



EDUCATORS SHAPING FUTURES

A Global Knowledge Exchange on Teacher Preparation and Development



KEYNOTE ADDRESS

Empower Teachers to Thrive through Teacher Preparation and Professional Development

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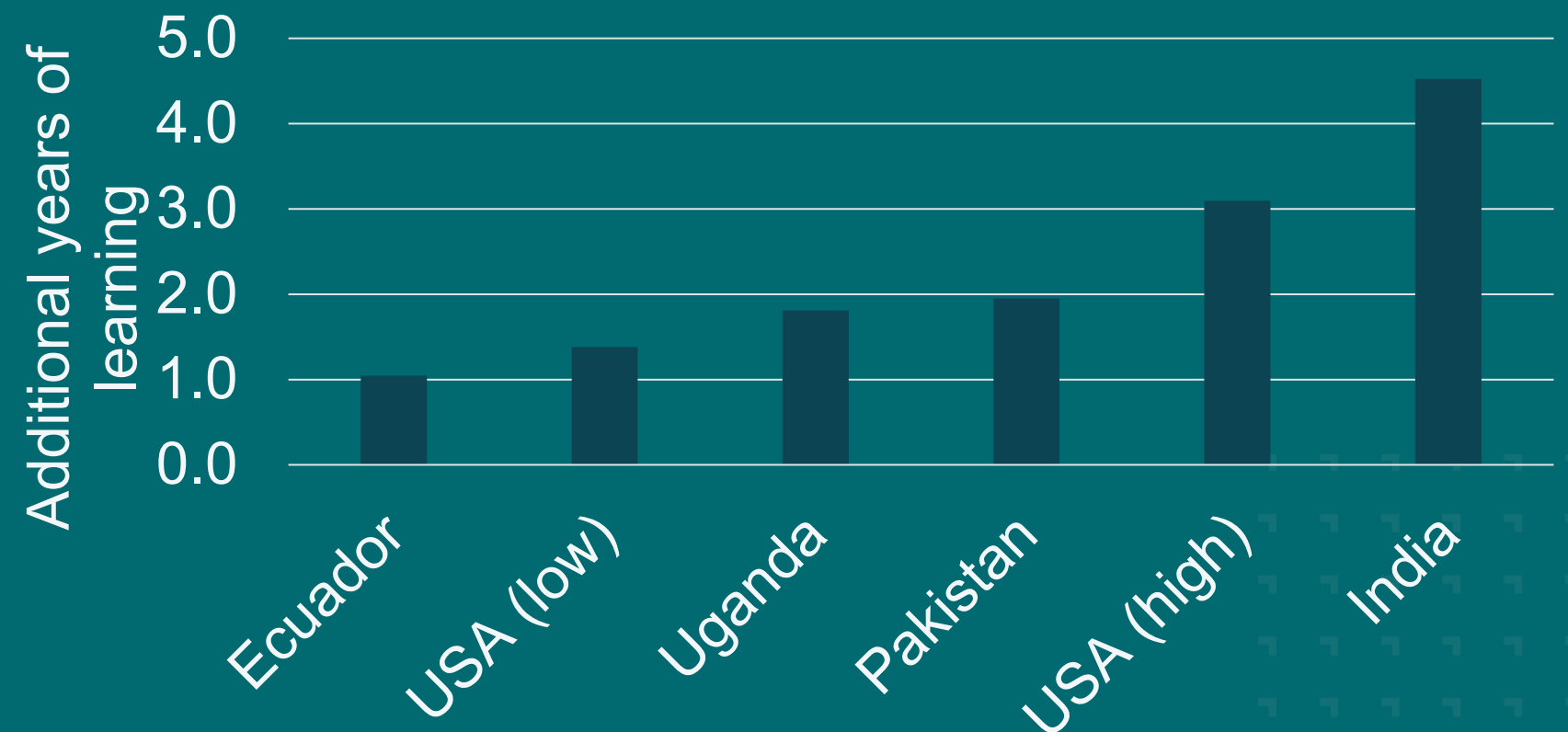


Great teachers change lives

“Teaching is the profession on which all other professions depend.”

