In-School Professional Development Evaluation Report 2018

Contents

1 2018 In-School Professional Development Trainings

The 2018 In-School Professional Development Trainings hosted 458 educators across 37 schools for a three-day workshop on core educational theories and practices. In these intensive trainings, educators participated in interactive learning sessions that focused on a variety of topics, including: foundational educational theories, classroom management and collaborative learning.

2 Methodology

According to Rogers (2003), knowledge-gain is the first stage in the behavior-change process. Therefore, we measure knowledge gain through a pre/post-test, as well as intended behavior change through a summative evaluation survey. The pre/post exam was administered to all attendees before and after the training. The summative evaluation survey was administered on the final day of the training. A sample of 458 surveys were filled out. All data in this section of the report are taken from the administered exam and survey, of which a copy is available in Appendix A and B, respectively.

3 Pre-Post Exam

Summary

Educators were given an identical exam on core educational theories and practices before and after the training. The chart below displays the difference between the share of correct answers before and after the training. The rest of this section will present in-depth statistics on each question asked. For each question on the exam, we present a chart that indicates the percent of educators that answered correctly on the pre and post exams. Blue bars denote the correct answer for each question.
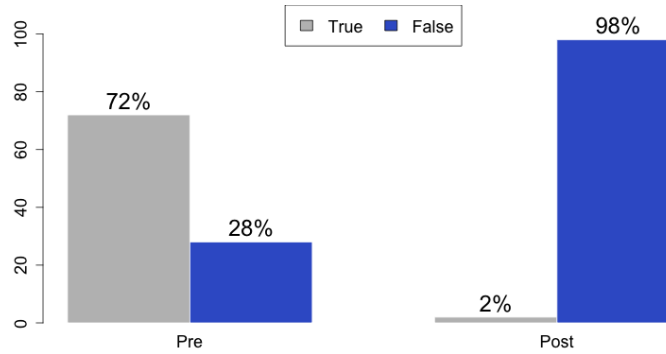
Growth %
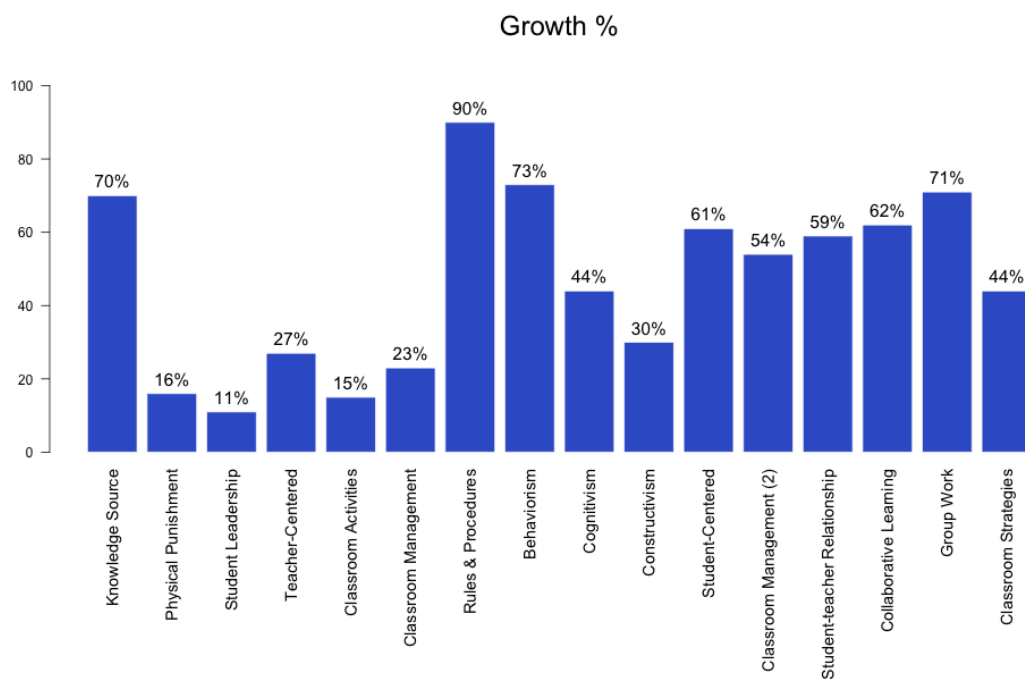
Pre-Exam Average: 42%

Post-Exam Average: 92%

Knowledge Source

1. "The teacher is the most important source of knowledge and experience in the class." Prior the training, 28% of educators answered this question correctly. After the training, 98% answered correctly. (N=458)


Physical Punishment

2. "Its okay to hit your students, only if the situation is grave." Prior the training, 83% of educators answered this question correctly. After the training, 99% answered correctly. (N=458)
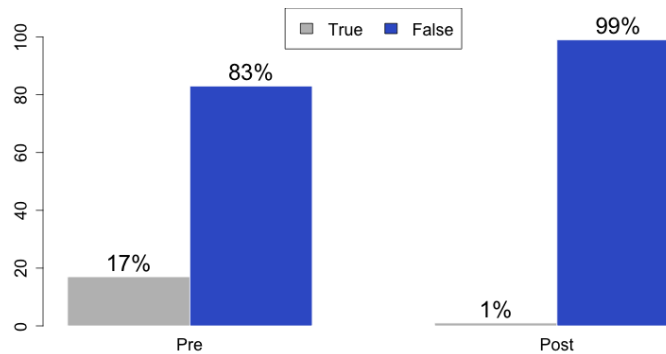
Student Leadership

