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# CENTERS FOR EXCELLENCE IN TEACHER TRAINING (CETT)

## TWO-YEAR IMPACT STUDY REPORT (2008 – 2009)



**January 2011**

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The authors' views expressed in this publication do not necessarily reflect the views of the United States Agency for International Development or the United States Government.



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## ACRONYMS

AOTR	Agreement Officer's Technical Representative
CA-RD	Central America – Dominican Republic
C-CETT	Caribbean CETT
CETT	Centers for Excellence in Teacher Training
ICT	Information and Communications Technologies
LAC	Latin America and the Caribbean Bureau, USAID
OLS	Ordinary Least Squares
USAID	U.S. Agency for International Development

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## EXECUTIVE SUMMARY

### Introduction

This report summarizes the results of a two-year study (2008 – 2009) to determine the impact of the Centers for Excellence in Teacher Training (CETT) program. The research team studied the effects of CETT professional development training on the knowledge of pedagogical approaches for teaching reading and writing, classroom teaching practices, and student achievement. The report presents the results for a sample of CETT teachers who entered the program in 2008 and received CETT training in 2008 and 2009.

The study includes two sets of CETT countries, referred to as “full-year” and “mid-year” countries. Full-year countries complete a school year in one calendar year, generally beginning in January or February and finishing in October or November. These countries were Honduras, El Salvador, Guatemala, and Nicaragua in Central America, and Bolivia and Peru in the Andes. Mid-year countries follow an academic schedule beginning in September and ending in June of the following year. These countries were Ecuador, Jamaica, and the Dominican Republic.

In the second year of the study (2009), data collection teams followed the progress of CETT teachers through a second year of training. First-year sample teachers from El Salvador, Guatemala, Nicaragua, and Bolivia participated in the study. Honduras was originally included in the second-year sample; however, because of the suspension of USAID activities with the change of administration in mid-2009, teachers were unable to complete the second year of CETT training.

The examination of the experiences of teachers new to the CETT program in 2008 allowed for control of pre-existing differences among teachers. Across all countries, the CETT program included five components: 1) teacher training in effective, research-based reading methodologies and classroom management techniques; 2) diagnostic tools to enable teachers to identify and address students' needs; 3) materials for teachers to use to improve their reading instruction; 4) applied research to ensure the efficacy of the training, tools, and materials; and 5) information and communications technologies (ICT) to broaden access to the program. In addition, sustainability was a focus from the beginnings of the program.

CETT teacher training addressed instruction related to seven literacy skills: reading comprehension, phonological awareness, phonics, fluency, oral expression, written expression, and vocabulary. Knowledge of these skills provided the foundation for integrated and effective reading instruction. The training also emphasized effective classroom management and student assessment. All of these components of the training were analyzed in the study.

### Methodology

The research team employed a pretest-posttest design to compare CETT teachers' accomplishments over the course of the school year, as well as between year one (2008) and year two (2009). The standard for comparison was the relationship of program results with the goals identified by the program designers. The Aguirre/JBS team measured the changes in teacher knowledge and in-class behavior over time, and analyzed how these teacher results related to student achievements in reading.

In 2008, 255 teachers entering their first year of CETT training were included in the study sample. In the second year, the original sample consisted of 85 teachers from Bolivia, Honduras, Guatemala, Nicaragua, and El Salvador. Because Honduras was removed from the sample, the final sample consisted of 65 teachers from the other four countries. Student data were available for the classrooms of 37 of these teachers, who made up the final sample for examining impact in the second year.

In both years of the study teachers responded to a survey about their knowledge of teaching reading at the start and end of the school year. In the second year, the survey at the end of the first year was used as the baseline, so that only one survey was administered at the end of the second year. In both years, teachers were observed three times when conducting reading lessons: at the beginning, during the middle, and at the end of the academic year. The CETT schools provided student achievement data, which the research team aggregated to determine a classroom average for each academic year.

Data analysis consisted of calculating the absolute and relative frequencies of each variable and converting test data to standard scores. These frequencies were used to make comparisons within groups from the start of the year to the completion of CETT training at the end of the year. In addition, other analyses such as t-tests, chi-square, correlations, and multiple regressions were used to examine relationships between teacher knowledge, teacher observed behaviors, and student achievement results.

## Principal Findings

**CETT training had a positive impact on teaching practice in the classroom.** In a majority of the observations of reading lessons, CETT teachers' use of effective practices increased over the course of the first year of training. Similarly, in all four categories of effective teaching behavior — general teaching, grouping and feedback, classroom management, and use of physical space — changes in teachers' observed behavior were positive and significant. The combined changes in teachers' literacy teaching and general effective teaching were highly significant.

The trend in increased effective practice continued with a second year of training. Although not significant, there was a slight overall increase in effective practice in the classroom in the second year. This was the result of an increase in practices related to literacy teaching, which reached its highest point at the end of the second year.

**CETT training was most effective early in the school year.** The greatest increases in effective practices in teaching reading were found between the first and second observations in full-year countries. This corresponds to the period when participants had face-to-face training, which was identified as the most effective delivery mechanism by participants. Increases early in the school year were noted in both years of the study.

**CETT training led to teachers employing a relatively high number of effective practices during classroom observations.** Classroom observers found that in both years, sample CETT teachers were employing, on average, close to 70 percent of the effective behaviors in general teaching and in teaching reading and writing. As mentioned, the range and number of effective practices increased throughout the year in both 2008 and 2009.

**Knowledge of appropriate strategies for teaching reading was an important factor in the consistent use of effective practice in the classroom.** For all groups of teachers in both years of

the study, greater knowledge of teaching reading correlated significantly with the total number of indicators of effective practice observed.

**In the second year of CETT training, teachers had to overcome a decline in knowledge and effective practice as a result of the break between school years.** Effective practice in both reading and general teaching was significantly lower at the start of the second year than at the end of the first year. Teachers recovered some of these practices by the second observation in year two, and had overall higher observed behavior at the end of the second year.

**The impact of CETT training on knowledge of appropriate strategies for teaching reading was unclear.** Overall scores on the knowledge survey showed significant increase from the first survey to the final survey in 2008. Significant increases occurred in both declarative and procedural knowledge in full-year countries. In mid-year countries, change in procedural knowledge was not significant. However, despite improvements, scores across the study countries were relatively low in comparison to the highest possible scores. On average, teachers answered one-third of the answers correctly.

In 2009, overall scores on the knowledge survey decreased from the end of the first year of training to the end of the second year of training. This was the result of a significant decrease in procedural knowledge (i.e., the ability of the teacher to apply his or her knowledge by creating an appropriate activity or lesson). The research team hypothesized that this could have been caused by a lack of specific objectives related to building knowledge in the second year of training; CETT staff, as well as reviews of second-year curricula, confirmed this.

**CETT teachers' participation in training helped their students to learn content.** Students in the classrooms of sample teachers performed better in reading test scores, on average, over the course of each school year included in the study.

**Gains in the use of effective practice in the classroom contributed to improved student achievement in reading.** In the first year of training, the significant positive change in the number of effective practices used by teachers correlated to improved classroom test scores in schools where data were available. However, the smaller gains on indicators of effective practice in the second year of training were not significantly related to student achievement gains.

**An extra year of CETT training was significant in maintaining effective teaching practice for rural teachers.** In the first year of training, no differences were found between urban and rural teachers in terms of knowledge gains, effective practice, or mean student achievement. In the second year, rural teachers had significantly higher observed effective practices than urban teachers.

**The impact of CETT training may be more effective for female teachers.** Female teachers in each sample group had higher knowledge scores, change in knowledge, and total numbers of indicators of effective practice used throughout the year. Although differences were only significant for the mid-year teachers, these trends were consistent.

**Higher education levels appeared to assist teachers in applying training content more rapidly in training.** In the first year of training, teachers with a university education demonstrated significantly higher knowledge and effective practice in the classroom. However, in the second year, no consistent differences were found by education level.

## Implications for USAID Programming

The overall consistency of the results showed that a systematic implementation of training with specific objectives and approaches can have an impact on teacher knowledge and classroom practice. This is especially true when training objectives and activities are well integrated, as was the case in the first year of CETT training. In such training, which promoted effective teaching, behaviors had a direct positive impact on student achievement. CETT's emphasis on "effective practices" demonstrated that the number of practices used by teachers influenced students' outcomes.

The significant relationship between increases in teacher knowledge and greater use of effective teaching practices argues for the importance of building teacher knowledge, especially procedural knowledge, which requires teachers to not only have a particular knowledge, but to apply it by creating an appropriate activity or lesson.

Furthermore, the failure to find a significant relationship between teachers' change in knowledge and student achievement, together with the relatively low overall levels of knowledge acquisition and the decrease in knowledge of appropriate teaching strategies in the second year of training, calls for a greater focus on knowledge throughout training. As the literature indicates, teacher professional development is a cyclical process that begins with new knowledge that leads to change in practice, to change in belief, to more knowledge, to more change. Further, this process of change takes time. The fact that CETT training led to a change in teacher practice but knowledge did not deepen suggested that teachers were at the superficial level of understanding, where they implemented the practice but did not yet know why or how to generalize the behavior to a variety of classroom situations. It also suggests that there is a need for a greater focus on knowledge in the training curriculum to sustain and solidify the change process.

Another crucial and debatable matter is how much training time (duration in number of contact hours and span) is needed to solidify the change process. Results from the first year of the study and feedback received from CETT countries suggested that one year of training may not be enough for teachers to master the CETT model and attain better results. On the other hand, results of the second year of training were mixed. This suggests that more thought may need to go into defining a second year of training, if implementing training over two years is to have an impact. A better-defined second year curriculum and a stronger focus on knowledge may improve training outcomes. Such improvement could, in turn, move teachers further along the professional developmental continuum, and contribute to improved student outcomes.

While a better-defined second year curriculum may improve training outcomes, there is little evidence in the two years of this study that such improvement would directly contribute to improved student achievement. Therefore, the cost-benefit of a strengthened second year of training as an option should be examined closely, and with the current level of development of the second year of CETT training, a single year of training should be considered as a viable option for countries with limited resources.

The CETT training appeared to make teachers more flexible in their acceptance of different teaching strategies. Throughout training, there was a general broadening of the perceived importance of orientations. In this case, teachers were more open to all types of teaching orientations including the constructivist approach and the use of phonetics in teaching reading. Teachers also expressed a preference for face-to-face training. Independent study as a mechanism for in-service teacher training

may be difficult to implement, given the teachers' negative opinions of this delivery strategy. This suggests a need to rethink the functionality of this training delivery method.

Finally, the effects of location, gender, and education level influenced the study results as well. The differences in the results of the second year by location and gender suggest that the second year of training may not have been as equitably delivered as the first year. Although a university degree appeared to allow trainees to take greater advantage of training in the first year, there were no differences in results among teachers with different education levels in the second year. This may be the result of relatively high levels of effective practice reached at the end of the first year of training and the lack of a specific curriculum to promote greater knowledge in the second year.

