



LEARNING SYSTEMS INSTITUTE
FLORIDA STATE UNIVERSITY

An evaluation of reforms to Zambia's public pre-service teacher education system

Stephanie Simmons Zuilkowski
Learning Systems Institute
Florida State University



Agenda

- Introduction to Transforming Teacher Education
- Study Methodology
- Findings
- Summary and Implications



USAID Transforming Teacher Education

Activity: Motivation

- Investments in foundational literacy were not reaching pre-service teacher education
- Lack of alignment between schools and colleges/universities in materials and pedagogy
- Lack of preparation to teach PSTE and relevant experience among lecturers
- New teachers enter schools “looking rusty”





Activity Objectives

Standardize, align, and link practical, evidence-based, pre-service teacher training and content with primary school literacy curriculum

Equip teacher educators with the skills and experience necessary to deliver effective instruction to teachers in training

Equip pre-service teachers with the professional skills necessary to deliver quality literacy instruction in primary school



Research Questions

1. Do pre-service teachers completing their school experience (practicum) who were trained in TTE-partner colleges have better **content area knowledge** about early grade reading than pre-service teachers from other colleges and universities?
2. Do pre-service teachers completing their school experience (practicum) who were trained in TTE-partner colleges have better **classroom management skills** than pre-service teachers from other colleges and universities?
3. Do pre-service teachers completing their school experience (practicum) who were trained in TTE-partner colleges exhibit better **content-specific pedagogy** for early grade reading than pre-service teachers from other colleges and universities?
4. What are the **perspectives of student teachers on their preparation for the classroom**, and to teach early grades literacy specifically?



Methodology

- Mixed methods, quasi-experimental design with non-equivalent groups
 - Quantitative observation and knowledge assessment data
 - Qualitative semi-structured interviews



Sampling

- 6 colleges in 3 provinces—one TTE and one private college in each province
- 305 student teachers (71% female) observed
 - 202 knowledge assessments
 - 82 individual interviews (65% female)
- 56 school experience placement schools
 - Most schools had TTE *and* comparison group students

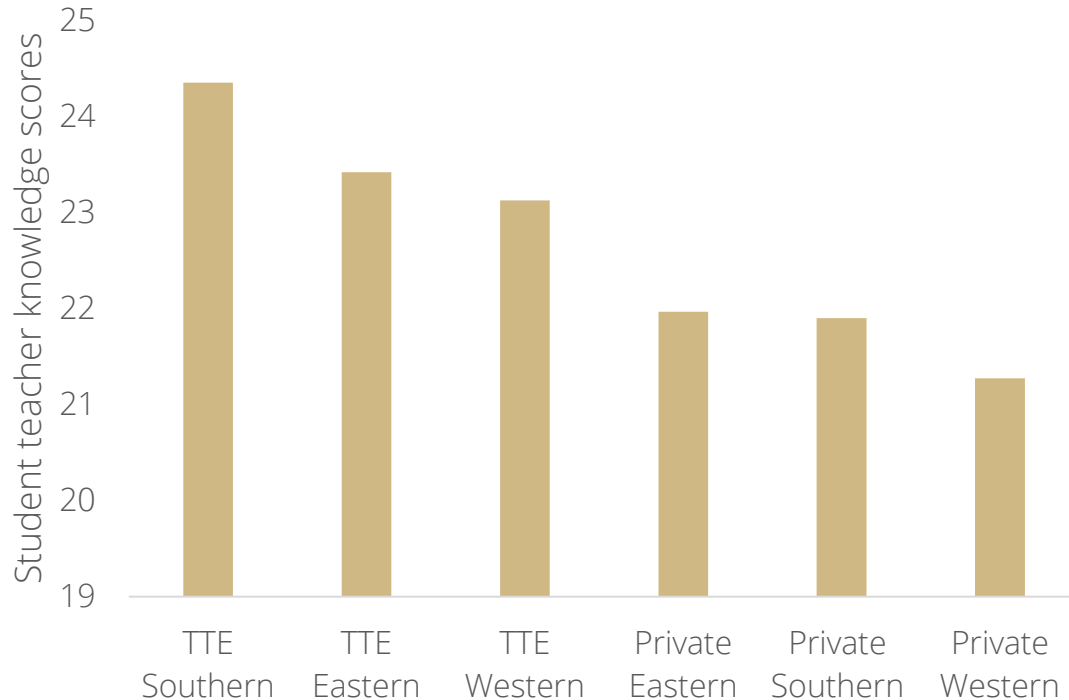


Data collection tools

- Observation rubric
 - General pedagogy/classroom management
 - Literacy-specific pedagogy
- Knowledge assessment (35 items)
- Interview protocol



