaction patterns to maximise learning with consideration of individual participants in support of the LOs.
7		Checking understanding	Checking participants' understanding at different stages in the session using a range of techniques effectively.
8		Giving feedback in a session	Providing feedback in a timely manner. The trainer can respond to participant contributions / needs to support learning.
9		Adjusting the plan to take opportunities for learning	Demonstrating flexibility within the session to take advantage of opportunities for learning that emerge.
10		Monitoring learning	Monitoring for task progress and feedback and using this to inform the rest of the session.
11	Observation & Feedback	Identify strengths and areas to develop	Identifying strengths and areas to develop in relation to the participant's professional practices as well as developmental resources.
12		Taking notes for feedback	Taking notes in relation to the observation criteria to support and provide evidence in the feedback stage.
13		Questioning skills	Using questions to guide the participants in raising awareness of strengths and ways to develop areas identified in need of development.
14		Giving constructive feedback	Giving feedback that is evidence based, constructive and timely. The trainer gives feedback in a sensitive manner creating a safe environment. The trainer guides the participant to reflect on strengths and areas to develop and how.
15		Demonstrating effective training behaviour	Modelling best practice during the session in terms of facilitating teaching-learning activities consistently throughout the session.

16	Role Modelling & Reflection	Reflecting on own professional development	Reflection on own professional needs, interests and learning preferences and able to identify areas for development in relation to own professional practices as well as institutional needs.

APPENDIX B: Core Skills Competency Framework

These key core skills competencies have been selected from the 25 required for validation purposes. Many of the competencies are practiced and assessed in the first three weeks. The twelve for validation are best assessed through the core skills training and materials.

N.B. If these competencies are not observed in the participant's core skills micro-training session, they may be assessed from observations made of the participant during Week 1 – 3 seminars and micro-training sessions.

GROUPING A: MANAGEMENT OF FACILITATION COURSE MATERIALS

'Demonstrates a good understanding of the core skills content'

1	Demonstrates little or no knowledge or understanding of the core skills content
2	Demonstrates some knowledge of core content, but is sporadic and/or unclear
3	Demonstrates a sound knowledge of core skills content, but transfer of knowledge to participants could be more thorough
4	Demonstrates a sound knowledge of core skills content and is confident and effective in transferring knowledge to participants

'Demonstrates leadership and mentoring capacities to train and support others to deliver the core skills professional development offer'

1	Little or no evidence of leadership and mentoring capacities to train and support others
2	Some evidence of leadership and mentoring capacities to train and support others, but may be sporadic and/or ineffective
3	Good evidence of leadership and mentoring capacities to train and support others, but there may be room for development in one or both areas
4	Clear and consistent evidence of the ability to use both leadership and mentoring capacities to train and support others

'Ability to organize and deliver well-structured activities related to course learning outcomes and local context'

1	Little or no evidence of the ability to deliver well-structured activities related to course learning outcomes and local context
2	Some evidence of the ability to deliver well-organized, relevant activities but these may be sporadic or absent from some areas of the training session
3	Good evidence of abilities to deliver well-organized, relevant activities, but there may be inconsistency in some areas
4	Clear and consistent evidence of the ability to organize and deliver well structured activities related to course learning outcomes and local context

GROUPING B: DELIVERY OF FACILITATION COURSE MATERIALS

'Make accurate and productive use of formative assessment to secure progress'

1	Few or no attempts made to use formative assessment to secure progress
2	Makes some attempts to use formative assessment to secure progress but these are poorly designed for the purpose
3	Makes good attempts at using formative assessment to secure progress with a measure of success
4	Efficient and effective methods used to carry out formative assessment and secure progress

'Guide participants to reflect on needs and progress'

1	Few or no attempts to guide participants to reflect on their needs and progress
2	Makes some attempts to guide students to reflect on their needs and progress, but materials or methods may not be entirely fit for purpose
3	Makes good attempts at guiding students to reflect on their needs and progress, although some materials or methods may have needed further development
4	Efficient and effective methods and or/materials used to guide participants to reflect on needs and progress

'Adapt facilitation style to respond to strengths and needs'

1	Little or no attempt made to adapt facilitation style to respond to strengths and needs
2	Makes some attempts to adapt facilitation style to respond to strengths and needs, but these attempts may not be appropriate and/or effective
3	Makes good attempts at adapting facilitation style to respond to strengths and needs with a good measure of success, but may need to develop more confidence in this area
4	Efficient and effective methods used to adapt facilitation style with an excellent level of success