3. "There are some students who are too young to have leadership positions in the class." Prior the training, 88% of educators answered this question correctly. After the training, 100% answered correctly. (N=458)
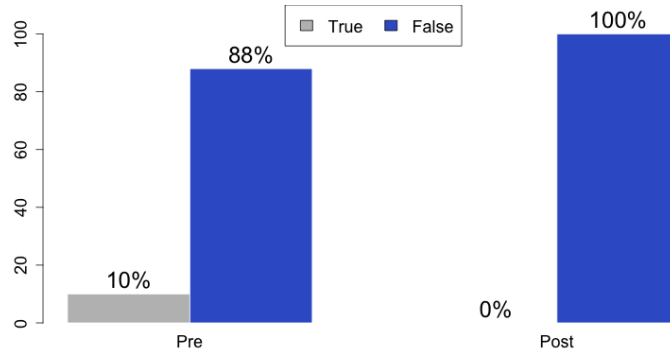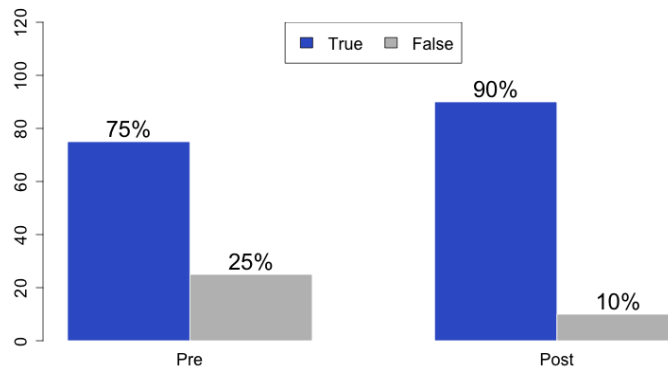

Teacher-Centered

4. "A classroom is only effective if it is centered on the teacher." Prior the training, 73% of educators answered this question correctly. After the training, 100% answered correctly. (N=458)
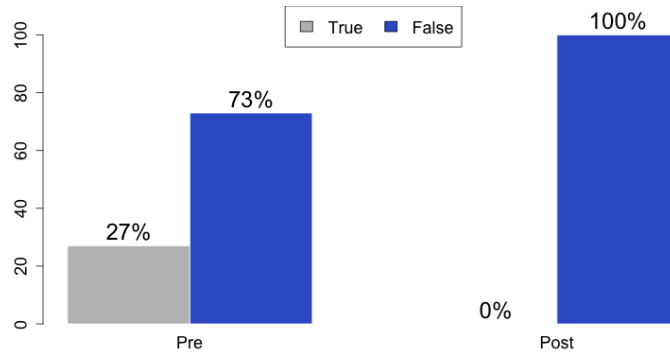
Classroom Activities

5. "Sometimes a teacher should plan activities that are not academic in the classroom so that they can build good relationships among students." Prior the training, 75% of educators answered this question correctly. After the training, 90% answered correctly. (N=458)

Classroom Management (1)

6. "Classroom management is good only when the teacher ensures that the classroom is always silent." Prior the training 75% of educators answered this question correctly. After the training, 98% answered correctly. (N=458)
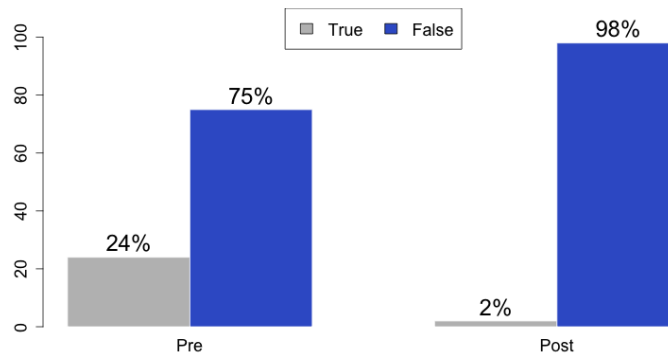
Rules and Procedures

7. "What is the difference between a rule and a procedure?" Prior the training 0% of educators answered this question correctly. After the training, 90% answered correctly. (N=458)
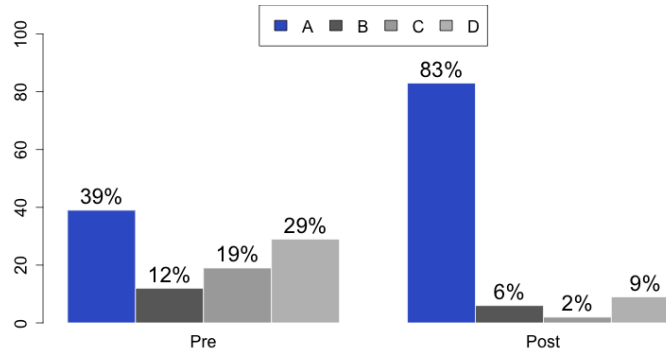
Behaviorism