–Linda Darling-Hammond

An effective teacher can double, triple, or quadruple student learning outcomes.



There are several entry points to empower the teacher workforce



**These are all crucial.
We'll focus on the two involving
teacher skills.**



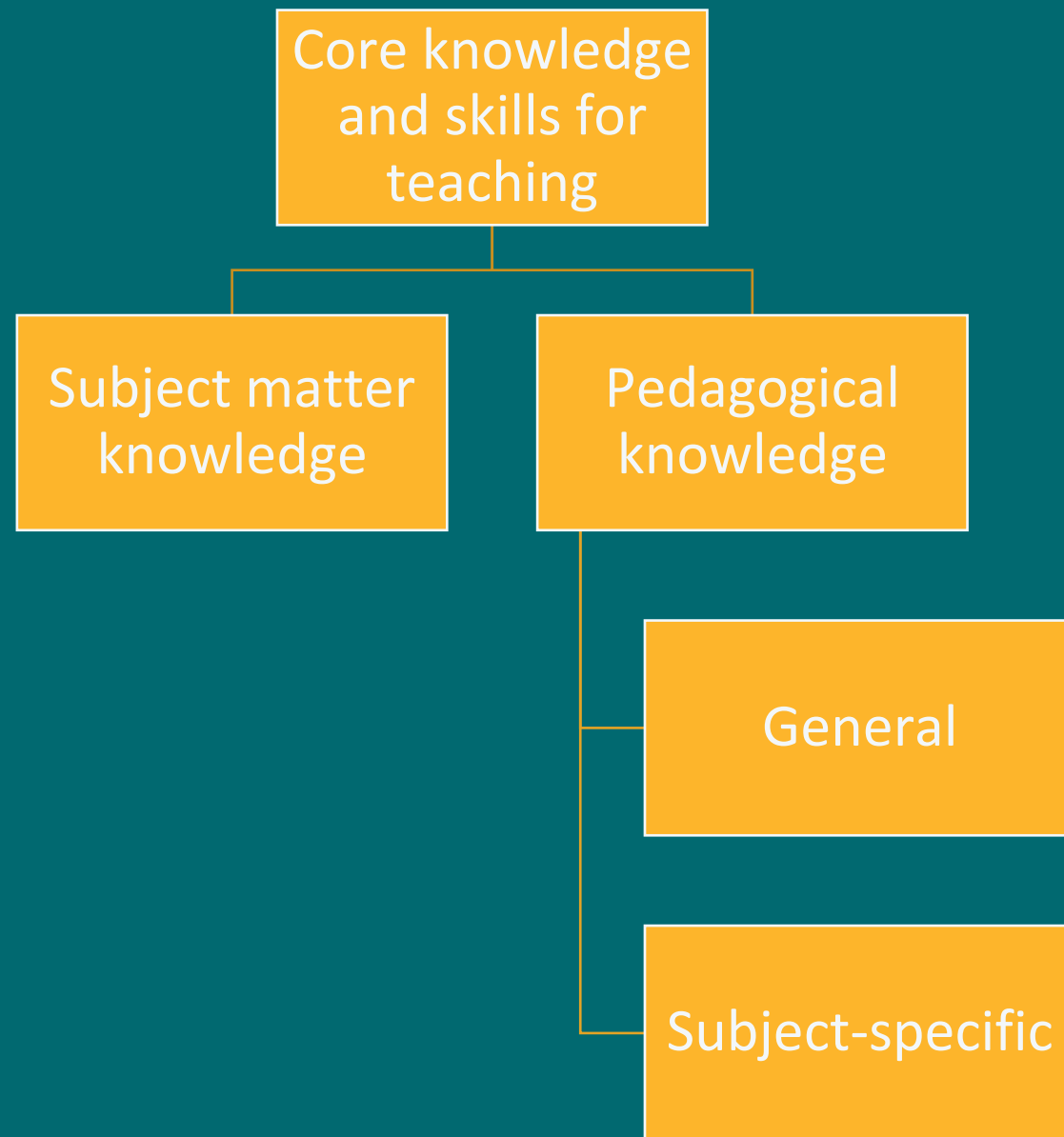
How can we prepare teachers before they enter the classroom?