## Recommendations

The findings and implications discussed above lead to some general recommendations for USAID programming:

- To ensure lasting effects from training, USAID should invest in in-service training that stresses building knowledge and the understanding of appropriate teaching strategies over time. This is important given the positive significant relationship found throughout the study between knowledge and indicators of effective teaching practice. Criteria for this investment should include a well-defined curriculum for building knowledge, in addition to effective teaching practices. This study's results indicate that the CETT curriculum is strong in the latter but more efforts need to be put into teaching content.
- USAID missions considering investment in the CETT approach may consider limiting investment to a single year of training given the mixed results found in the second year of training. A single year of training is likely to result in significantly improved classroom teaching regardless of the teachers' location, gender, or education.
- Alternatively, missions may further explore the option of spreading training over two years, but in this case, training should be tied to a better-defined second-year curriculum that solidifies and builds on teachers' knowledge.
- Teachers' negative opinions about independent study suggest that there is a need to rethink the functionality of this training delivery mechanism and devise strategies to make it more effective if this modality is to continue to be part of CETT and other future programs. This is especially important given that in some CETTs, independent study is a major component of the training model. Teachers' positive opinions about teacher circles may suggest that independent study could be best implemented as a part of teacher circles. This strategy is already being used in some of the CETTs.
- Where USAID is supporting CETT, each CETT technical team should review the sub-elements of these results alongside their own monitoring and evaluation data in light of these findings. The results may point to specific areas that need to be imparted more effectively in training and follow-up.



## INTRODUCTION

This report summarizes the results of a two-year study (2008 – 2009) to determine the impact of the Centers for Excellence in Teacher Training (CETT) program. The research team studied the effects of CETT professional development training on the knowledge of pedagogical approaches for teaching reading and writing, classroom teaching practices, and student achievement. The report presents the results for a sample of CETT teachers who entered the program in 2008 and received CETT training in 2008 and 2009.

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In the second year of the study (2009), data collection teams followed the progress of CETT teachers through a second year of training. Full-year schools from El Salvador, Guatemala, Nicaragua, and Bolivia participated in the study. Honduras was originally included in the second-year sample. However, due to the suspension of USAID activities with the change of administration in mid-2009, teachers were unable to complete the second year of CETT training; therefore the study was not completed in Honduras.

The study dealt with the aggregate trends related to aspects of teacher professional development over the course of two years of participation in training. Aspects that were examined included: focus of the training, delivery format (workshop, study group, in-class coaching, etc.), as well as the content of the training. Associated factors such as age, experience, education, and gender of the CETT teachers were also examined. The aggregate results of training were compared with the goals identified by program designers for teacher knowledge of “effective practices” in teaching literacy, and the implementation of such practices as they related to student achievement in reading.

Mean student achievement in the classrooms of sample CETT teachers was measured at the start and end of each school year. This measurement permitted trends of changes in mean student achievement at the classroom level, across all countries, to be related to change in teacher knowledge and classroom practice at an aggregate level in each year of training.

The report is organized as follows. The contextual background is presented first, including information on early grade education in Latin America, a description of the CETT program, and the rationale for the study. This is followed by a discussion of the theoretical and research underpinnings of the CETT program, which the research team studied while analyzing the study results. The next sections describe the study’s methodology, the profile of participants, and the structure of the CETT training. The subsequent section presents the study results through a detailed discussion of the findings for each group of trainees: teachers in full-year countries in their first year of CETT training in 2008, teachers in mid-year countries in their first year of training in 2008, and teachers in full-year countries in a second year of training in 2009. The final section summarizes the study’s conclusions and discusses related implications and recommendations for future USAID programming in teacher professional development.

## BACKGROUND

### The Context

The CETT program was created to respond to regional education challenges related to early grade literacy in Latin America and the Caribbean (LAC). In order to analyze the impact of CETT on early grade reading instruction and performance, the research team conducted a literature review of the education context in the LAC region, as well as any country-level efforts before CETT to respond to these challenges.

Wastage, or grade repetition, in the early grades has long been a problem in LAC. Regional data in 2003 suggested that repetition across primary grades in the LAC region was around ten percent (World Bank, 2007), and was much higher in the rural areas of some individual countries. Repetition was consistently higher in first grade than at other levels of primary school. In 2007, the percentage of primary school-age children who were out of school was as high as 15 percent in some LAC countries (UIS, 2007).

Prior to the implementation of CETT, various LAC countries introduced reforms to improve student success through in-service training for teachers. Active learning approaches in Guatemala (MINEDUC, 1996), Nicaragua (MED, 1997), and El Salvador (Deweese, Evans, King, & Schiefelbein, 1995) were seen not only as helping children to take part in their own learning, but as contributing to democratic behavior through participatory activities. Teachers were trained in active learning methods generally adapted from the *Escuela Nueva* model in Colombia.

While such approaches had some success in increasing internal efficiency rates, overall student attainment remained low. Such limited results led educators throughout the region to begin to recognize the importance of the early acquisition of literacy skills to later reading ability and academic success. Similarly, the need to prepare teachers to provide opportunities for the early acquisition of literacy skills was of increasing interest throughout the LAC region.

### The CETT Program

The Centers for Excellence in Teacher Training were announced at the 2001 Summit of the Americas as a U.S. Presidential Initiative to support a systematic approach to improve early grade literacy in the LAC region. The U.S. Agency for International Development provided management support for the program from 2002 – 2009. Over the seven years of the program, the Agency provided over \$40 million to establish three regional CETTs: CETT CA-RD in Central America and the Dominican Republic, Centro Andino in South America, and the Caribbean CETT (C-CETT). The CETTs were tasked with improving teachers' reading instruction to children in first, second, and third grades in marginalized communities of the LAC region, with the objective of improving literacy levels and changing the patterns of school underachievement.

CETT was implemented by universities (and in one case the Ministry of Education) in each country. In Central America and the Dominican Republic, the Universidad Pedagógica Nacional Francisco Morazán in Honduras led a consortium of universities and other institutions in implementing the program in five countries: Dominican Republic, El Salvador, Guatemala, Honduras, and Nicaragua. In South America, the

Universidad Peruana Cayetano Heredia collaborated with two other universities to implement the program in three countries: Bolivia, Ecuador, and Peru. In the English-speaking Caribbean, the program was housed at the Joint Board of Teacher Education at the University of the West Indies in Jamaica, and with the addition of five countries in mid-2009, implemented in 13 Caribbean countries: Anguilla, Antigua and Barbuda, Belize, the British Virgin Islands, the Commonwealth of Dominica, Grenada, Guyana, Jamaica, Montserrat, St. Kitts and Nevis, St. Lucia, St. Vincent and the Grenadines, and Trinidad and Tobago.

CETT provided in-service training to teachers in schools located in poor, disadvantaged areas that had not benefitted from other donor programming. The program strove to promote the development of skills and active-learning strategies for teaching reading, by aligning existing pedagogical practice with research-based best practices, for a student population with a wide range of abilities and backgrounds. Five program components (plus a focus on sustainability) formed the backbone of the program:

1. **Teacher training** in effective reading methodology and classroom management techniques;
2. **Materials** for teachers to use to improve their reading instruction;
3. **Diagnostic tools** to enable teachers to identify and address students' weaknesses and needs;
4. **Applied research** to ensure the efficacy of the training, tools, and materials provided; and
5. The use of **information and communications technologies (ICT)** to broaden access to the program.
6. Additionally, **sustainability** of the CETT program was considered a priority from the beginning of the program.

CETT training *content* addressed instruction related to seven literacy skills: reading comprehension, phonological awareness, phonics, fluency, oral expression, written expression, and vocabulary. Knowledge of these skills provided the foundation for integrated and effective reading instruction.

The CETT model introduced innovative *techniques* such as continuous teacher training throughout the school year and follow-up support in the classroom. Teacher trainers visited CETT classrooms where they observed teachers and provided feedback and recommendations. Teacher circles gave teachers the opportunity to share their experiences with peers. Each CETT also emphasized the role of parents and the greater community in embracing a “culture of literacy” to support the importance of reading in the early grades.

Common CETT components and training techniques outlined the broad vision of the program. Within the parameters of these components, each CETT had the flexibility to manage and implement the program based on its regional context and needs. As a result, the CETTs developed with slight differences in each region.

Originally CETT was expected to reach some 15,000 teachers and 450,000 students in up to 20 LAC countries over four years. With an extension to a total of seven years of implementation, the program trained 35,095 teachers and administrators, giving over 799,000 students in the early grades a better education.

## **Rationale for the Study**

The Aguirre Division of JBS International, Inc. (Aguirre/JBS) provided technical assistance to the CETT implementing partners in the development of their monitoring and evaluation systems. This assistance included: the convocation of technical workshops to discuss topics of interest; the creation of teacher databases to track training cycles; the development of teacher and student monitoring instruments; and the construction of academic achievement tests combined with the analysis of test results.

In 2008, Aguirre/JBS was given the responsibility of designing an evaluation of the impact of CETT training on new teachers who entered the program in that year across all CETT countries. In preparing the results for 2008, discussions with CETT implementers suggested that two years were required for teachers to master the CETT techniques and to attain better results. Since follow-up activities with CETT teachers continued in the second year of program participation in all three regions, this extension of the professional development process led to a second year of the evaluation. The second year of the study allowed for the investigation of (a) the change in skills and knowledge of CETT teachers over a two-year training period, and (b) the relative effect of two years versus one year of CETT professional development.

## **Relevant Research**

The Aguirre/JBS team studied relevant literature to inform the result findings. The purpose of the study was to assess the impact of the CETT program by determining the effect of CETT training on teacher knowledge of effective pedagogy in reading, use of that knowledge in the classroom, and the effect of teacher training on improved student learning outcomes.

The generally accepted idea that teacher differences are important for student achievement has been confirmed by a number of large-scale studies in U.S. primary schools (Thum 2003; Rivkin, Hanushek, and Kain, 2005). Among the important results of training cited were: aligning instruction with assessment, communicating clear learning objectives and expectations for student performance, providing intellectual challenge, allowing students to explain what they are learning, using formative assessment to understand what and the degree to which students are actually learning, and offering active learning experiences (Goe and Strickler, 2008). Stating clear and concise learning objectives, as well as performance expectations, has been shown to be related to student achievement also (Matsumura et al., 2006; Schacter and Thum, 2004). Interactive classroom activities and soliciting student feedback can positively affect student learning outcomes (Smith, Lee, and Newmann, 2001; Wenglinsky, 2000 and 2002; Kennedy, 2008).

Effective classroom management was seen as another best practice tied to student achievement. Summarizing key research findings in this area, English and Anderson (2004) identified classroom management, defined as maintaining a classroom environment where effective instruction can occur, as one of the variables having the most impact on student achievement. The authors pointed out that rules and procedures established by teachers and administrators provided a foundation to attain effective classroom management.

