

Pre-Service Teacher Education

CAPABILITY STATEMENT

As an institution that values teacher education, the **Learning Systems Institute** (LSI) at Florida State University aims to improve pre-service teacher education (PSTE) programs around the world. Our activities focus on multiple aspects of teacher education, including 1) understanding the context of PSTE within the country and collaborating with local actors to identify opportunities for improvement; 2) providing intensive and continuous professional development and training to teacher educators and key stakeholders who oversee teacher education; 3) supporting those key stakeholders to refine PSTE curricula to reflect evidence-based and inclusive practices; and 4) engaging participants from all levels of the sector to improve the systems of instruction, practice, assessment, and feedback for PSTE programs and student teachers. .

Why Partner with LSI?

LSI stands out for our commitment to equity, innovation, and impact. Our work not only measures success but also builds local capacity, ensuring programs achieve lasting results and community empowerment. With a track record of delivering on time, budget-conscious insights, we help contractors demonstrate value and refine strategies for maximum reach.

We look forward to discussing your project and innovating learning with you.



LEARNING SYSTEMS INSTITUTE FLORIDA STATE UNIVERSITY

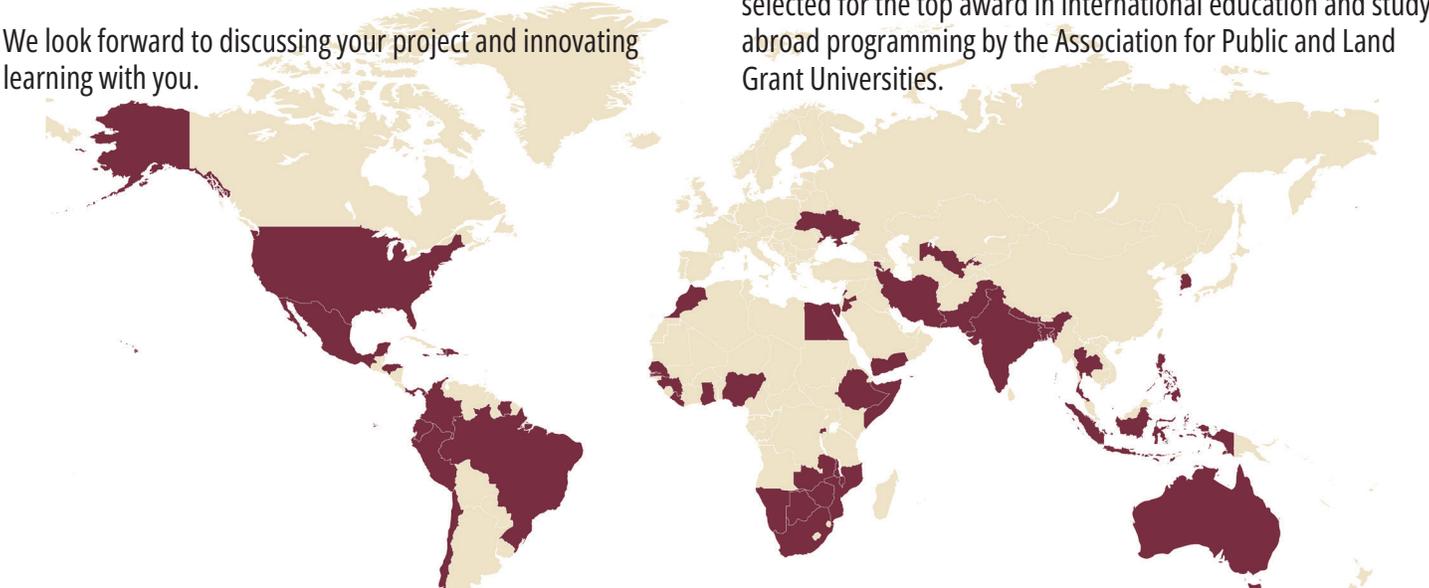
Florida State University

One of the nation's elite research universities, Florida State University preserves, expands, and disseminates knowledge in the sciences, technology, arts, humanities, and professions, while embracing a philosophy of learning strongly rooted in the traditions of the liberal arts and critical thinking.

Our faculty has included: members of the National Academy of Sciences, the National Academy of Engineering and the American Academy of Arts & Sciences; Pulitzer Prize winners; Nobel Laureates; Oscar, Tony Award and Emmy winners; and Guggenheim, Fulbright and National Endowment for the Humanities fellows.

FSU's research expenditures totaled \$485M for FY 2025 and Florida State consistently ranks in the top 10 universities nationally in physical sciences grants awarded by the National Science Foundation. FSU receives more in NSF funding than any other university in Florida.