What does every teacher need on Day 1 in the classroom?

Core knowledge
and skills for
teaching

Strong
professional
identity

What does every teacher need on Day 1 in the classroom?



How can education systems support candidates to get there?

5 principles to build an effective Initial Teacher Education (ITE) system



Principle 1: Attract & select strong candidates into ITE programs



Attract

 Scholarships and
 Stipends

- Bahrain
- Morocco

Select

-  Raise admission requirements
 - Chile
 - Burkina Faso
-  Balance with teacher needs

Principle 2: Provide relevant content



- 🧠 Subject matter mastery: Dominican Republic
- 🎓 Pedagogical skills: General + subject-specific
- 🎯 Professional identities: Purpose + responsibilities
- 🔗 Connect theory to practice

Principle 3: Quality field placements



-  Progressively develop student teachers' skills:
Bahrain
-  Best learning opportunities: Finland
-  Involve ITE institutions in placements:
Kazakhstan



Principle 4: Align institutions

- 🤝 Coordination across government departments: Ghana
- 🏛️ National standards: Sierra Leone, the Gambia



Principle 5: Quality assurance

-  Assess quality:
 - Key driver of education quality
 - Chile experience
-  Establish standards and regulations: Nigeria

What we still need to learn

Much of what we know on ITE is descriptive. We need more analysis of the impact of ...