While the literature associated certain teaching best practices with improved student achievement, there was also almost universal agreement among researchers that training focused on content-based pedagogical knowledge is integral to improving student learning. The vast majority of the studies

reviewed found evidence that training in content-based pedagogical knowledge was positively associated with students' achievement (Monk, 1994; Hammond and Young, 2002; Hill, Rowan, and Ball, 2005). Although many of these studies focused on mathematics, Schacter and Thum (2004) found effects of content-based pedagogical knowledge in the achievement of third- to sixth-graders in reading and language. Secondary research and reviews supported these findings. Darling-Hammond and McLaughlin (1999) examined more than 200 studies and concluded that teachers who had a greater knowledge of both subject matter and pedagogy were more successful in improving student achievement.

In an extensive review of best practices in successful teacher in-service professional development programs, Garet and Porter (2001) found that key features included: focusing on content knowledge; providing opportunities for active learning in training; fostering coherence of teacher learning and development; including reform types of professional development such as study groups or mentoring and coaching; involving collective participation (i.e., teachers attend training with their peers); and sustaining the training.

CETT professional development included features of effective instruction parallel to those cited in the literature reviewed here. The CETT program was built on research in reading instruction that suggested several critical factors for assisting teachers in gaining new knowledge and effectively implementing new practices. This included the idea that training must take place within collaborative environments in which teachers have input in decision-making and problem-solving, can receive feedback as new methods are put into practice within coherent programs, and have access to student data to examine the effects of implementing new teaching methods (Weiner, 2000).

The CETT training curriculum focused on effective teaching practices, which translated into behaviors and actions that teachers used in the classroom so that students interacted with the content in a way that promoted learning. In addition, the training was designed to give teachers theoretical knowledge about reading instruction, to empower them to apply new practices in their classrooms, to test their own understanding of new concepts, and to make use of what they learned to improve instruction. Finally, the training also emphasized effective classroom management and student assessment. All of these CETT components were analyzed as part of the study.

## METHODOLOGY

### Design

The goal of an impact study is to collect and to present information needed for summary statements and judgments about a program or certain program components and their value. An impact study focuses on the intended changes that are sought by the program's participants as a consequence of having participated in the program. In the case of the CETT impact study, the research team used a pretest-posttest design to provide a basis against which to compare the program's accomplishments. The standard for comparison was the relationship of program results with the goals identified by the program designers in terms of change in teacher knowledge and behavior as it related to student achievement in reading.

To carry out the study, a multi-method design, consisting of surveys, classroom observation forms, and student achievement tests was employed to measure the implementation of the teacher training program in primary schools across the LAC region. In both years of the study, the team collected data at the start of the school year, mid-year (for the teacher observation instrument only), and again at the end of the school year from a sample of teachers who entered the CETT program in 2008, the initial year of the study. In 2009, data from the first year served as a baseline to determine changes in teacher knowledge and behavior that resulted from further CETT training. The study followed a selection of teachers from the first-year sample during a second year of participation in CETT. Student achievement was also measured twice, in the beginning and at the end of the school year in both years of the study.

### Variables

There were two main types of variables: those associated with the teacher and those associated with the student. Teacher variables related to background characteristics, training received, understanding of the pedagogical principles being taught, and application of training to teaching-learning situations. The principal student variable was achievement in reading from the start of the school year to the end of the school year.

The outcome variables for the study were: teacher behavior in the classroom, teacher knowledge of pedagogy, and student academic performance.

*Teacher classroom behavior.* The actions that a teacher takes so that students interact with the content in a way that promotes learning is an aspect of education quality. Student performance depends on the processes and context of classroom learning, including teachers' use of techniques and methods. To measure these behaviors, the study observed teachers in their classrooms, with defined indicators on effective behaviors.

*Teacher knowledge of pedagogy.* In CETT pedagogy, teacher knowledge means that the teacher understands the way in which students learn and their ability to use these principles to promote an active and participatory learning environment. This gives the students opportunities to integrate new abilities, information, and concepts to their mental framework through research, modeling, and practice. A survey of pedagogical knowledge and perceptions was used to measure changes in teachers participating in CETT.

*Academic performance.* The purpose of a quality education is to create the necessary conditions in the classroom so that students may acquire relevant and effective instruction that ensures they will achieve progress in their studies. For the CETT program, the quality of education as it related to students was measured by reading and writing performance. The CETTs developed standardized tests to measure student achievement; these tests measured students' mastery of the content required by the national curricula. The tests also measured the level at which students were acquiring certain competencies essential to reading and writing.

## Sample

A purposive sample was used to determine the teacher participants in the impact study. In the first year of the study, the sample called for forty teachers beginning their first year of participation in each national CETT. In countries with fewer than forty new teachers available, all were selected, while in countries with more than forty new teachers, the population was stratified by sex and selected randomly within strata. The first-year sample included 255 teachers. The student sample was made up of all students in the classrooms of these participating teachers.

The second year of the study followed a selection of CETT teachers from the first-year sample. Teacher from full-year countries who had complete data available from the first year were included in the second year. Mid-year countries (Jamaica, Ecuador, and the Dominican Republic) were not included in the second year because their school year had already started when the decision was made to extend the study. The first-year teachers from Peru were not included as well, because they were turned over to another training program and were no longer participating in CETT.

The initial second-year sample consisted of 85 teachers from Bolivia, Honduras, Guatemala, El Salvador, and Nicaragua. Honduras was removed from the sample due to the suspension of USAID activities with the change of administration in mid-year 2009. The final second-year sample consisted of 65 teachers from the other four countries. Student data were available for the classrooms of 37 of these teachers, who made up the final sample for examining impact in the second year.

## Instruments

The instruments created for the study were developed from common elements reflected in regional or national training curricula and instruments for monitoring the results of training on effective practice. The instruments *did not* necessarily reflect the individual elements of the three CETTs. As the CETT training was implemented in a systematic manner over the course of the school year in all three CETTs, the research team used multiple measures of common elements of teacher knowledge and classroom practice in both 2008 and 2009. These multiple measures allowed researchers to determine if particular sequences of training components and events were related to certain teacher knowledge acquisition and behavior change, and if these relationships were found at a given period in the training process.

In order to implement the multi-method design of the research, the research team utilized three instruments. Two were developed by Aguirre/JBS: a classroom observation protocol and a teacher knowledge survey. To test student achievement, the CETTs' own student assessment instruments and results were incorporated into the analysis plan. The instruments used for both years of the study were identical so that comparisons could be made between the two years.

## **1. Classroom Observation Protocol**

The classroom observation protocol was a checklist of 57 items indicating the presence or absence of teacher behaviors related to teaching reading and classroom management (see Appendix A). This instrument was completed by trained teams of observers who visited schools and observed sample teachers conducting reading and writing lessons. The instrument was applied three times during the school year in full-year countries: at the start of the school year, in the middle of the year, and close to the end of the year. The protocol was applied twice in mid-year countries due to the data collection schedule (see Limitations).

The instrument was derived from common items in the observation instruments developed for monitoring teacher practices in each CETT. The items chosen also covered the domains of “effective practice” for teaching reading and writing in the early grades found in international literature. Wording of items on the instrument was reviewed with CETT program personnel in all countries to ensure that concepts measured by the instruments were understood in the same way. To determine that the instrument would consistently measure the same phenomena, the research team tested inter-rater reliability among observers from the three regions. These observers were instructed to score “virtual” observations consisting of field notes from previously observed CETT lessons; observers completed the instrument as if they had been present for the observation. This exercise was done in a number of different settings in several countries. Agreement among raters for two distinct cases across seven countries was 85 percent.

## **2. Teacher Knowledge Survey**

The teacher knowledge survey included 39 items that tested knowledge in the seven components of reading that are included, to a greater or lesser degree, in the professional development training: oral language, phonemic and phonological awareness, phonics, fluency, vocabulary, comprehension, and written expression. The pre- and post-surveys for C-CETT, CETT CA-RD, and Centro Andino are included in Appendices B – D.

The item range of difficulty was achieved in two ways; first, the questions varied in answer type. Receptive answers included multiple choice questions and fill-in-the-blank items, while expressive responses included a fuller expression of understanding of terminology, techniques, and application. The second way that range of difficulty was measured was through the level of intellectual performance required to answer the questions. The items ranged from questions about specific knowledge, to questions that asked the teacher to evaluate a situation. The survey also included sections on the teacher’s perception of CETT training and the efficacy of different teaching orientations. In 2008, the survey was administered at the beginning of CETT training and near the end of the school year when training activities for the year had been completed. In 2009, the teacher survey was administered at the end of the year only because the 2008 end-of-year application served as the baseline for 2009.

The instrument was piloted with 63 individuals in five countries: the Dominican Republic, Guatemala, Honduras, Jamaica, and Peru. The wording of questions was reviewed and alternate answers were incorporated into scoring protocols as suggested by CETT personnel. Internal consistency of the survey instrument was measured through the “split-half” technique. Alternate items on the knowledge portion of the instrument were assigned to different groups and correlated. The resulting correlation coefficient was  $r = .965$ , which was significant at the .001 level of confidence. The discriminatory power of the

survey was also tested by separating the sample into two groups: (1) a group comprised of several CETT trainers with detailed knowledge of the content; and (2) a group of relatively inexperienced teachers. The difference in mean scores on the knowledge section of the survey was 25.1 to 7.5 for the two groups respectively. This difference was significant at the .01 level of confidence using a t-test for independent samples. Within-group distributions were normal for each group.

### **3. Student Reading Achievement Tests**

Each CETT developed standardized student achievement reading tests; these tests measured student abilities in oral and reading comprehension and text production, along with other specific literacy competencies. Test procedures, administration, and analysis varied according to each CETT's development process, but were generally consistent with international student testing practices. In C-CETT, all students who were taught by CETT teachers were tested. In the two Spanish-speaking CETTs, random participants were selected from the universe of CETT students. Where this was the case, the research team worked with the CETTs to ensure that students of all impact study sample teachers were included in the test administration. Teachers in the sample taught first, second, or third grade in primary schools. In Centro Andino, student reading tests were administered only to third grade students; as a result, the teacher sample for these countries was oversampled for third grade, to have as much data as possible.

## **Field Procedures and Quality Control**

A team of researchers completed the data collection in each country. A local study coordinator selected these field personnel in conjunction with Aguirre/JBS. The field staff comprised two to five individuals in each country (depending on the sample size) who had previous experience in conducting educational research. The field teams were trained by Aguirre/JBS or by the local study coordinator who had been trained by Aguirre/JBS. Data collection trainings consisted of two-day workshops in which the trainers provided an overview of the study objectives, reviewed each item of the observation and survey instruments, and used simulations to practice classroom observations. Field teams in each country remained the same in the two years of the study, with the exception of Guatemala where a new team was trained in 2009. Additional quality control measures included the development of a field manual, which provided a reference guide to the field procedures developed in the training, and refresher training prior to the second year of data collection.