8. "What theory considers learning to be something that should be observed?" Prior the training 10% of educators answered this question correctly. After the training, 83% answered correctly. (N=458)
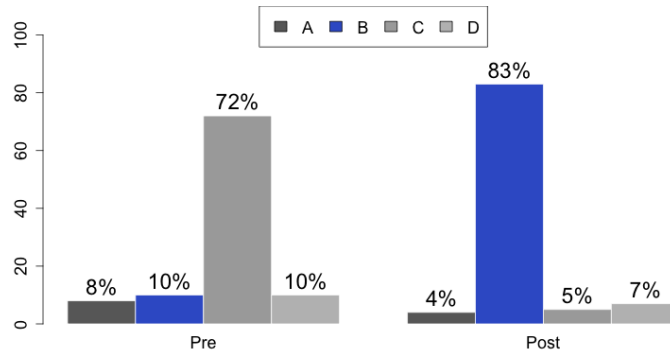
Cognitivism

9. "What theory considers learning to be an active mental activity?" Prior the training 39% of educators answered this question correctly. After the training, 83% answered correctly. (N=458)


Constructivism

10. "What theory considers learning to be a process where students construct, or develop new knowledge through experience?" Prior the training 63% of educators answered this question correctly. After the training, 92% answered correctly. (N=458)
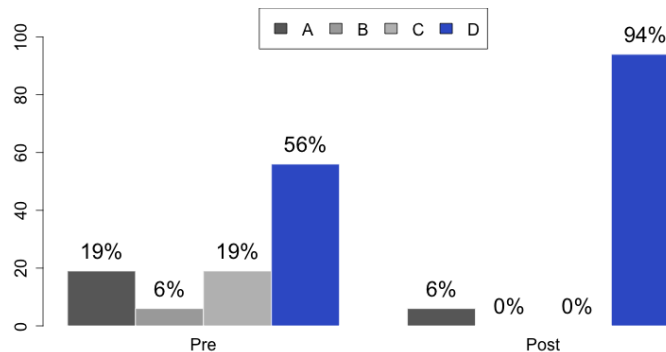
Student-Centered

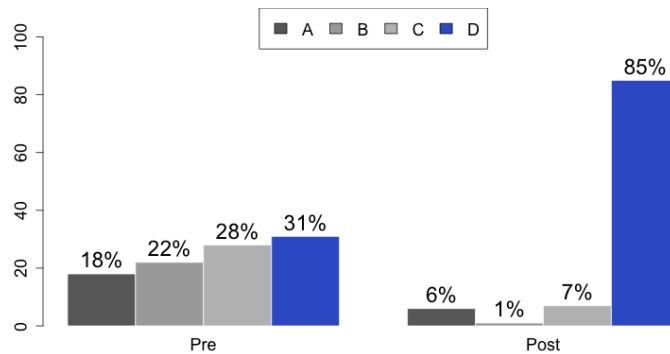11. "A student-centered classroom takes which approach?" Prior the training 27% of educators answered this question correctly. After the training, 88% answered correctly. (N=458)
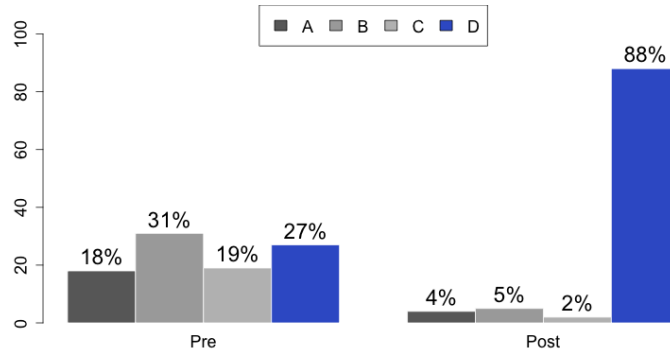

Classroom Management (2)

12. "Which of the following categories take part in classroom management?" Prior the training 31% of educators answered this question correctly. After the training, 85% answered correctly. (N=458)

Student-Teacher Relationship

13. "What can a teacher do to better the relationship between student and teacher?" Prior the training 29% of educators answered this question correctly. After the training, 88% answered correctly. (N=458)
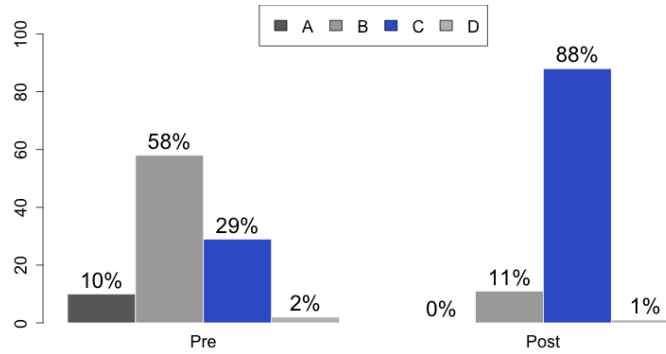
Collaborative Learning

14. "Which one of the following is NOT part of collaborative learning?" Prior the training 27% of educators answered this question correctly. After the training, 89% answered correctly. (N=458)

Group Work

15. "When is the best time for group work?" Prior the training 21% of educators answered this question correctly. After the training, 92% answered correctly. (N=458)

Classroom Strategies

16. "Which of these is NOT a strategy you can use in your classroom?" Prior the training 11% of educators answered this question correctly. After the training, 56% answered correctly. (N=458)