Findings: Content Area Knowledge

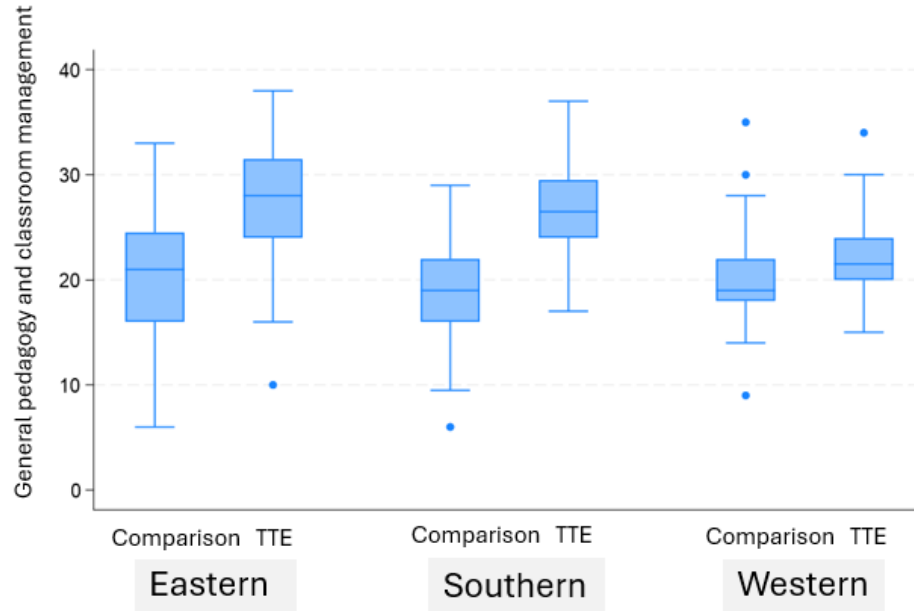


TTE mean score: 23.7
Private mean score: 21.7

The difference is
statistically significant
($p < .001$)