Data collectors observed an entire reading and writing lesson during their field visit. Observations were carried out at the start of the school year, in the middle, and at the end of the school year in full-year countries. In mid-year countries, the protocol was applied twice, in the beginning and at the end of the school year. The teacher knowledge surveys were generally distributed early in the initial CETT training session, then again in the final training session at the end of the school year. When it was not possible to distribute the surveys during training, the data collectors provided the teachers with the surveys during their observation visits.

## **Data Analysis**

Data analysis consisted of calculating the absolute and relative frequencies of each variable. These frequencies were used to make comparisons within groups from the baseline at the start of training in

2008 to the completion of CETT training at the end of the first year of training, and again at the end of the second year. In addition, other analyses such as t-tests, chi-squares, correlations, and multiple regressions were used to examine relationships between individual variables and student test results. Finally, multivariate analysis was used to examine the relationships between these outcomes and complex groups of variables, where appropriate.

## **Limitations**

Several limitations were noted during the two years of data collection.

### ***1. Sample Attrition***

Reduction in the sample size was a major limitation. The research team could only use data from teachers who completed the pre- and post- surveys, and who were observed several times throughout the school year. From over 300 teachers in the original sample, the final 2008 sample had only 255 teachers for whom complete survey and observational data were available. Causes of attrition among teachers included leave during data collection periods, transfer to a non-CETT classroom, to higher grades where CETT was not implemented, and transfer to non-CETT schools. Student data were even more limited for the reasons mentioned above, as well as problems in test administration. This resulted in a final first-year sample of 76 teachers with pre- and post-test student classroom reading achievement data in full-year countries and eight teachers in mid-year countries.

In the second year of the study, the sample started with 85 teachers and was reduced to 65 teachers with available data for the full second year. Of these 65 teachers, only 37 had classroom pre- and post-test data available. The causes of attrition among teachers in the second year coincided with the reasons indicated in the first year. In addition, the sample decreased when teachers from Honduras were not included in the second year.

### ***2. Data Collection***

In 2008, owing to the time necessary to validate the instruments and to conduct pilot testing, it was not possible to carry out the full study methodology in mid-year countries. These countries (the Dominican Republic, Ecuador, and Jamaica) had already begun classes; as a result, the mid-year sample teachers had received a part of their training when the study started. The baseline for teacher knowledge (the survey at the beginning of the year) occurred about halfway through the school year. The period in which to attempt to determine change in knowledge attributable to CETT training was shorter than the full-year countries. Similarly, the variation in classroom behavior was assessed through two observations in Ecuador and Jamaica rather than the three observations that were carried out in full-year countries. In the Dominican Republic, the observation protocol was applied only once due to unexpected delays in the implementation process. Due to these limitations in the first year, and the fact that the impact study followed a similar timeline in 2009, mid-year countries were not included in the second-year sample.

## PROFILE OF STUDY PARTICIPANTS

Participants in the first year of the study included teachers from first, second, and third grades from both urban and rural schools. A total of 255 teachers from five CA-RD countries, three Centro Andino countries, and Jamaica (representing C-CETT) participated in the study. As indicated in Table I below, an overwhelming majority (85%) of study participants were female. Just over half (57%) of study participants worked in urban areas and over two-fifths (43%) worked in rural areas. Approximately two-fifths (39%) were third grade teachers; about one-quarter (23%) and nearly one-third (30%) taught second and first grades respectively. In general, teachers were relatively experienced. The average age was 36 years and the average years of teaching experience was 11.39.

**Table I: Demographic Information**

	Gender		Zone		Grade <sup>1</sup>				Age <sup>2</sup> (average)	Years of experience <sup>2</sup> (average)
	M	F	Rural	Urban	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	Multi-grade		
<b>CA-RD</b>										
Dominican Republic	1	27	10	18	10	6	12	-	36.75	9.14
El Salvador	3	16	14	5	9	1	5	4	38.11	12.26
Guatemala	4	43	24	23	15	14	15	1	32.89	10.10
Honduras	0	27	9	18	9	8	10	-	34.56	11.74
Nicaragua	4	12	8	8	4	7	5	-	36.87	13.69
<b>Centro Andino</b>										
Bolivia	4	30	14	20	4	7	22	-	36.07	11.36
Ecuador	17	15	14	18	7	4	11	5	41.41	15.95
Peru	3	18	0	21	9	4	8	-	41.95	15.30
<b>C-CETT</b>										
Jamaica	3	28	17	14	10	7	11	3	29.69	4.79
<b>Totals</b>										
Total Number	39	216	110	145	77	58	99	13	Overall: 35.98	Overall: 11.39
Total Percentage	15%	85%	43%	57%	30%	23%	39%	5%		

<sup>1</sup> "Other" and "No response" accounted for 3 percent of this variable.

<sup>2</sup> Some teachers did not indicate age and years of teaching experience.

Teachers in the first year of the study fell into three major categories when it came to their level of education. Most teachers held a post-secondary degree, comprising over two-fifths (41.4%) of study participants. Nearly one-third of teachers (28.5%) held a university degree, followed by teachers that held a secondary degree (25.8%). In line with recent policies to improve the quality of education in Latin American and the Caribbean, in nearly all countries participating in the study formal teacher training programs consist of a middle ground between secondary and university training; in other words, post-secondary degrees, which usually entail around two years of post-high school specialized training.

The participant profile in the second year of the study, though much smaller at 65, had similar demographic characteristics as in the first year. The gender gap, however, was even more profound, with just six male participants (9.1%). Second-year participants had an average of 13.19 years of teaching experience.

## Structure of CETT Training

The research team surveyed CETT training staff on the structure and content of CETT teacher training in each year (2008 and 2009). Table 2 presents illustrative composite training structures for both Central America and Centro Andino. In both regions there was more emphasis on formal classes in the first year of training. The general content of teaching reading was taught in training sessions and reinforced through practice and demonstration in school visits. In CA-RD countries, class material was also reinforced through independent study. Teacher interchanges were meetings of groups of CETT teachers in a particular geographical area of a country to share experiences through teacher circles or other formats.

**Table 2: Illustrative Two-Year Training Structure**

Region	CA-RD	Centro Andino <sup>1</sup>
<b>Hours of Training (2008)</b>		
Classes	32	126
Teacher Interchanges	24	15
School Visits	16-20	24
Independent Study	40	
Total	112-120	165
<b>Hours of Training (2009)</b>		
Classes	24	68
Teacher Interchanges	32	14
School Visits	16-20	24
Independent Study	40	
Total	112-120	106

<sup>1</sup> Only includes Bolivia

In the second year of training, CA-RD staff noted that there was no formal curriculum or program for the teachers. For the most part, countries presented the same topics introduced in the first year of training, but with different activities or in different order so as to reinforce concepts learned in the previous year. The principal difference described between the first year and the second year of training was that second-year teachers were used as mentors or tutors for teachers in their first year of training. This was often done through teacher circles. There was consensus among CETT trainers that in the second year teachers were more comfortable and participated a little more. This change made it possible to use the second-year teachers as aides in the training.

In Bolivia, a different curriculum was used in the second year. A majority of the curriculum was an expansion or consolidation of the content of the first year, with greater emphasis on difficult concepts to put into practice, such as differentiated instruction and continuous evaluation. The differences in training between the regions did not result in any consistent differences in outcome measures. Thus, results were aggregated across the entire sample.

## STUDY RESULTS

The results of the study are presented for each of the three instruments described in the Methodology: the teacher observation protocol, the teacher knowledge survey, and the student reading achievement tests. In each section, the results are presented for full-year countries and mid-year countries in 2008 and for full-year countries only in 2009.

### Observed Practices in the Classroom

This section examines the impact of CETT professional development training on classroom teaching practices. The results are based on the application of the teacher observation instrument in sample classrooms. CETT teacher trainings and materials outlined “effective” teaching practices, defined by CETT as best practices related to literacy instruction based on international research. The observation instrument included a checklist that measured the presence (or absence) of effective behaviors related to 1) literacy instruction practices and 2) general teaching practices. Literacy instruction practices spanned the seven behavioral areas: oral language, phonemic awareness, phonics, vocabulary, reading comprehension, fluency, and writing. Teachers were also scored on their general teaching practices. For example, the data collectors noted whether teachers had instructional materials ready at the start of the class, and whether they managed the classroom effectively. The observers were also asked to note the physical use of space in the classroom.

#### 1. Effective Practices in Teaching Reading

In 2008 CETT teacher observations in full- and mid-year countries indicated that effective teaching practices increased over the course of the academic year, as seen in Table 3. In full-year countries, the greatest improvements in teaching reading took place between the first and second observations; this was also the period when the bulk of the face-to-face training took place. Only two observations were possible in the mid-year countries, and thus change from the beginning of the year could not be assessed. The mid-year countries differed from the full-year countries in that observed change in general teaching between the second and third observations was statistically significant.

**Table 3: Observation Trends in Literacy Instruction (2008 – 2009)**

Time	1st Observation	2nd Observation	3rd Observation
<b>Literacy Instruction</b>			
Full-year Countries 2008	12.9	15.7**	16.7
Mid-year Countries 2008		14.3	15.0
Full-year Countries 2009	12.3	16.2**	16.8
<b>General Teaching</b>			
Full-year Countries 2008	10.1	12.2**	12.6
Mid-year Countries 2008		11.8	13.6**
Full-year Countries 2009	11.0	11.2	11.8
<b>Total</b>			
Full-year Countries 2008	23.0	27.9**	29.3
Mid-year Countries 2008		26.1	29.3**
Full-year Countries 2009	23.3	27.4**	28.6

\* significant at  $p \leq .05$ ; \*\* significant at  $p \leq .01$

Items on the observation instrument assessed literacy instruction based on the seven behavioral areas related to literacy. In 2008, teachers in full-year countries significantly improved their practices in five of the seven behavioral areas from the first to the second observation: oral language, vocabulary, reading fluency, reading comprehension, and writing. All categories except phonological awareness increased in the third observation but none of these increases were significant.

Observations of teachers in mid-year countries indicated a similar trend. In five of the seven behavioral areas, data collectors noted a significant increase in effective practices. These differences were significant in the case of teaching behavior promoting oral language learning and reading fluency. In the area of phonological awareness, no change in observed behavior occurred, whereas teaching behaviors encouraging decoding decreased. These results were consistent with CETT training in that emphasis on decoding strategies generally occurred earlier in the school year.

Individual indicators related to general teaching practices spanned four areas: general instruction, grouping and feedback, classroom management, and use of physical space. In 2008 full-year countries, observations of general effective practices increased in each area, and all these differences were significant from the first to the second observations. From the second to the third observations, increases were noted in practices related to group formation and feedback, as well as class management; however, none of the differences were significant.

In 2009, data collectors observed teacher practices in full-year countries only. The teams noted a decrease in all observed teaching behaviors during the break between the 2008 and 2009 school years. It should be noted that these results mirrored the results on the teacher knowledge survey (see next section). The decreases in effective practices in teaching reading were made up over the course of the second year of training; however, behaviors indicating effective general practices did not reach the same levels as in the first year. The research team hypothesized that the reasons for this change may have been the break in CETT training between years one and two, as well as the less structured curriculum in the second year of training in some countries.