Florida State is also one of the nation's top research institutions for producing Fulbright U.S. Scholars and Students and was selected for the top award in international education and study abroad programming by the Association for Public and Land Grant Universities.



EXPERIENCE WORKING IN 49 COUNTRIES

PRE-SERVICE TEACHER EDUCATION (PSTE)

LSI builds sustainable programs through the empowerment and support of Ministries of Education and its parastatals to implement meaningful and timely programming. For example, we begin our activities by partnering with the Ministry of Education and relevant stakeholders to conduct a collaborative Baseline Situation Analysis aimed to reveal the strengths of the system, the knowledge, skills, and attitudes of teacher educators and student teachers, and how policies impacting PSTE programs are operationalized. Once these data have been jointly analyzed, we move into providing intensive, continuous training mentorship and coaching to teacher educators and government stakeholders. Systemic and curricular

review/updating processes take place only after key stakeholders have been engaged in professional development focused and relevant to the task.

LSI's approach involves collaborating with policy and key decision makers to increase the capacity of local organizations as they execute sustainable program changes to improve pre-service teacher education. The evidence generated from LSI work has influenced curriculum reforms and policy actions around the systems for supporting student teachers throughout their program, including changing national frameworks for implementing the Teaching Practice and School Attachment

Zambia Transforming Teacher Education Activity (2020-2025)

The Learning Systems Institute (LSI) at Florida State University led a \$15 million project sponsored by the U.S. Agency for International Development to improve pre-service teacher training in Zambia. LSI faculty, in collaboration with partners School-to-School International and the University of Zambia, works with 12 universities and colleges of education in the country to improve the training of primary grade teachers. Over the five-year period, the "USAID Transforming Teacher Education Program" will give more than 60 Zambian teacher educators the skills to deliver effective instruction to 9,000 college and university students studying to become primary grade teachers.

Key accomplishments of the USAID-funded project include more than 70 lecturers completing the Foundational Literacy Course, hosting a National Research Symposium, support to 14 Zambian lecturers to participate in FSU residencies, scholarships for two Zambian lecturers to complete an FSU master's degree program, the development of six language and literacy course modules for use by pre-service teaching lecturers in Zambian colleges of education and universities, national institutionalization and scaling of a revised school experience approach along with accompanying guidelines and observation tools, procurement of story books and instructional materials for



demonstration schools, establishment of Literacy Resource Libraries at the 12 universities and colleges of education, and completion of two participatory action research projects published in international peer-reviewed journals. LSI also supported UNZA to initiate a special master's program in Language and Literacy, from whence 21 lecturers are graduating in 2024.

Malawi Strengthening Teacher Education and Practice (2022-2027)

LSI led a \$15.6 million project sponsored by the U.S. Agency for International Development to improve teacher training in Malawi. The Strengthening Teacher Education and Practice Activity will improve the higher education system that trains primary school teachers in the country, as well as the professional development practices that support teachers through their careers. LSI faculty is working with 22 teacher training institutions across the country to improve teacher education programs and develop new training materials related to literacy and numeracy education. Another part of the project is providing support to the Ministry of Education to deliver continuous professional development courses to teachers who are already in classrooms. The STEP project is a landmark investment by USAID to support the institutions of higher education that provide preservice teacher education (TTIs).

Key accomplishments of the project include graduating 120 teacher educators from the Foundational Literacy Course, enrolling an additional 49 teacher educators in the course, engaging teacher educators in 22 participatory action research projects with their student teachers, supporting the Ministry of Education (MoE) to host the first National Symposium on Early Grade Literacy, supporting the MoE



to conduct an international benchmarking exercise in preparation for developing a diploma program for primary teacher education (with the aim to upgrade all primary school teachers from a certificate to a diploma), guiding the MoE to develop a digital library for use at Teacher Training Institutions (TTIs), providing Continuous Professional Development (CPD) to 176 teacher educators, collaborating with the MoE to develop guidelines for identifying Teacher Educators of Excellence at all TTIs, establishment of Literacy Resource Libraries at the 22 TTIs, and supporting the design of a CPD program for teachers and Teacher Educators.

Teacher Excellence Initiative in Egypt (2022-2027)

LSI partnered to the Education Development Center implementing the Teacher Excellence Initiative in Egypt, funded by USAID Egypt. The main objective of the Teacher Excellence Initiative is to enhance the quality of pre-service teacher education in Egypt. The project aims to align teacher standards, curriculum, and instruction in Mathematics, Science, Technology, and Language Arts (Arabic and English) with the goals of Education 2.0 in Egypt across all education levels. LSI and the FSU School of Teacher Education are collaborating to provide technical expertise in strengthening education systems in Egypt. The Teacher Excellence Initiative project focuses on improving the quality and relevance of teacher preparation in Egyptian public universities, ensuring that pre-service teachers possess the necessary skills to support student learning in K-12 schools across the country, with an emphasis on grades 1-4.