4   Impact

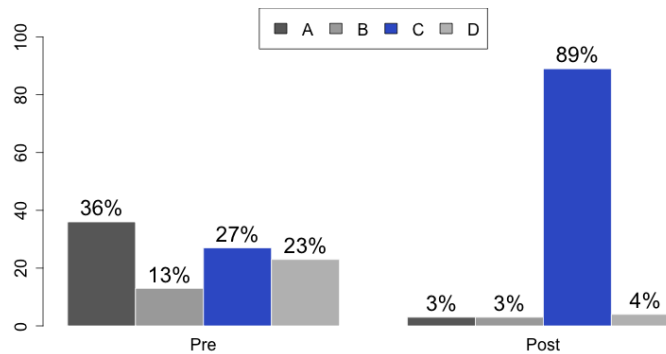## Summary
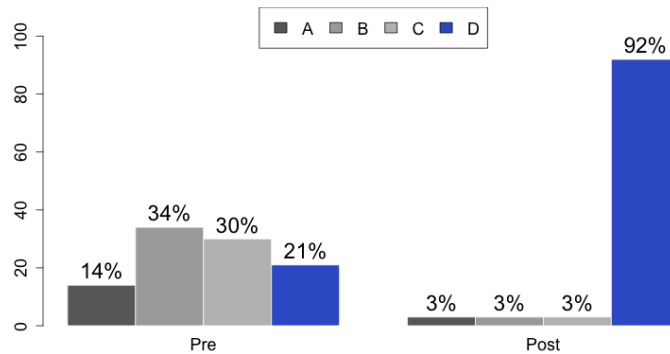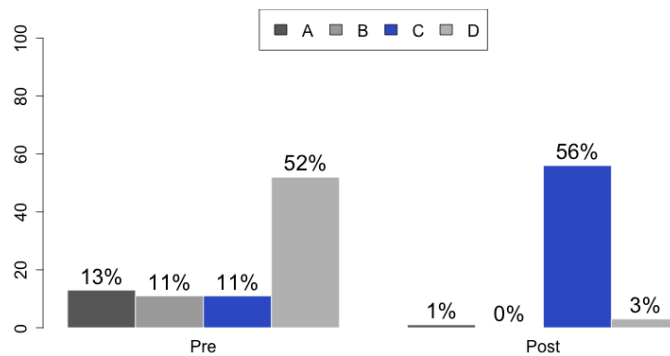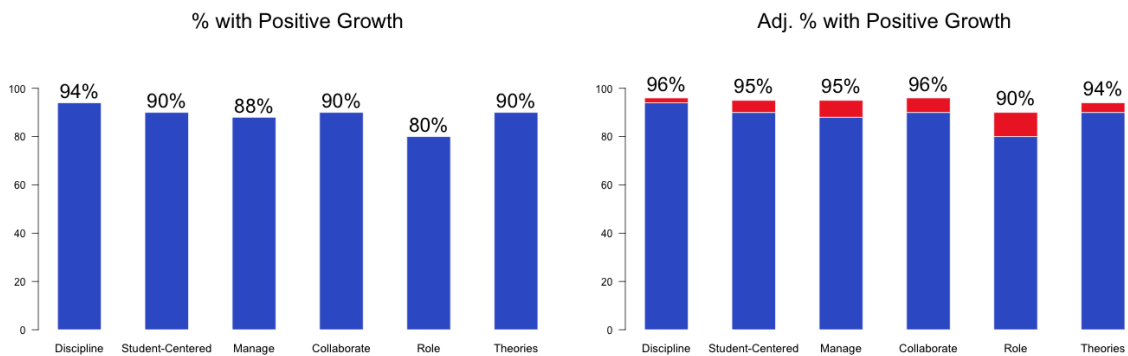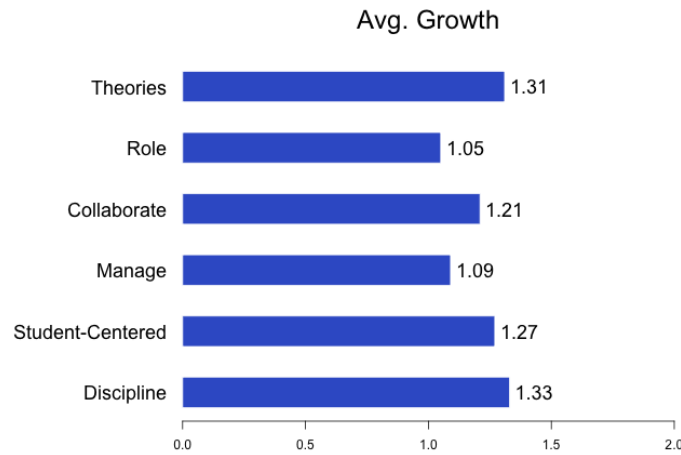
Training participants were asked a series of questions in which they indicated their position before and after the training. The charts below display the average difference between before and after answers, the percentage of participants who indicated positive growth, and an adjusted figure that takes into account participants who had an initial position of Very High. Participants were asked to select one of the following options: Very Low, Low, Medium, High, Very High. Each of the five choices were coded 1-5, respectively. The rest of this section will present in-depth statistics on each question asked.