## **Knowledge of Teaching Reading**

This section examines the impact of CETT professional development training on teacher knowledge, as well as perceptions of different teaching approaches. The teacher knowledge survey consisted of multiple-choice and open-ended items related to the seven areas of literacy. The survey included declarative knowledge questions, which required teachers to identify or define, and procedural knowledge questions, which required teachers to apply their knowledge by creating an appropriate activity or lesson. At the beginning of each survey, teachers were asked their opinion regarding their professional life and their perceived efficacy of different teaching approaches.

The teacher knowledge survey was given to CETT teachers at the beginning of their CETT training, and again at the end of the school year. In 2009 data collection only included the post-survey, as the survey at the end of 2008 served as the baseline for the second year. In this section, Survey 1 refers to the pre-test in 2008. Survey 2 refers to the post-test in 2008, and Survey 3 refers to the post-test in 2009.

## I. Knowledge of Teaching Reading

Teacher knowledge significantly increased from the beginning of the CETT training to the end of the academic year in both full- and mid-year countries in 2008 (see Table 4). It should be noted, however, that overall knowledge was low even at the end of the year. On average, teachers responded correctly to one-third of the survey knowledge questions. Out of 39 possible correct items, response rates ranged from three to 24 correct in full-year countries and from one to 30 correct in mid-year countries.

**Table 4: Mean Change in Knowledge of Teaching Reading (2008 – 2009)**

2008	Survey 1 (Pre)	Survey 2 (Post)
Full-year Countries	10.97	13.32**
Mid-year Countries	12.60	14.11**
2009	Survey 2 (Pre)	Survey 3 (Post)
Full-year Countries	13.20	12.10

\* significant at  $p \leq .05$ ; \*\* significant at  $p \leq .01$

As noted in the Limitations section, the sample of full-year teachers significantly decreased from 2008 to 2009, and this may have had an effect on 2009 results. Indeed, Survey 2 in 2009 indicated a lower pre-test score of this smaller sample. However, it should be noted that this score (13.20) did not show a significant statistical difference from the Survey 2 score of the larger 2008 full-year sample (13.32). In 2009, teacher knowledge of reading instruction decreased by slightly more than a point, though this change was not statistically significant. Again, the research team hypothesized that this may have been due to the different curriculum taught in CETT trainings in the second year. However, the team was not able to test this hypothesis against specific training curricula.

The research team analyzed the survey results based on the type of knowledge attained. As can be seen in Table 5, both declarative knowledge and procedural knowledge among teachers in full-year countries improved significantly during the first year of training. Teachers in mid-year countries also showed significant gains in declarative knowledge from the first to the second survey; changes in their procedural knowledge, however, were not significant. This may be a result of the amount of procedural knowledge that teachers in this group had already acquired from training earlier in the academic year, given the delayed application of the survey in mid-year countries.

**Table 5: Mean Change in Types of Knowledge (2008 – 2009)**

2008	Knowledge Type	Survey 1 (Pre)	Survey 2 (Post)
Full-year Countries	Declarative Knowledge	8.99	9.66*
	Procedural Knowledge	1.87	2.40**
Mid-year Countries	Declarative Knowledge	9.61	10.77*
	Procedural Knowledge	2.78	3.03
2009	Knowledge Type	Survey 2 (Pre)	Survey 3 (Post)
Full-year Countries	Declarative Knowledge	10.7	10.2
	Procedural Knowledge	2.60**	1.90

\* significant at  $p \leq .05$ ; \*\* significant at  $p \leq .01$

In 2009, teachers experienced decreases in both declarative and procedural knowledge. The decrease in procedural knowledge (from Survey 2 to Survey 3 in 2009) was significant. This indicated that teachers' knowledge significantly decreased during the break between the 2008 and 2009 school years,

when schools were not in session and CETT training was not offered. It also indicated that teacher knowledge was significantly lower at the end of the second year of training, though not as low as it had been at the beginning of 2008 (prior to CETT).

### ***I. Perceived Efficacy of Teaching Orientations***

The CETT program offered a number of teaching strategies that could be used in different classroom contexts. Based on literacy approaches agreed upon by education teams in each CETT, the trainings encouraged the importance of child-centered learning (constructivist approach), with an awareness of phonetics. Outside of CETT, most teachers used the direct approach, in which learning was more teacher-centered.

Questions at the beginning of the knowledge survey asked teachers if they agreed or disagreed with statements that reflected teaching strategies involving students in their own learning (constructivist orientation); teacher-centered strategies (direct orientation); strategies using a combination of the two orientations; as well as strategies using phonetics. Tables 6, 7, and 8 present the changes in teachers' perceptions of the efficacy of these teaching orientations during the academic year.

Teachers in full-year countries significantly increased their perceived importance of constructivist and phonetic approaches in 2008, as seen in Table 6. These same teachers did not significantly change their views of the efficacy of direct teaching methods, or methods that employed both direct and constructivist orientations. These results led the research team to conclude that most teachers increased their perceptions of the efficacy of student-centered learning and the use of phonetics in the classroom.

**Table 6: Mean Change in the Perceived Efficacy of Teaching Orientations: Full-year Countries 2008**

Teaching Orientation	Constructivist	Direct	Both	Phonetics
Survey 1	5.30	2.67	4.65	2.76
Survey 2	6.12**	2.88	4.88	3.16*

\* significant at  $p \leq .05$ ; \*\* significant at  $p \leq .01$

Mid-year teachers underwent similar changes in their perceptions of teaching efficacy in 2008. Again, most mid-year teachers significantly increased their perceptions of the efficacy of constructivist techniques and the use of phonetics. Unlike full-year countries, however, the mid-year teachers' efficacy of using both orientations also increased. The research team concluded that this may have been due to some CETTs which promoted a mixed approach of different teaching techniques.

**Table 7: Mean Change in the Perceived Efficacy of Teaching Orientations: Mid-year Countries 2008**

Teaching Orientation	Constructivist	Direct	Both	Phonetics
Survey 1	5.27	2.70	5.08	2.77
Survey 2	6.11**	2.87	5.68*	3.40**

\* significant at  $p \leq .05$ ; \*\* significant at  $p \leq .01$

Table 8 presents the change in teachers' perceptions of the efficacy of different teaching orientations in 2009, or the second year of training. The research team noted a significant decrease in constructivist

techniques from the end of 2008 to the end of 2009. On the other hand, there were significant increases in the orientation toward using both direct and constructivist techniques, and the use of phonetics. Change in teachers' perception of the efficacy of direct teaching was not significant, as was the case with both groups of teachers in 2008.

**Table 8: Mean Change in the Perceived Efficacy of Teaching Orientations: Full-year Countries 2009**

Teaching Orientation	Constructivist	Direct	Both	Phonetics
Survey 2	6.5*	2.9	4.3	3.1
Survey 3	5.9	3.1	5.5**	3.4*

\*significant at  $p \leq .05$  to previous; \*\*significant at  $p \leq .01$  to previous

The results of the second year of training indicated that CETT teachers thought the efficacy of both constructivist and direct teaching orientations were important. The perceived efficacy of a combination of techniques was highly significant at the end of the two years of the study, which the research team attributed to an adaptation of the CETT model with a mixed approach. The research team hypothesized that the teachers' perceived importance of phonetics, which was stressed in CETT training, could be seen as an indication of the positive impact of the program in this orientation.

## 2. Teacher Knowledge and Observed Teaching Practices

The CETT program strove to increase teacher knowledge through literacy concepts and techniques, and to reflect this knowledge in teaching practices in the classroom. The research team tested whether teacher knowledge, and mean change of teacher knowledge throughout the year, was significantly correlated with observed behavior of effective teaching practices. In Table 9, "teacher knowledge" indicates the score on the teacher survey at the end of that academic year; similarly, the column "observation of teaching practices" indicates the number of observed effective practices at the end of the academic year. "Mean change of teacher knowledge" indicates the difference in scores from the beginning to the end of the academic year.

**Table 9: CETT Teacher Knowledge and Observed Teaching Practices**

Time	Observation of Teaching Practices
<b>Full-year Countries 2008</b>	
Teacher Knowledge	.162*
Mean Change in Teacher Knowledge	.032
<b>Mid-year Countries 2008</b>	
Teacher Knowledge	.310**
Mean Change in Teacher Knowledge	.211*
<b>Full-year Countries 2009</b>	
Teacher Knowledge	.319**
Mean Change in Teacher Knowledge	.168

\* significant at  $p \leq .05$ ; \*\* significant at  $p \leq .01$

The final knowledge score of CETT teachers in all three groups was significantly and positively correlated with observations of effective practice, indicating that teachers who scored well on the knowledge survey also received relatively higher scores during their observations. In the second year of the study teacher knowledge was highly correlated with the observation scores, and this final correlation was the strongest. In the mid-year countries in 2008, mean change in teacher knowledge

(the change from Survey 1 to Survey 2) was also significantly correlated with final observed teaching practices. However, this was not the case in the full-year countries in 2008 or 2009.

The results indicated that teachers who performed well on the teacher knowledge survey also received higher scores during their study observations. Teachers who understood the literacy concepts were able to integrate them into their teaching, and correctly explain them to the students. In addition, when teachers understood the effective techniques in literacy instruction they had been taught, they were more likely to use them in the classroom. In the mid-year countries, the research team was able to find a link between the positive *change* in knowledge and the score on the final observation. This could indicate that teachers were improving their teaching as they were increasing their overall knowledge.

### 3. Teacher Knowledge and Perceived Efficacy of Teaching Orientations

The research team tested whether teacher knowledge, and mean change in teacher knowledge, significantly affected CETT teachers' perceptions of different teaching orientations. The team hypothesized that as a result of CETT training, teachers would be more likely to emphasize the constructivist approach (or a mix of the constructivist and direct approaches), and that the perceived importance of phonetics would increase. In Tables 10 and 11, the column "mean change in perceived efficacy" indicates the change in teacher perceptions of the efficacy of that teaching approach from the beginning to the end of the school year.

**Table 10: CETT Teacher Knowledge and Perceived Efficacy of Teaching Orientations**

2008	Mean Change in Perceived Efficacy			
	Constructivist	Direct	Both	Phonetics
<b>Full-year Countries</b>				
Teacher Knowledge	.252*	.034	.293**	.243*
Mean Change in Teacher Knowledge	.032	.050	.313**	.318**
<b>Mid-year Countries</b>				
Teacher Knowledge	.273*	-.016	.236*	.224*
Mean Change in Teacher Knowledge	.381**	-.146	.397**	.416**

\* significant at  $p \leq .05$ ; \*\* significant at  $p \leq .01$

Teachers in full-year and mid-year countries experienced similar trends in 2008. Teacher knowledge was significantly correlated with change in the perceived efficacy of the constructivist approach. This result indicated that teachers who had higher scores on the knowledge survey increased their perceived efficacy of the constructivist approach. The results of both groups showed significant, positive correlations between teacher knowledge, mean change in knowledge, and perceived efficacy of a mixed approach of constructivist and direct techniques. As the CETT program did not require one approach over the other, these results indicated that CETT teachers increased their perceived efficacy of *both* approaches in their teaching.