GROUPING C: PROVIDING OBJECTIVE ASSESSMENT

'Able to provide a clear set of development points to meet a standard'

1	Makes no attempt or was unable to provide a clear set of development points to meet a standard
2	Makes some attempts to provide a set of development points but they may be unclear and/or they are not designed to meet an identified standard
3	Makes good attempts to provide a clear set of development points, but there may be some mismatch between the points and the standard
4	Confident and capable of providing a clear set of development points to meet a standard

'Able to assess an individual's level of competence in meeting required standards'

1	Unable to confidently and accurately assess an individual's level of competence
2	Makes some attempts at assessment, but may lack confidence and be unable to do with a good level of accuracy
3	Makes good attempts at assessment, with a fairly good level of confidence and degree of accuracy
4	Confident and capable of accurately assessing an individual's level of competence in meeting required standards

‘Able to provide honest and objective assessment of a trainer’s competency by providing a well-structured, high quality report’

1	Unable to be honest and objective, or to provide a well-structured, high quality report
2	Makes some attempts to be honest objective with only a little success and/or attempts a report but lacks the necessary structure and quality
3	Makes good attempts with a good degree of success at being honest and objective and writing a well-structured report, although either or both areas may need some refinement
4	Confident and capable of providing honest and objective assessment and also of providing a well-structured, high quality report.

GROUPING D: PERSONAL AND PROFESSIONAL CONDUCT

‘Ability to recognise different experiences, views and approaches.’

1	Unable or unwilling to recognize different experiences, views and approaches
2	Makes some attempts to recognize different experiences, views and approaches but may not be able to fully comprehend or appreciate these fully
3	Makes good attempts to recognize different experiences, views and approaches with a good level of understanding and appreciation
4	Fully able to recognize different experiences, views and approaches and account for these in training

‘Capacity to create an enabling learning environment’

1	Does not demonstrate the knowledge and skills to create an enabling learning environment
2	Makes some attempts to create and enabling learning environment, but may need more knowledge and skills to do so
3	Makes good attempts to create an enabling environment, with some measure of success
4	Fully able to create and explain the importance on an enabling environment

‘Work effectively as part of a facilitation team.’

1	Unable or unwilling to work as part of a facilitation team
2	Makes some attempts to work as part of a facilitation team, but may not be fully committed or understanding of their role
3	Makes good contributions to the work of the team, but could possibly be more fully involved
4	Fully confident and able to work as part of a facilitation team

APPENDIX C: ADEPT Quiz

Name: _____ Date: _____ baseline / EoC

1. Which of the following is a pre-reading activity? (1)

a) A quick reading for general meaning (gist)
b) Predicting vocabulary

2. Which of the following is a while-reading activity? (1)

a) Learners answer questions about a text
b) Learners read the title to predict what the text is about

3. Which of the following is a post-reading activity? (1)

a) Learners answer questions about a text
b) Learners do grammar tasks

4. The following statements are about teaching language. Mark true or false (4)

a) When teaching a grammar structure, it is not important to focus on pronunciation.
b) Teachers should never use mother tongue (L1) to teach vocabulary.
c) When teaching vocabulary, teachers should focus on meaning, form and pronunciation.
d) Teacher should elicit the new vocabulary from the pupils.

5. Which of the following are true about observing teachers teach? (5)

a) The observer should see the lesson plan before the lesson.
b) The observer should only give written feedback.
c) The observer should collect evidence against observation criteria.
d) The observer and teachers should agree on development points together.
e) The observer should give the teacher as much feedback as possible.

6. The following statements are important when doing a demonstration lesson with teachers. Mark true or false.

a) Having an analysis stage of the demonstration lesson.
b) Having a practice stage for teachers after the demonstration.
c) Focusing on the content of the demonstration lesson rather than the teaching techniques.

7. Which of the following is good classroom management practice: (5)

a) Using a stopping signal to get everyone's attention before giving instructions.
b) Giving learners materials before instructions helps them understand the task better.
c) Asking learners, 'Do you understand?'
d) Being persistent in training learners in classroom rules and routines.

e) Group presentations to the whole class are an effective technique to give every learner opportunity to share