Nigeria Centre for Reading Research and Development (2017-2021)

This capacity development project established the Nigeria Centre for Reading Research and Development (NCRRD), as a collaboration between Florida State University and Bayero University Kano. The activity was funded by USAID Nigeria. The NCRRD is now fully established and operating as a producer of research, a partner on education development projects, and a convener for stakeholders nationwide on early grade reading. With strong institutional support from BUK and ongoing partnerships with FSU and other organizations, the NCRRD is sustainable and well positioned to bring in external funding, as well as to provide enhanced pre- and in-service teacher education throughout the country.



Philippines Advancing Basic Education (ABC+) (2020-2023)

LSI was a partner to RTI International in implementing the ABC+: Advancing Basic Education in the Philippines project. This activity aimed to support the Department of Education, local governments, and the private sector in addressing factors that contribute to low learning outcomes in Bicol (Region V) and Western Visayas (Region VI), as well as to implement a smaller set of interventions in select School Divisions in the Bangsamoro Autonomous Region in Muslim Mindanao (BARMM). LSI worked with Bicol University and Western Visayas State University to design modules for university courses on early literacy development to strengthen the pre-service preparation of future teachers. The project also focused on fostering a more equitable, inclusive, and nurturing climate for learning in the early grades as part of its social and emotional learning (SEL) focus.

Key accomplishments of this project included training and supporting the faculty from Bicol University (BU) and West Visayas State University (WVSU) to develop and deliver two new courses on early literacy development to more than 300 student teachers enrolled in the Bachelor of Early Childhood Education and Bachelor of Elementary Education. This activity utilized modules jointly developed by FSU, BU, and WVSU faculty: 1) Teaching Beginning Reading Course and 2) Intensive Literacy Research Methods for Educators Course. In addition, LSI built the research capacity of BU and WVSU teaching faculty and DepEd stakeholders, with a particular focus



on early literacy, by engaging them in participatory action research experiences. For five months, 32 participants met with the LSI faculty in person and remotely to develop their research skills and engage in rigorous education research. In addition to learning about research methods, the participants designed research studies to produce contextually relevant evidence useful for early literacy instruction at schools and in pre-service training. These studies have been presented at local and regional professional conferences, participants are working on manuscripts for publication, and BU and WVSU faculty are integrating their newly acquired skills into their courses and master's and doctoral supervisory roles.

Rwanda Tunoze Gusoma (2021-2026)

LSI partnered with FHI 360 in implementing the Tunoze Gusoma (Schools and Systems) Activity. The primary goal of the activity is to ensure that literacy instruction of Kinyarwanda in pre-primary and lower primary schools is high quality, inclusive, evidence-based and effective. LSI leads the pre-service teacher education component focused on increasing teacher educators' capacity to teach literacy-related pedagogical skills in the Kinyarwanda language to student teachers.

Key accomplishments of this project include working closely with the Rwanda Education Board (REB) to: establish a Teaching Practice Advisory Group to review and refine the Teaching Practice Framework, provide Continuous Professional Development to 42 Kinyarwanda lower primary Language Teacher Educators from all 16 national



Teacher Training Colleges to ensure evidence-based practices are reflected and are understood by the teacher educators, review existing PSTE curriculum related to literacy instruction in lower primary and pre-primary and provide initial professional development training to 36 TMP pre-primary tutors.

Nigeria Northern Education Initiative Plus (NEI+) (2015-2020)

LSI partnered with Creative Associates International to implement the Northern Education Initiative Plus project. The five-year project had the goal of improving early reading skills in two states in northern Nigeria that have struggled with educational quality as well as regional instability. FSU's main work focused on improving preservice teacher education institutions' use of the evidence-based materials for literacy education, increasing teacher educators' capacity to teach early grade literacy pedagogy, and supporting the development of Professional Learning Communities between TTIs, state and federal partners, and other key stakeholders. After completion of the project and with internal funds, the Nigerian government scaled up the pre-service coursework to every Teacher Training Institution across the country.

Key accomplishments of this project included graduating 42 teacher educators and local government stakeholders from the Foundational Literacy Course, engaging course participants in Professional Learning Communities and Community Outreach activities to build community knowledge about home literacy practices, supporting children and teachers, and school attendance (some of these participants continued to provide local outreach and training to parents and communities on the importance of early grades literacy skills throughout the



pandemic and beyond), establishing Literacy Resource Libraries at 4 TTIs, and the development of a PSTE course Introduction to Teaching Reading in P1-P3 (which has since been scaled up by the Nigerian government from TTIs in the 2 implementation states to TTIs in all 36 states).