Findings: Classroom Management





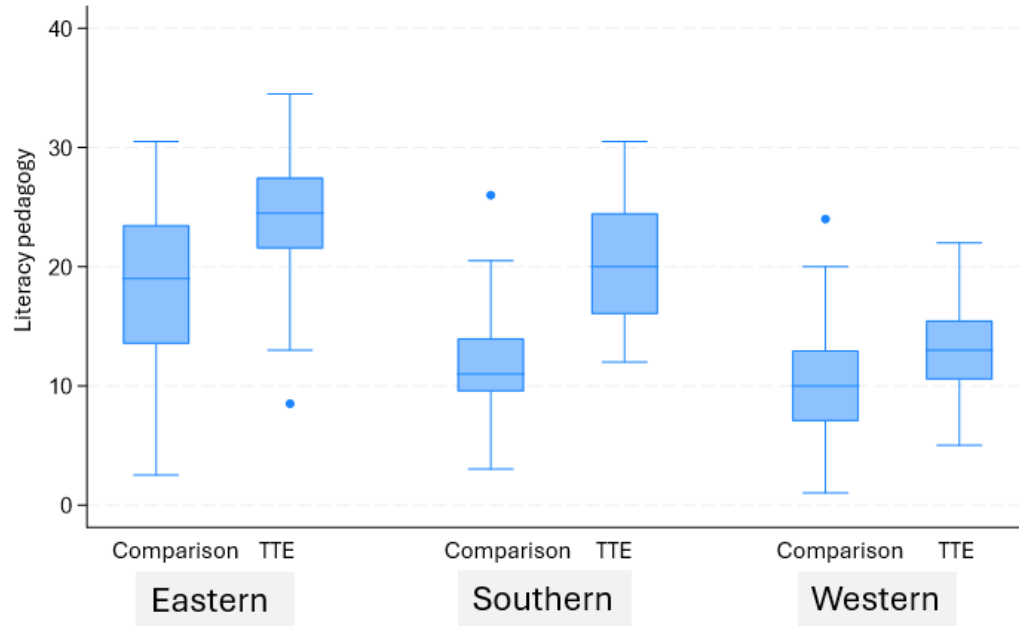
Findings: Classroom Management

	General Pedagogy (Model 1)	General Pedagogy (Model 2)
TTE	0.927*** (9.12)	0.967*** (9.73)
Total pupils		-0.009** (-2.80)
Eastern		0.495*** (4.14)
Southern		0.248* (2.00)
_cons	-0.468*** (-6.48)	-0.329 (-1.86)
<i>N</i>	305	305
<i>R</i> ²	.215	.277



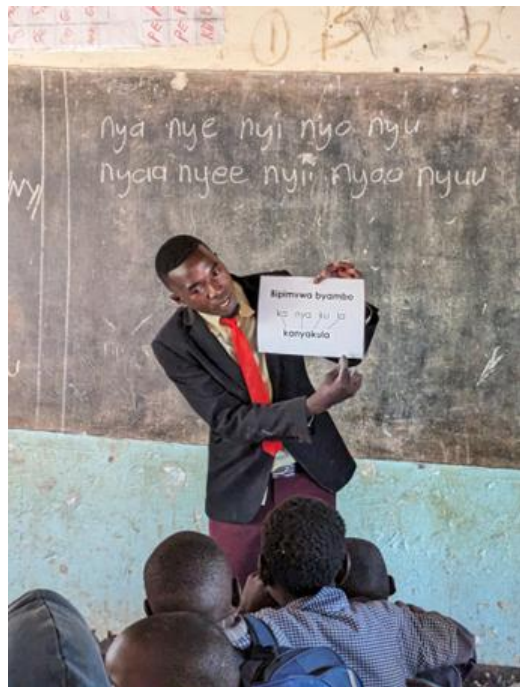


Findings: Content-specific Pedagogy





Findings: Content-specific Pedagogy



	Literacy Pedagogy (Model 3)	Literacy Pedagogy (Model 4)
TTE	0.841^{***} (8.08)	0.861^{***} (10.22)
Total pupils		-0.007[*] (-2.51)
Eastern		1.313^{***} (12.94)
Southern		0.529^{***} (5.04)
_cons	-0.424^{***} (-5.74)	-0.741^{***} (-4.94)
<i>N</i>	305	305
<i>R</i> ²	.178	.480



Findings: Student Teacher Perspectives

Overall Experience, Preparedness & Confidence

College preparation for classroom teaching

Placement process and school experience (SE) orientation

Confidence while teaching, and literacy teaching confidence

Instances of lack of confidence

General impressions, positive and negative experiences

Support and Observations

Supervisor lecturer contact and section

Cooperating/Mentor Teacher (CT/MT) involvement

Teaching observations: Supervising Lecturer + CT/MT

Challenges in the Classroom and Teaching Context

Challenges in teaching, including large class sizes, teaching & learning materials (TLM) and other challenges

Language of Instruction (LOI): student teacher–issues; learner-related issues



Summary and implications

- TTE coefficients are sizeable and stable across outcomes and models
- Findings suggest spillover of literacy-specific intervention to general pedagogy
- Models explain a high proportion of variation, especially for literacy-specific pedagogy
- Class sizes influence pedagogy





Implications



- This study design does not allow for causal claims, but provides supportive evidence for an association
- Proof of concept: Holistic reforms to initial teacher education at the college level can quickly influence student teacher performance



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Zambia Institute
of Special
Education



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LEARNING SYSTEMS INSTITUTE

Questions?

Stephanie Simmons Zuilkowski, Ed.D.

szuilkowski@fsu.edu