Avg. Growth

Category	Value
Theories	1.31
Role	1.05
Collaborate	1.21
Manage	1.09
Student-Centered	1.27
Discipline	1.33

% with Positive Growth

Discipline	Student-Centered	Manage	Collaborate	Role	Theories
94%	90%	88%	90%	80%	90%

Adj. % with Positive Growth

| Discipline	Student-Centered	Manage	Collaborate	Role	Theories
96%	95%	95%	96%	90%	94%

Knowledge of Disciplinary Interventions

Educators were asked to indicate their knowledge of disciplinary interventions before and at the end of the training. The average change was 1.33 units, with 195 indicating a change of 1 unit, 111 indicating a change of 2 units, and 11 indicating a change of 3 or more. (N=339)
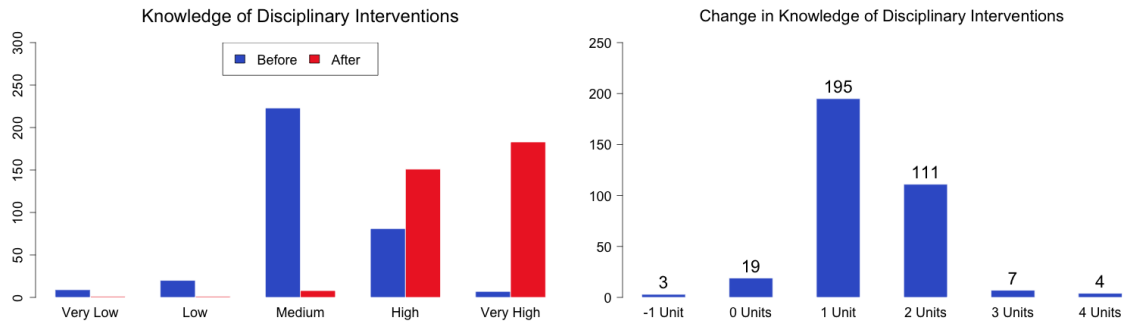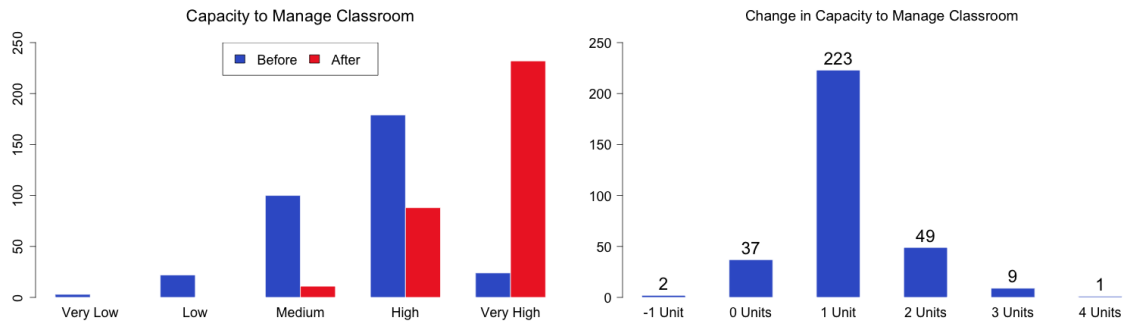

Knowledge of Student-Centered Classrooms

Educators were asked to indicate their knowledge of the importance of a student-centered classroom before and at the end of the training. The average change was 1.27 units, with 191 indicating a change of 1 unit, 84 indicating a change of 2 units, and 21 indicating a change of 3 or more. (N=330)
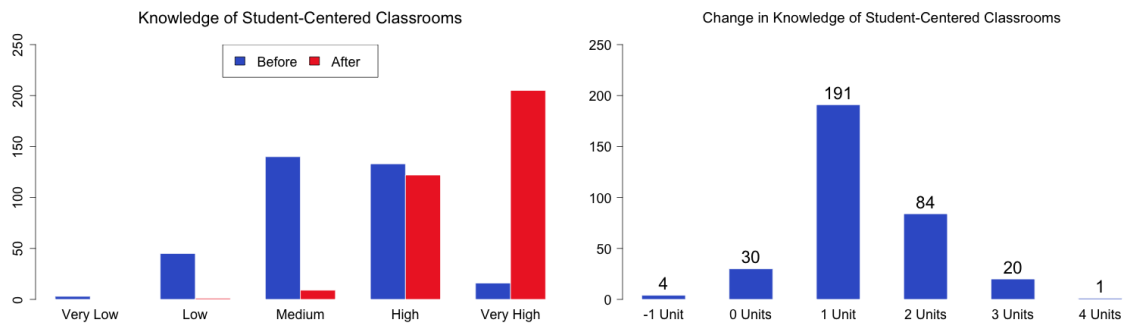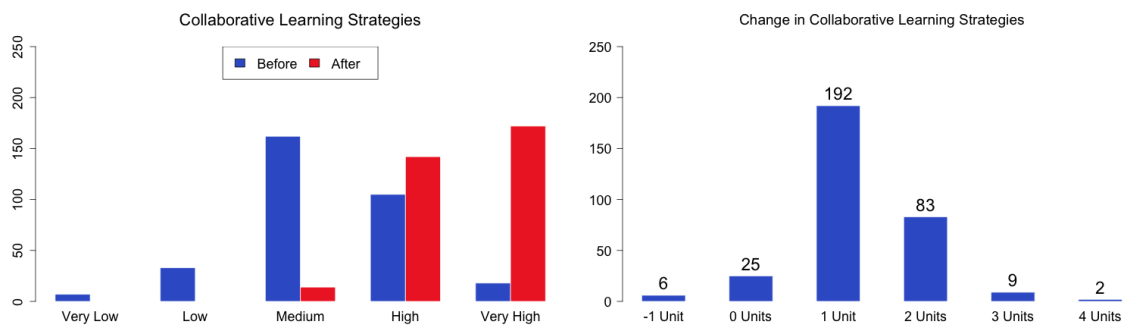
Classroom Management