Higher entry
requirements

Revisions to
content

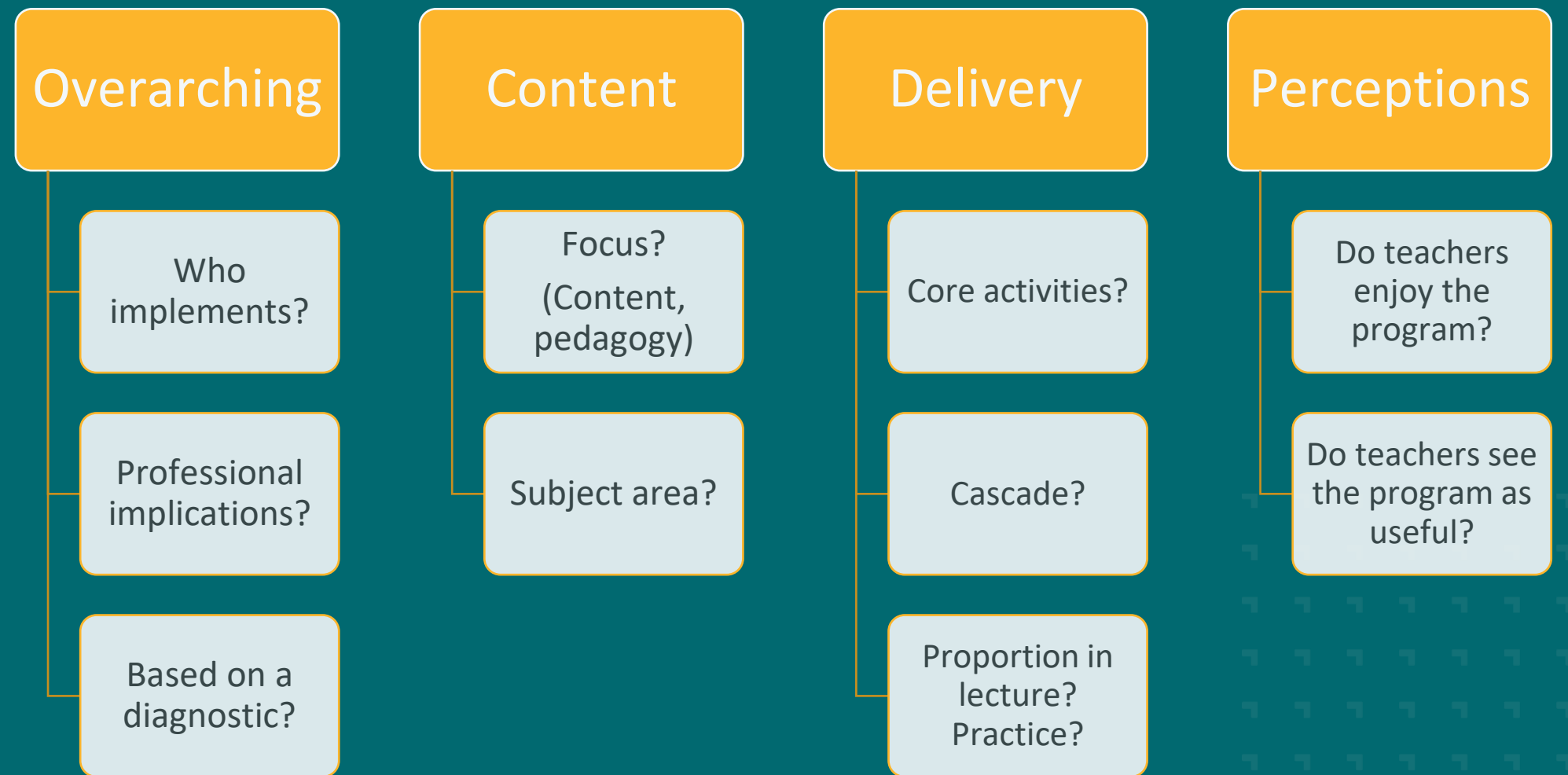
Alternative
field placement
models

Changes in
program
standards

How can we partner with teachers to support ongoing professional growth?

Do teacher professional development programs increase student learning?

- Programs called teacher PD vary enormously.
- It depends on the program!
- Some are highly effective.



Do all high-income countries have this figured out?

Math professional development

- Reviewed 643 studies of math PD in the US
- 5 were of high enough quality to measure impact
- 2 had positive impacts

Summary of research on the effectiveness of math professional development approaches

*Russell Gersten, Mary Jo Taylor, Tran D. Keys,
Eric Rolfhus, and Rebecca Newman-Gonchar
Instructional Research Group*

Major study of 3 large districts in the US

- Massive investments in teacher PD
- Little improvement from year to year
- No link between improvement and PD strategy



What works in low- and middle-income countries?