Finally, the perceived importance of phonetics in teaching reading was highly correlated with teacher knowledge. Those teachers that improved their scores on the knowledge survey (mean change) also indicated an increased importance of the use of phonetics in teaching reading. This greater awareness was stressed throughout the CETT training and indicated a positive impact of the program.

Neither of the two teacher groups showed a significant correlation between teacher knowledge and the perceived efficacy of direct teaching. Teacher knowledge in mid-year countries was slightly *negatively* correlated with the perceived efficacy of direct teaching; however, this may have been because the change in the latter variable was so small throughout the academic year in these countries.

**Table 11: CETT Teacher Knowledge and Perceived Efficacy of Teaching Orientations**

2009	Mean Change in Perceived Efficacy			
	Constructivist	Direct	Both	Phonetics
<b>Full-year Countries</b>				
Teacher Knowledge	-.044	-.132	-.114	-.099
Mean Change in Teacher Knowledge	.079	.097	.090	.196

\* significant at  $p \leq .05$ ; \*\* significant at  $p \leq .01$

In the second year of training, the results did not indicate any significant correlations between teacher knowledge and the perceived efficacy of teaching orientations. The research team noted that this may have been due to the relatively small mean changes in both types of variables throughout the year. Teacher knowledge decreased between the end of the first year and the second year; as a result, the correlations between final knowledge and mean change in perceived efficacy were negative.

## Student Achievement

An overarching goal of the CETT program was to improve literacy among students in first to third grades in classrooms where the program was implemented. To this end, each CETT developed a monitoring and evaluation system to track the progress of reading comprehension among CETT students. The research team used data from these tests to compare teacher knowledge and observed teacher practices with student performance.

Though the testing systems in each CETT varied, the research team normalized the student data to standard scores across countries. Next, the team correlated teacher survey scores and observation scores with classroom mean scores. Finally, an OLS regression was used to refine the relationships between observed practice, teacher knowledge, and student achievement, where possible.

Students of CETT teachers took the pre-test at the beginning of the year, prior to the beginning of CETT teacher training. The post-test was given at the end of the academic year. Table 12 presents the results of the changes from pre- to post-tests in each year, indicating a positive change in full and mid-year countries. Given that standard scores were derived from the test scores, there were significant correlations between change in classroom scores and change in standard scores ( $r=.861$ ). Results for the mid-year countries should be interpreted with care as only eight classrooms had pre- and post-test data available.

**Table 12: Mean Classroom Test Scores (2008 – 2009)**

Score	Pre-test	Post-test	Change
<b>2008</b>			
Full-year Countries	-.49	.78**	1.27
Mid-year Countries	-.005	.85**	.85
<b>2009</b>			
Full-year Countries	-.57	.62**	1.19

\* significant at  $p \leq .05$ ; \*\* significant at  $p \leq .01$

The research team correlated the mean change in student achievement tests to the indicators of teacher performance, namely the teacher knowledge survey and the observations of teaching practices. The sample did not include mid-year countries, since only eight classrooms had pre- and post-test data available. The research team hypothesized that changes in student achievement may be positively correlated with mean changes in teacher knowledge and observed effective teaching practices.

The correlations in Table 13 indicated a positive relationship between student achievement and teacher knowledge during the 2008 academic year, though these correlations were not statistically significant. The final observation score of effective teaching practices was negatively correlated with the mean change in student achievement; this was attributed to the fact that the observation scores varied during the year. A better indicator of the impact of teacher practices was the *mean change* of the observed teaching practices, which was positively correlated with the mean change in student test scores. However, this correlation was not significant.

**Table 13: Student Achievement and Teacher Performance: Full-year Countries 2008**

Score	Teacher Knowledge	Mean Change in Knowledge	Observation of Teaching Practices	Mean Change in Observation
<b>Full-year Countries 2008</b>				
Mean change in classroom test scores	.022	.056	-.054	.181

\* significant at  $p \leq .05$ ; \*\* significant at  $p \leq .01$

In order to examine these relationships with greater precision, the research team constructed an OLS regression on classroom achievement using the change in indicators of effective teacher practices from the beginning to the end of the 2008 academic year as a predictor. As can be seen in Table 14, each additional indicator of effective practice used by the CETT teacher led to an increase of .02 standard (or z-score) points on classroom achievement scores, holding all other variables constant. Further, a one percent increase of teacher years of experience was associated with a .003 increase in classroom scores, again holding all other variables constant. Teacher gender did not affect classroom scores. It is important to note, however, that only 17 sampled respondents were male. Thus, further analysis is necessary in order to assess whether teacher gender had an impact on student achievement.

**Table 14: Regression Analysis of Student Achievement and Teacher Performance: Full-year countries 2008**

Time	Classroom Post z-score
<b>Full-year Countries 2008</b>	
Classroom Pre z-score	0.388*** (0.103)
Difference in Best Practices (From Observation 1 - 3)	0.0186* (0.007)
Log of Years of Experience	0.208* (0.094)
Gender (if Female)	-0.277 (0.243)
<b>Constant</b>	<b>0.606*</b> (0.271)
<i>n=72, Standard errors in parentheses</i>	
* significant at $p < .05$ ; ** significant at $p < .01$ ; *** significant at $p < .001$	

Table 15 presents the correlations between mean change in classroom test scores and the impact variables related to teacher knowledge and effective teaching behaviors in 2009. Both final teacher knowledge and observations of effective teaching practices were positively correlated with mean change in classroom test scores; this indicated that teachers who had higher scores on their knowledge tests at the end of the academic year taught in classrooms where the score increases were positive. However, neither of these correlations was statistically significant.

As in previous analyses, the correlation between mean change in teacher knowledge and mean change in classroom test scores was slightly negative, because of the significant decrease in teacher knowledge scores from 2008 to 2009.

**Table 15: Student Achievement and Teacher Performance: Full-year Countries 2009**

Score	Teacher Knowledge	Mean Change in Knowledge	Observation of Teaching Practices	Mean Change in Observation
<b>Full-year Countries 2009</b>				
Mean change in classroom test scores	.096	-.017	.006	.101
* significant at $p \leq .05$ ; ** significant at $p \leq .01$				

Again, the research team tested changes in classroom test score during the 2009 academic school year using the change in indicators of effective practices as a predictor. As can be seen in Table 16, no significant relationship was found between indicators of effective practice and an increase in standard (or z-score) points on mean classroom test scores, holding all else constant. Similarly, neither years of experience nor gender was associated with an increase in classroom scores, again holding all else constant.

**Table 16: Regression Analysis of Student Achievement and Teacher Performance: Full-year countries 2009**

Time	Classroom Post z-score
<b>Full-year Countries 2009</b>	
Classroom Pre z-score	-0.316 (0.062)
Difference in Best Practices (From Observation 1 - 3)	0.249 (0.069)
Log of Years of Experience	0.033 (0.027)
Gender (if Female)	-0.313 (0.529)
<b>Constant</b>	0.134 (1.062)

*n=37, Standard errors in parentheses*  
\* significant at  $p < .05$ ; \*\* significant at  $p < .01$

### Teacher Perceptions of Training

The teacher knowledge survey included a section on teachers' perceptions of CETT training methods and content. Table 17 shows the training delivery modalities that teachers thought were most useful in each year of training. There was little change in the two years. More than half of the teachers in each year thought that face-to-face training was the most useful method of training. Another third of the teachers felt that teacher circles were the most useful form of training. There was a slight increase in the number of teachers stating that in-class coaching was the most useful form of training in 2009, whereas independent study decreased.

**Table 17: CETT Teachers' Opinions on Training Modalities**

	Face-to-face	Teacher Circles	In-class Coaching	Independent Study
<b>Full-year Countries</b>				
2008	52.3%	33.8%	3.1%	7.7%
2009	53.8%	32.3%	7.7%	4.6%

*N=65 teachers in two-year sample*

Teachers were also asked to rate the most useful training content that they received during each academic year. The 16 types of content included in the survey were divided into three general areas: reading and writing, individualized or differentiated instruction, and planning. The teachers' responses were scored for these contents and examined in terms of the study outcome variables.

Table 18 shows the mean scores for the most useful training content as rated by teachers in schools in mid- and full-year countries. Teachers rated reading and writing content as the most useful in both years. In 2008, teachers in full-year countries saw individualized instruction content as somewhat more useful than planning content, whereas mid-year teachers rated individualized instruction and planning similarly. In 2009, teachers in the second year of training continued to rate reading and writing teaching as the most useful training content. Planning, however, was rated more highly than in the first year of training.

**Table 18: CETT Teachers' Mean Ratings of Most Useful Types of Training**

	Reading and Writing	Individualized Instruction	Planning
<b>2008</b>			
Full-year Countries	2.8	.56	.23
Mid-year Countries	2.8	.28	.26
<b>2009</b>			
Full-year Countries	3.2	.47	.68

Tables 19 outlines the correlations between teacher perceptions of training and the impact study variables. In 2008, teachers in full-year countries who rated reading and writing content most useful also had higher teacher knowledge scores. In mid-year countries, perceptions of training, with the exception of the relationship between the importance of planning content and gains in knowledge, did not correlate significantly with outcome variables. No significant relationships were found between teachers' perceptions of training and outcomes in 2009.

**Table 19: Correlations of Teacher Perceptions of Training and Mean Impact Variables**

Score	Teacher Knowledge	Mean Change in Knowledge	Observation of Teaching Practices	Mean Change in Observation
<b>Full-year Countries 2008</b>				
Reading and Writing	.262**	.113	.074	.096
Individualized Instruction	.058	.043	.092	.051
Planning	-.079	.034	.018	-.119
<b>Mid-year Countries 2008</b>				
Reading and Writing	.069	.031	.004	.034
Individualized Instruction	-.137	-.023	-.171	-.190
Planning	.015	.249*	.025	.125
<b>Full-year Countries 2009</b>				
Reading and Writing	.023	.210	.072	.007
Individualized Instruction	-.091	-.029	-.101	.096
Planning	-.082	-.067	-.027	-.142

\* significant at  $p \leq .05$ ; \*\* significant at  $p \leq .01$

## Comparisons by Location, Gender, and Education Level

A number of other variables had the potential to influence the results of teacher training. Age and years of teaching experience may have allowed a participant in the professional development activities to take greater advantage of the content than a teacher with less experience. Differences in the availability of resources may have limited implementation of training content in rural areas, and if training was not gender-neutral, participants of a certain sex may have taken greater advantage of the experience than colleagues of a different sex. Mean differences in the results for rural and urban teachers, males and females, as well as the effect of teacher education level on the outcome variables are presented.