Educators were asked to indicate their capacity to manage my class before and at the end of the training. The average change was 1.09 units, with 223 indicating a change of 1 unit, 49 indicating a change of 2 units, and 10 indicating a change of 3 or more. (N=321)

Capacity to Manage Classroom — Change in Capacity to Manage Classroom

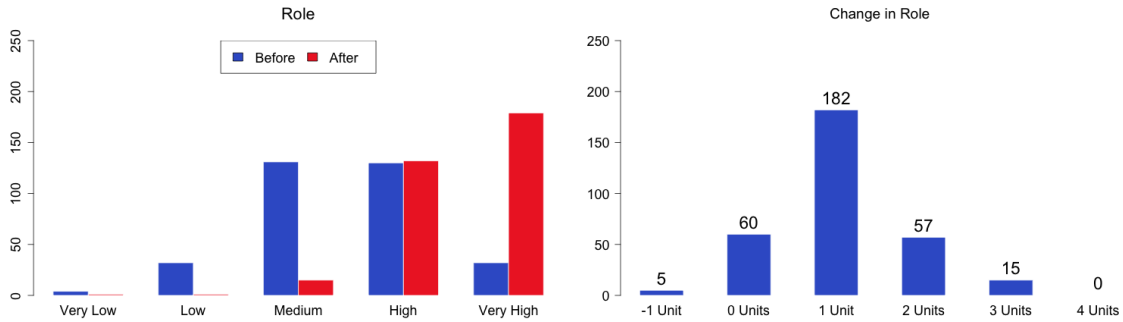# Collaborative Learning Strategies

Educators were asked to indicate their capacity to implement collaborative learning strategies before and at the end of the training. The average change was 1.21 units, with 192 indicating a change of 1 unit, 83 indicating a change of 2 units, and 11 indicating a change of 3 or more. (N=318)

Collaborative Learning Strategies — Change in Collaborative Learning Strategies

Role

Educators were asked to indicate their knowledge of my role as an educator and its impact in Haiti before and at the end of the training. The average change was 1.05 units, with 182 indicating a change of 1 unit, 57 indicating a change of 2 units, and 15 indicating a change of 3 units. (N=319)

Learning Theories

Educators were asked to indicate their knowledge of different learning theories before and at the end of the training. The average change was 1.31 units, with 183 indicating a change of 1 unit, 89 indicating a change of 2 units, and 23 indicating a change of 3 or more. (N=328)
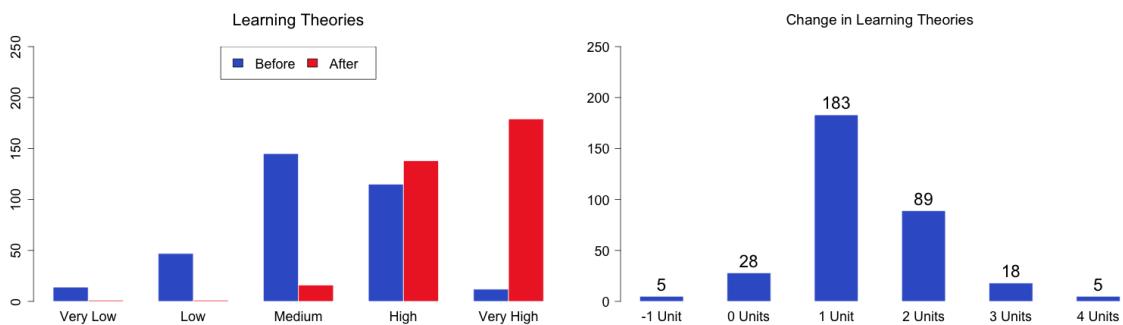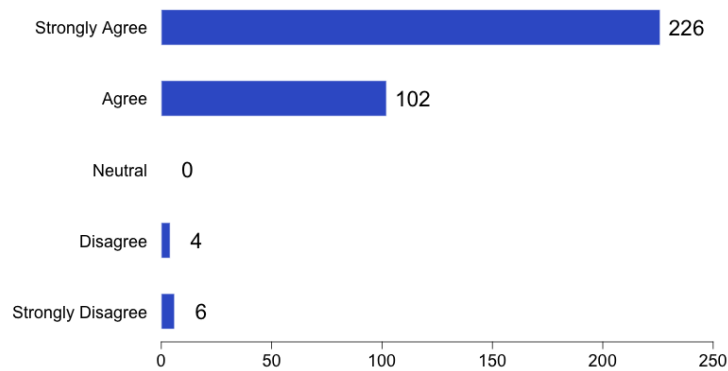
5 Training Evaluation

Collaborate

Educators were asked to indicate how strongly they agree with the following statement: I desire to collaborate with other educators to increase student engagement. 328 educators stated Agree or Strongly Agree, while 10 stated Disagree or Strongly Disagree. (N=338)