What we did

Examined 33 quantitatively evaluated PD programs in LMICs



What we learned

Specific subject focus

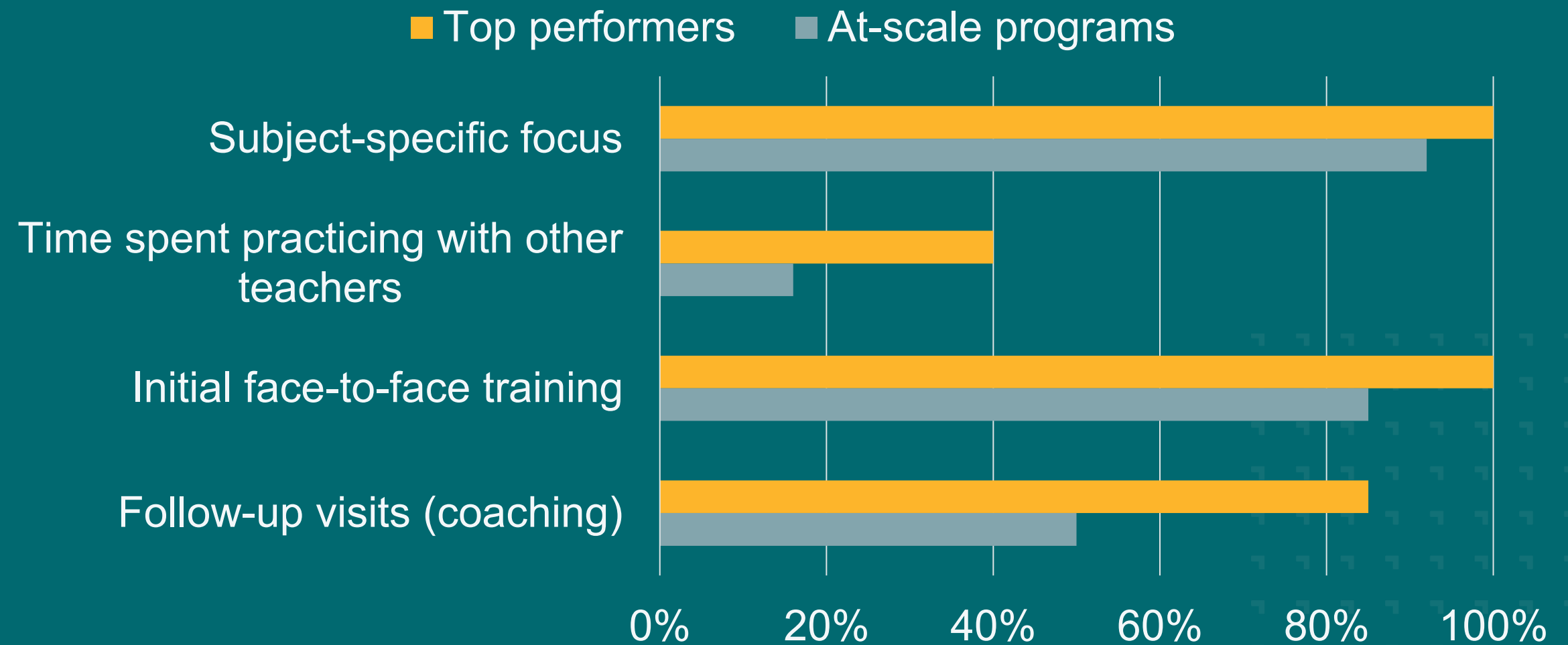
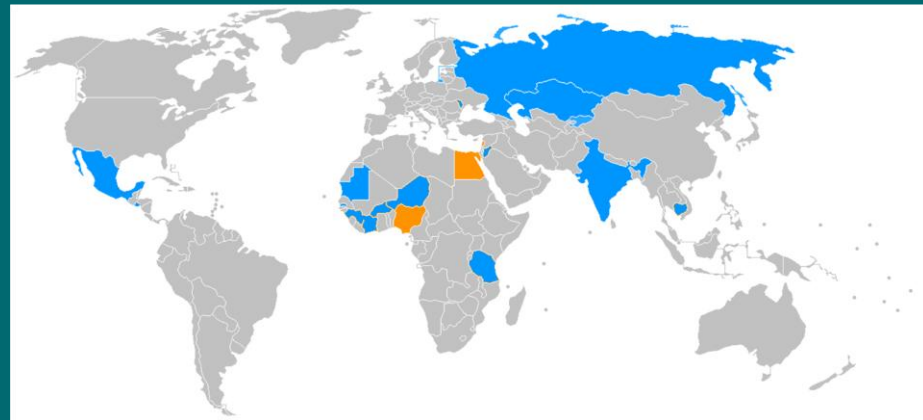
Incorporate lesson enactment into the training

Include initial face-to-face training
(no purely remote PD)

Interviews said:
Follow-up visits
(coaching)

But most at-scale, government implemented PD doesn't do this...

Comparison of 139 government-funded, at-scale PD programs across 14 countries



What we still need to learn

Approaches that work to improve student learning ...

When
implemented at
scale

When
implemented by
(or integrated with)
existing systems

With adaptation

In the lowest
income contexts

In the most fragile
contexts

- We know something about most/all of these.
- We need to know a lot more!

Remember

- Teacher preparation and professional development can be highly effective, with enduring impacts
- We have successes and evidence showing how to do it right.
- But
 - It's easy to get it wrong.
 - We have much to learn.



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