US-Indonesia Teacher Training Partnership (TTIP) Project (2014 -2017)

The US-Indonesia Teacher Training Partnership (TTIP) was a 2.5-year project to enhance the quality and effectiveness of pre-service teacher training in the area of early-grade reading. The partnership included a set of activities implemented under the overall USAID PRIORITAS Project - a five-year project implemented by RTI International designed to improve access to quality education for children in Indonesia.

Key accomplishments of the project included conducting a needs assessment of Semarang State's reading teacher education program, developing curricula and eight courses for pre- and in-service teacher training in developing reading and literacy, especially in the early grades, developing and piloting training and classroom



materials, training Semarang State instructors on the new materials, conducting a thorough program evaluation at the end of the project, and supporting the Semarang instructors to roll out these courses and materials to 16 partner TTIs.

Reading for Ethiopia's Achievement Developed Technical Assistance READ -TA (2012-2018)

LSI partnered with RTI International to implement the READ TA project, supported by the U.S. Agency for International Development. The activity aimed to support the Ethiopian Ministry of Education in its efforts to develop a nationwide reading and writing program. The project reached 15 million children in all schools and all regions of Ethiopia. LSI provided technical assistance to Regional State Education Bureaus (RSEBs), Colleges of Teacher Education (CTEs) and the Ethiopian Ministry of Education in curriculum and materials development for preservice teacher education.

Key accomplishments included the identification of priority actions for improving the support for instruction of reading and writing in seven national languages; developing PSTE instructional materials for a total of 7 courses, for which modules were developed in English and also adapted to 7 local languages, training more than 250 College of Teacher Education (CTEs) instructors on all 7 course modules, developing Communities of Practice across CEs, regions, and language groups to support teacher educators to learn from one another and improve their instruction, and establishing Literacy Resource Libraries at every CTE. As of 2024, the materials developed during this activity are currently still being utilized at the CTEs to teach courses, and Communities of Practice initiated through national training workshops are still active.



WORKING WITH LSI

At LSI, our mission is to improve learning and human performance globally, utilizing innovative approaches and implementation techniques. LSI is at the forefront of developing solutions that bridge theory and practice in education. Our experts' advanced research provides state-of-the-art methods and a clear path for implementation. For more than 50 years and in 47 countries, LSI has delivered systems that measurably improve the learning and performance of organizations and individuals in Florida and worldwide.

LSI is dedicated to researching and developing instructional and non-instructional interventions to improve performance. Our efforts focus on how individuals and organizations perform complex tasks and how we can help them achieve their performance goals. Our analytical approach is systemic, and our solutions are interdisciplinary, incorporating cognitive and educational psychology as well as instructional and information technology. Our ability to reach any faculty member or department at Florida State University and year-round availability allow our LSI faculty and staff to provide unmatched resources and results.

At LSI, you have one point of contact that can reach any department or faculty member on FSU's campus including:



We have expertise managing both prime and sub awards of all sizes.

USAID ACTIVITY PRIME IMPLEMENTATION

EVALUATIONS

MATERIALS
DEVELOPMENT

TEACHER TRAINING

**AVAILABLE
YEAR-ROUND**

LSI at Florida State University offers unmatched access and availability to our faculty.



For five decades, LSI has been trusted by the U.S. Government, the State of Florida, and global partners to continually deliver measurable results.

1969: KOREAN EDUCATIONAL SYSTEM REFORM

The reform efforts helped reshape Korea's education system during the 1970s. LSI contributed to modernization efforts that later produced measurable improvements in student achievement and system performance.



1989: FLORIDA 'SCHOOLYEAR 2000' INITIATIVE

A major system evaluation of Florida public education was conducted, and large-scale system design principles emerged that led to a major educational restructuring effort aimed at shifting from a teaching-centered to a learning-centered model.



2005: DHS PORT SECURITY

LSI created a uniform, comprehensive set of courses for port employees to more effectively prevent, deter, and respond to terrorist acts at the nation's busy seaports. The PortStar system launched in 2010 with 530 lessons in eight separate courses.



2024: GATES FOUNDATION PRE-SERVICE TEACHER

LSI received its first-ever grant from the Gates Foundation to examine the knowledge and pedagogy of student teachers who have completed their pre-service teacher training in public colleges of education in Zambia.



2025: EDUCATORS SHAPING FUTURES

LSI partnered with the World Bank Group, UNESCO, and the Ministry of Education to host Educators Shaping Futures in Ethiopia. More than 340 policymakers, teacher educators, researchers and practitioners from 41 countries attended.



LEARNING SYSTEMS INSTITUTE
AT FLORIDA STATE UNIVERSITY

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