Learning Strategies

Educators were asked to indicate how strongly they agree with the following statement: I desire to use the learning strategies I learned in this conference in my classroom. 258 educators stated Strongly Agree, 78 stated 'Agree,' while 3 stated Disagree or Strongly Disagree. (N=339)
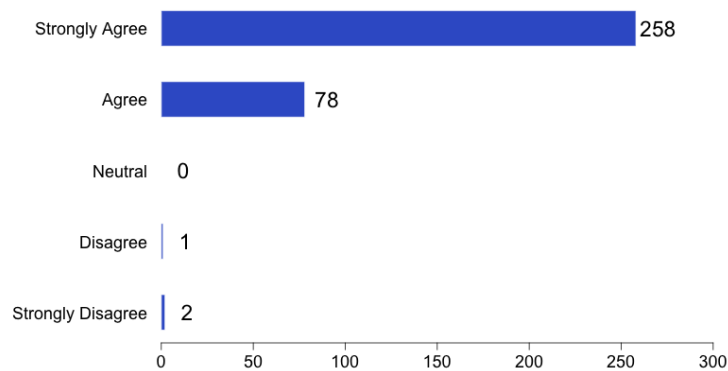
Training Effectiveness

Educators were asked to indicate how strongly they agree with the following statement:
The training was effective. 267 educators stated Strongly Agree, 67 stated 'Agree,' while
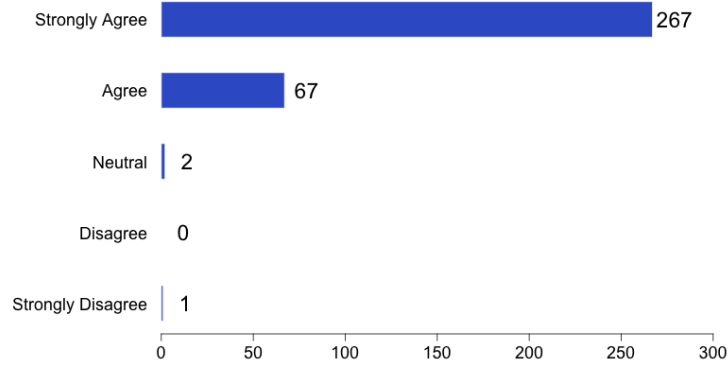1 stated Disagree or Strongly Disagree. (N=337)

Useful Information

Educators were asked to indicate how strongly they agree with the following statement:
During the conference I learned information that will be useful for my role as an edu-
cator. 270 educators stated Strongly Agree, 54 stated 'Agree,' while 9 stated Disagree
or Strongly Disagree. (N=335)
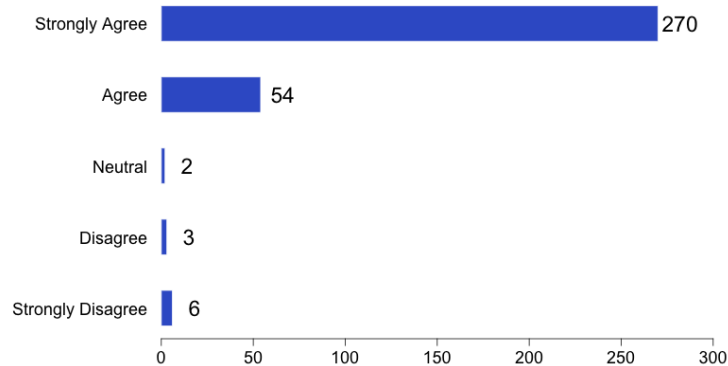
6 Demographics

Sex

Educators were asked to state their sex. 60% of those in the sample were female while 40% were male. (N=318)
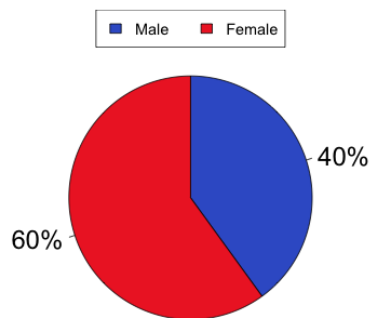
Age

Educators were asked to state their age. 31% were 18-24 years old, 44% were 25-34 and 17% were 35-44. (N=318)
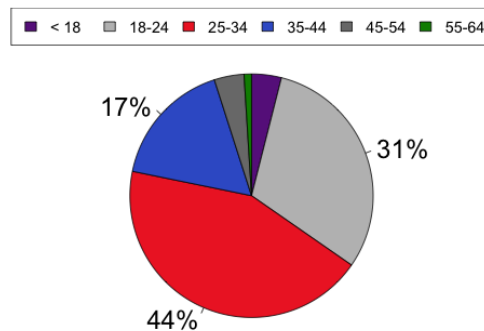
Education