### I. Rural/Urban Differences

As can be seen in Table 20, there was almost no difference between rural and urban teachers on any of the training impact measures among teachers in full-year countries. The only differences found were in age and years of teaching. Urban teachers in the sample were significantly older and had more years of

teaching experience. Teachers in both groups had similar gains in knowledge and classroom mean achievement scores. They also used a similar number of effective teaching practices.

**Table 20: Rural/Urban Effect on Mean Impact Variables: Full-year Countries 2008**

Score	Age	Average Years of Teaching	Teacher Knowledge	Mean Change in Knowledge	Observation of Teaching Practices	Change in z-score
<b>Full-year Countries 2008</b>						
Urban	37.8*	13.7*	13.6	2.3	39.7	1.21
Rural	33.4	10.2	13.0	2.5	42.2	1.43

\* significant at  $p \leq .05$ ; \*\* significant at  $p \leq .01$   
Z-score based on 76 cases

Mid-year teachers differed somewhat from full-year teachers. As can be seen in Table 21, total post-survey knowledge about teaching reading was significantly higher among urban teachers. The change in the teacher knowledge score, although substantially higher, was not significant. It is also worthwhile to note that urban teachers had a slightly higher initial knowledge level than those teachers in the rural areas.

**Table 21: Rural/Urban Effect on Mean Impact Variables: Mid-year Countries 2008**

Score	Age	Average Years of Teaching	Teacher Knowledge	Mean Change in Knowledge	Observation of Teaching Practices	Change in z-score
<b>Mid-year Countries 2008</b>						
Urban	37.8	10.9	15.7*	2.4	37.4	NA
Rural	33.9	9.2	12.2	.20	45.9	NA

\* significant at  $p \leq .05$ ; \*\* significant at  $p \leq .01$   
Z-score only available for 8 cases

CETT teachers in their second year of training continued to be significantly older and more experienced in the urban areas (see Table 22). An interesting finding was that rural teachers were found to use significantly more effective practices in the second year. Teachers in both groups had similar gains in knowledge and classroom test scores.

**Table 22: Rural/Urban Effect on Mean Impact Variables: Full-year Countries 2009**

Score	Age	Average Years of Teaching	Teacher Knowledge	Mean Change in Knowledge	Observation of Teaching Practices	Change in z-score
<b>Full-year Countries 2009</b>						
Urban	40.8*	15.7*	12.0	1.0	34.8	1.22
Rural	35.3	10.9	12.2	1.2	42.1**	1.21

\* significant at  $p \leq .05$ ; \*\* significant at  $p \leq .01$   
Z-score based on 37 cases

## 2. Gender Differences

As shown in Table 23, there were no significant differences between male and female teachers in full-year countries. Although females had somewhat more teaching experience, and had slightly higher total knowledge and use of effective practices, these differences were not significant.

**Table 23: Gender Effect on Mean Impact Variables: Full-year Countries 2008**

Score	Age	Average Years of Teaching	Teacher Knowledge	Mean Change in Knowledge	Observation of Teaching Practices	Change in z-score
<b>Full-year Countries 2008</b>						
Male	35.1	10.6	12.0	2.2	37.3	.17
Female	35.8	12.2	13.5	2.4	41.8	.10

\* significant at  $p \leq .05$ ; \*\* significant at  $p \leq .01$   
Z-score based on 76 cases

As shown in Table 24, male teachers in mid-year countries were significantly older and had more teaching experience than their female counterparts. Females, however, had significantly higher final total knowledge scores. They were also observed to use significantly more effective practices during the school year. As change in knowledge was not significant, the finding results from pre-existing differences between the two groups. These differences were not a result of differences in distributions of male and female teachers as they were distributed in almost the same proportions in rural and urban schools.

**Table 24: Gender Effect on Mean Impact Variables: Mid-year Countries 2008**

Score	Age	Average Years of Teaching	Teacher Knowledge	Mean Change in Knowledge	Observation of Teaching Practices	Change in z-score
<b>Mid-year Countries 2008</b>						
Male	41.6**	14.7**	11.4	.33	33.0	NA
Female	34.5	8.8	14.4*	1.86	37.8*	NA

\* significant at  $p \leq .05$ ; \*\* significant at  $p \leq .01$   
Z-score only available for 8 cases

Although gender differences were difficult to assess given the few male teachers remaining in the sample in 2009, Table 25 shows that there were almost no differences between male and female teachers on any of the study outcome variables. It is likely, however, that female teachers would have had significantly higher effective practices if the trends were to continue with a greater number of male teachers.

**Table 25: Gender Effect on Mean Impact Variables: Full-year Countries 2009**

Score	Age	Average Years of Teaching	Teacher Knowledge	Mean Change in Knowledge	Observation of Teaching Practices	Change in z-score
<b>Full-year Countries 2009</b>						
Male	35.0	12.8	10.3	-2.4	35.2	0.5
Female	37.8	12.8	12.3	-1.0	39.5	1.3

\* significant at  $p \leq .05$ ; \*\* significant at  $p \leq .01$   
Z-score based on 37 cases

### 3. Education Level Differences

As noted in the profile of study participants, most CETT teachers held a secondary school degree, a post-secondary degree, or a university degree. Table 26 presents the study outcome variables by teacher level of education. Teachers who held a secondary degree or a post-secondary degree did not have significantly different scores on the knowledge survey or observations of effective teaching practices. By contrast, teachers with a university degree had significantly higher teacher knowledge, mean change in knowledge, and total observed effective teaching behavior in 2008. These results, however, did not affect student learning as no significant differences were found among teachers at different education levels and classroom reading scores (as indicated in column “change in z-score”).

**Table 26: Education Effect on Mean Impact Variables: Full-year Countries 2008**

Score	Teacher Knowledge	Mean Change in Knowledge	Observation of Teaching Practices	Change in z-score
<b>Full-year Countries 2008</b>				
Secondary school	12.8	1.4	40.5	1.36
Post-secondary	13.6	2.4	39.9	1.29
University complete	15.1*	4.2*	47.1*	1.30

\* significant at  $p \leq .05$ ; \*\* significant at  $p \leq .01$   
Z-score based on 76 cases

In the second year of the study, CETT teachers with university degrees again had higher scores on the knowledge survey, as well as observed effective teaching practices. However, given the small sample of teachers, none of these differences were statistically significant. The research team concluded that further studies could be done on the relative effect of CETT teacher training on teachers at various education levels. Scores on the teacher knowledge survey in 2008, for example, could indicate that teachers with university degrees had a higher level of declarative and procedural knowledge *prior* to beginning CETT. However, the differences in *mean change* in knowledge indicated that these teachers were also the ones that improved their knowledge test scores the most over the year. It would be interesting to research further the reasons for this increase.

## CONCLUSIONS AND RECOMMENDATIONS

The study findings indicate that the CETT program significantly affected teacher knowledge, teaching behaviors, as well as student reading achievement scores during the two years of data collection. The principal findings are presented, followed by implications for further USAID support, and conclusions.

### Principal Findings

*CETT training had a positive impact on teaching practice in the classroom.* In a majority of the observations of reading lessons, CETT teachers' use of effective practices increased over the course of the first year of training. Similarly, in all four categories of effective teaching behavior — general teaching, grouping and feedback, classroom management, and use of physical space — changes in teachers' observed behavior were positive and significant. Although not significant, there was a slight overall increase in effective practices in the classroom as a result of the second year of training. This was the result of an increase in practices related to literacy teaching, which reached its highest point at the end of the second year.

*CETT training was most effective early in the school year.* The greatest increases in effective practices in teaching reading were found between the first and second observations in full-year countries in 2008. This corresponds to the period when participants had face-to-face training, which was identified as the most effective delivery mechanism by participants.

*CETT training led to teachers employing a relatively high number of effective practices during classroom observations.* Classroom observers found that in both years, sample CETT teachers were employing, on average, close to 70 percent of the effective behaviors in general teaching and in teaching reading and writing. The range and number of effective practices increased throughout the year in both 2008 and 2009.

*Knowledge of appropriate strategies for teaching reading was an important factor in the consistent use of effective practice in the classroom.* For all groups of teachers in both years of the study, greater knowledge of teaching reading correlated significantly with the total number of indicators of effective practice observed.

*In the second year of CETT training, teachers had to overcome a decline in knowledge and effective practice as a result of the break between school years.* Effective practices in both reading and general teaching were significantly lower at the start of the second year than at the end of the first year. Teachers recovered some of these practices by the second observation in year two, and had overall higher observed behavior at the end of the second year.

*The impact of CETT training on knowledge of appropriate strategies for teaching reading was unclear.* Overall scores on the knowledge survey showed significant increase from the first survey to the final survey in 2008. Despite improvements, scores across the study countries were relatively low in comparison to the highest possible scores. On average, teachers answered one-third of the answers correctly. In 2009, overall scores on the knowledge survey decreased from the end of the first year of training to the end of the second year of training. The research team hypothesized that this could have been due to a lack of specific objectives related to building knowledge in the second year of training; CETT staff in some sample countries confirmed this.

*CETT teachers' participation in training helped their students to learn content.* Students in the classrooms of sample teachers had significant gains in reading test scores, on average, over the course of each school year included in the study.

*Gains in the use of effective practice in the classroom contributed to improved student achievement in reading.* In the first year of training, the significant positive change in the number of effective practices used by teachers had a significant relationship with improved classroom test scores in schools where data were available. However, the smaller gains on indicators of effective practice in the second year of training were not significantly related to student achievement gains.

*An extra year of CETT training was significant in maintaining effective teaching practice for rural teachers.* In the first year of training, no differences were found between urban and rural teachers in terms of knowledge gains, effective practice, or mean student achievement. In the second year, rural teachers had significantly higher observed effective practice than urban teachers.

*The impact of CETT training may be more effective for female teachers.* Female teachers in each sample group had higher knowledge scores, change in knowledge, and total numbers of indicators of effective practice used throughout the year. Although differences were only significant for the mid-year teachers, these trends were consistent.

*Higher education levels appeared to assist teachers in applying training content more rapidly in training.* In the first year of training, teachers with a university education demonstrated significantly higher knowledge and effective practice in the classroom. However, in the second year, no consistent differences were found by education level.

## **Implications for USAID Programming**

The overall consistency of the results showed that a systematic implementation of training with specific objectives and approaches can have an impact on teacher knowledge and classroom practice. This is especially true when training objectives and activities are well integrated, as was the case in the first year of CETT training. In such training, which promoted effective teaching, behaviors had a direct positive impact on student achievement. CETT's emphasis on "effective practices" demonstrated that the number of practices used by teachers influenced students' outcomes.

The significant relationship between increases in teacher knowledge and greater use of effective teaching practices argues for the importance of building teacher knowledge, especially procedural knowledge, which requires teachers to not only have a particular knowledge, but to apply it by creating an appropriate activity or lesson.