Educators were asked how far they went in school. 13% completed primary school, 32% completed secondary school, 14% attended some university and 41% completed university. (N=318)
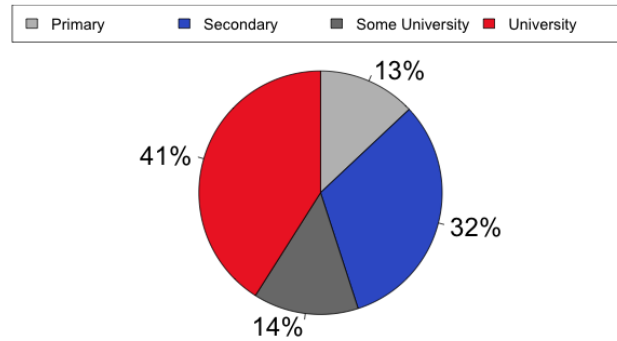
Experience and Number of Students

Educators were asked how long they have been teaching and how many students they teach. The average teacher has 9.4 years of experience and teaches 33.7 students in a given class. (N=318)

Prior Training

Educators were asked if they had ever received training before, and if they have ever attended a P4H training. 92% of educators stated that had received prior training, while 86% had not previously attended a P4H training. (N=318)

Prior Training

| Yes | No |

8%

92%

P4H Training

| Yes | No |

14%

86%
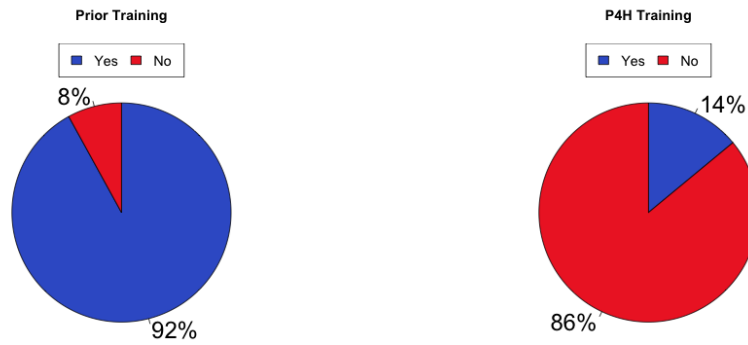
7 Appendix A

True or False

1. The teacher is the most important source of knowledge and experience in the class.

2. Its okay to hit your students, only if the situation is grave.

3. There are some students who are too young to have leadership positions in the class.

4. A classroom is only effective if it is centered on the teacher

5. Sometimes a teacher should plan activities that are not academic in the classroom so that they could build good relationships among students.

6. Classroom management is good only when the teacher ensures that the classroom is always silent.

Write your response in the blank space.

1. What is the difference between a rule and a procedure?

Select the correct answer.

1. What theory considers learning to be something that should be observed?

   a. Cognitivism
   b. Behaviorism
   c. Observationism
   d. Constructivism

2. What theory considers learning to be an active mental activity?

   a. Cognitivism
   b. Behaviorism
   c. Observationism
   d. Constructivism

3. What theory considers learning to be a process where students construct, or develop new knowledge through experience?

   a. Cognitivism

   b. Behaviorism

   c. Observationism

   d. Constructivism

4. A student centered classroom takes which approach?

   a. Cognitivism

   b. Behaviorism

   c. Observationism

   d. Constructivism

5. Which of the following categories take part in classroom management?

   a. Rules and Procedures

   b. Disciplinary Interventions

   c. Teacher-Student Relations

   d. All responses are correct

6. What can a teacher do to better the relationship between student and teacher?

   a. Show that you have a lot of knowledge

   b. Small group activities

   c. Take personal interest in the students

   d. Yell at the students

7. Which one of the following is NOT part of collaborative learning?

   a. A student centered classroom

   b. Working in groups is an important method of learning

   c. When a class in silence is when its best for students to learn

   d. It is important to incorporate real-world problems into learning

8. When is the best time for group work?

   a. When presenting new information

   b. When reviewing what you have already taught

   c. When applying a lesson

    d. All responses are good.

9. Which of these is NOT a strategy you can use in your classroom?

    a. Think-Pair-Share

    b. Mixed-Pair-Share

    c. Rules and Procedures

    d. Rally Robin

    e. All are correct

8   Appendix B

<u>2018 Educator Professional Development Summative Evaluation Survey</u>

Part I: Before - After

(1) Very Low   (2) Low   (3) Neutral   (4) High   (5) Very High

1a - 1b: My knowledge of disciplinary interventions.
2a - 2b: My knowledge of the importance of a student-centered classroom.
3a - 3b: My capacity to manage my class.
4a - 4b: My capacity to implement collaborative learning strategies.
5a - 5b: My knowledge of my role as an educator and its impact in Haiti.
6a - 6b: My knowledge of different learning theories.

Part II: Training Evaluation

(1) Strongly Disagree   (2) Disagree   (3) Neutral   (4) Agree   (5) Strongly Agree

7. I desire to collaborate with other educators to increase student engagement.
8. I desire to use the learning strategies I learned in this conference in my classroom.
9. The training was effective.
10. During the conference I learned information that will be useful for my role as an educator.

Part III: Demographics

11. What is your sex?
(1) Male (2) Female

12. How old are you?
18-24 (1)
25-34 (2)
35-44 (3)
45-54 (4)
55-64 (5)
65+ (6)

13. To what level did you go to school?
Primary (1)
Secondary (2)
Some University (3)
University (4)

14. How long have you been teaching?
15. Everyday, how many students do you teach?
16. How many students are in one of your classes?

17. Have you had training before?
Yes (1)
No (2)
I dont know (3)

18. Have you been to a P4H training before?
Yes (1)
No (2)
I dont know (3)