Furthermore, the failure to find a significant relationship between teachers' change in knowledge and student achievement, together with the relatively overall low levels of knowledge acquisition and the decrease in knowledge of appropriate teaching strategies in the second year of training, calls for a greater focus on knowledge throughout training. As the literature indicates, teacher professional development is a cyclical process that begins with new knowledge that leads to change in practice, to change in belief, to more knowledge, to more change. Further, this process of change takes time. The fact that CETT training led to a change in teacher practice but knowledge did not deepen suggested that teachers were at the superficial level of understanding, where they implemented the practice but did not

yet know why or how to generalize the behavior to a variety of classroom situations. It also suggests a need for a greater focus on knowledge in the training curriculum to sustain and solidify the change process.

Another crucial and debatable matter is how much training time (duration in number of contact hours and span) is needed to solidify the change process. Results of the first year of the study and feedback received from CETT countries suggested that one year of training may not be enough for teachers to master the CETT model and to attain better results. On the other hand, results of the second year of training were mixed. This suggests that more thought may need to go into defining a second year of training, if implementing training over two years is to have an impact. A better-defined second year curriculum and a stronger focus on knowledge may improve training outcomes, especially knowledge. Such improvement could, in turn, move teachers further along the professional developmental continuum and contribute to improved student outcomes.

While a better-defined second year curriculum may improve training outcomes, there is little evidence in the two years of this study that such improvement would directly contribute to improved student achievement. Therefore, the cost benefit of a strengthened second year of training as an option should be examined closely, and with the current level of development of the second year of CETT training, a single year of training should be considered as a viable option for countries with limited resources.

The CETT training appeared to make teachers more flexible in their acceptance of different teaching strategies. Throughout training, there was a general broadening of the perceived importance of orientations. In this case, teachers were more open to all types of teaching orientations including the constructivist approach and the use of phonetics in teaching reading. Teachers also expressed a preference for face-to-face training. Independent study as a mechanism for in-service teacher training may be difficult to implement, given the teachers' negative opinions of this delivery strategy. This suggests a need to rethink the functionality of this training delivery method.

Finally, the effects of location, gender, and education level influenced the study results as well. The differences in the results of the second year by location and gender suggest that the second year of training may not have been as equitably delivered as the first year. Although a university degree appeared to allow trainees to take greater advantage of training in the first year, no differences were found by education level in the second year. This may be the result of relatively high levels of effective practice reached at the end of the first year of training and the lack of a specific curriculum to promote greater knowledge in the second year.

## **Recommendations**

The findings and implications discussed above lead to some general recommendations for future USAID programming:

- To ensure lasting effects from training, USAID should invest in in-service training that stresses building teacher knowledge and understanding of appropriate teaching strategies over time. This is important given the positive significant relationship found throughout the study between knowledge and indicators of effective teaching practice. Criteria for this investment should include a well-defined curriculum for building knowledge, in addition to effective teaching

practices. This study's results indicate that the CETT curriculum is well defined but more efforts need to be put into teaching content.

- USAID missions considering investment in the CETT approach may consider limiting investment to a single year of training given the mixed results found in the second year of training. A single year of training is likely to result in significantly improved classroom teaching regardless of the teachers' location, gender, or education.
- Alternatively, missions may further explore the option of spreading training over two years, but in this case, training should be tied to a better-defined second-year curriculum that solidifies and builds on teachers' knowledge.
- Teachers' negative opinions about independent study suggest that there is a need to rethink the functionality of this training delivery mechanism and devise strategies to make it more effective if this modality is to continue to be part of CETT and other future programs. This is especially important given that in some CETTs independent study is a major component of the training model. Teachers' positive opinions about teacher circles may suggest that independent study could be best implemented as part of teacher circles. This strategy is already being used in some of the CETTs.
- Where USAID is supporting CETT, each CETT technical team should review the sub-elements of these results alongside their own monitoring and evaluation data in light of these findings. The results may point to specific areas that need to be imparted more effectively in training and follow-up.

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## **Appendix A: Observation Instrument**

**Centers for Excellence in Teacher Training (CETT)**  
**Observational Instrument**

Teacher Name: \_\_\_\_\_ Identification Number: \_\_\_\_\_ Gender: M F  
 Level of education completed: \_\_\_\_\_ Years of teaching experience: \_\_\_\_\_ Grade: \_\_\_\_\_  
 Year teacher began his/her participation in CETT: \_\_\_\_\_ Name of school: \_\_\_\_\_

Indicator	Observed	Not Observed
<b>Literacy Instruction Practices</b>		
<b>Oral Language</b>		
1. Facilitates dialogue among the students.		
2. Facilitates dialogue with the class (teacher-student dialogue).		
3. Formulates questions to further develop or present a concept or definition.		
4. Encourages the students to formulate questions that further develop or present a concept or definition.		
5. Formulates questions that bring forth students' ideas, opinions, thoughts, worries, doubts, predictions, inferences and/or critiques from the students.		
6. Encourages the students to formulate questions that bring forth students' ideas, opinions, thoughts, worries, doubts, predictions, inferences and/or critiques.		
<b>Phonemic Awareness</b>		
7. Teaches students to identify individual sounds of words in various positions within a text.		
8. Teaches students to segment the sounds in a given a word (using syllables and phonemes) within a text.		
9. Teaches students to blend sounds.		
<b>Decoding/Phonics</b>		
10. Teaches and/or reviews letter identification skills.		
11. Teaches students letter-sound correspondences to read words and/or spell.		
12. Teaches and/or reviews word recognition skills (e.g. words in isolation, words in context, words in connected texts).		
13. Provides students with opportunities to apply decoding skills using a text.		
14. Provides students with opportunities to apply phonemic awareness skills using a text.		
<b>Vocabulary</b>		
15. Before reading a story or text, the teacher introduces or teaches students new vocabulary.		
16. Teaches students the definition of new vocabulary.		
17. Reviews previously learned vocabulary		
18. Provides new strategies to develop new vocabulary (teaches students to use parts of words, clues from context, and/or families of words to determine the meaning of new words		
19. Provides students opportunities to use new vocabulary.		
<b>Reading Comprehension</b>		
20. Encourages students to identify explicit information in a text.		
21. Encourages students to differentiate and compare information in a text.		
22. Encourages students to apply or interpret implicit information in a text.		
23. Poses closed-ended questions to the class about text.		
24. Poses open-ended questions to the class about text		

<b>Indicator</b>	<b>Observed</b>	<b>Not Observed</b>
25. Poses questions that require analysis, synthesis or evaluation of a text.		
<b>Fluency</b>		
26. Develops fluent oral reading of text (pace, pronunciation, speed, intonation).		
27. Reads a text aloud to the class while the students listen.		
28. Has students read text in chorus.		
29. Asks students to read text aloud to each other.		
30. Asks students to reread text aloud individually, in pairs or in small groups.		
<b>Writing</b>		
31. Dictates material to the students for them to write in their notebooks.		
32. Promotes individual or collective free writing during the class.		
33. Asks that the students write specific texts: open-ended responses to questions.		
34. Asks that the students write specific texts: functional texts (e.g. letters, posters).		
35. Asks that the students write specific texts: literary texts (e.g. poems, stories).		
36. Co-constructs stories or other texts with students.		
37. Models spelling and grammar in writing.		
38. Instructs students on the mechanics of writing (spelling and grammar).		
39. Provides students opportunities to edit and/or rewrite texts.		
<b>General Teaching Practices</b>		
<b>Instruction</b>		
40. Shows evidence of prior class planning.		
41. Instructional materials related to the class activities are ready.		
42. Students have materials related to the class activity.		
43. Explains the objective and purpose of the class activity to the students.		
44. Models the task that is the object of the lesson (e.g. predicting before reading, using sounds to spell, etc.).		
45. Begins the class activity with questions that review previous activities and draw on students' prior knowledge.		
46. The content prepared by the teacher is consistent with the purpose and objective of the class activity.		
<b>Grouping and Feedback</b>		
47. Facilitates group work when appropriate.		
48. Works with student groups at different levels of difficulty based on the students' abilities.		
49. Assigns different tasks based on the learning needs of the students when appropriate.		
50. Provides students with corrective feedback.		
51. Provides students with positive support as necessary.		
52. Evaluates the students using corrective feedback tools (ongoing evaluation).		
<b>Classroom Management</b>		
53. Organizes class time so that a majority of the students are involved in schoolwork during the observation.		
54. Promotes an effective classroom climate through his or her actions, attitudes and gestures, all positive and respectful.		
55. Consistently reminds students of classroom rules and expectations.		
<b>Use of Physical Space</b>		
56. The classroom has a reading space where the students can select a book and read independently.		
57. The classroom is decorated with current materials and students' original work.		

## **Appendix B: Pre- and Post-surveys for C-CETT**

## Teacher Survey (Pre)

The following survey asks about your experiences, opinions and knowledge regarding your professional life as a teacher. Your answers will be treated confidentially and will have no effect on your participation in the CETT program or on your professional development. The CETT Program thanks you for your help.

### Demographic Information

Full name: \_\_\_\_\_  
 Age: \_\_\_\_\_  
 National Identity Card Number: \_\_\_\_\_  
 Years of experience as a teacher: \_\_\_\_\_  
 City (or Parish) and country of residence: \_\_\_\_\_  
 Highest level of education completed: \_\_\_\_\_  
 Date started in C-CETT: Month \_\_\_\_\_ Year \_\_\_\_\_  
 Grade you teach now: \_\_\_\_\_  
 Name of your school: \_\_\_\_\_  
 Name of your trainer: \_\_\_\_\_

### Knowledge Questions

The following questions are representative of a wide range knowledge that can be acquired through CETT training. Some of the questions are very difficult while others are easier. It is not expected that you can answer all of them. Please answer to the best of your ability, selecting the **best response** to each question.

1. A phoneme refers to:
  - a) A single letter
  - b) A single speech sound
  - c) A single unit of meaning
  - d) A grapheme
  
2. A pronounceable group of letters that contain a vowel is:
  - a) A phoneme
  - b) A grapheme
  - c) A syllable
  - d) A morpheme
  
3. What type of task is the following?  
*"I am going to say some sounds that will make one word when you put it together. What does /sh/ /oo/ say?"*
  - a) blending
  - b) rhyming
  - c) segmentation
  - d) manipulation
  
4. All of the following are important components of reading fluency:
  - a) Prosody, accuracy and punctuation

- b) Rate, accuracy and phrasing
  - c) Prosody, rate and accuracy
  - d) Accuracy, punctuation and rate
5. All of the following are appropriate components of fluency instruction **except**:
- a) The teacher asks the students to explain the topic of the lesson
  - b) The student self-monitors his or her progress
  - c) The teacher models fluent reading
  - d) Students practice texts repeatedly, reading aloud
6. Reading comprehension refers to:
- a) How fast a student can read
  - b) How well a student understands what he or she reads
  - c) How well a student can read the words
  - d) How well a student can answer questions
7. Which of the following is an example of an inferential question about Little Red Riding Hood?
- a) Why was the little girl's name Little Red Riding Hood?
  - b) Whom did she go to visit?
  - c) Did she listen to her mother?
  - d) What do you think happened when she got home?
8. Which of the following is **not** a pragmatic skill in oral language?
- a) The ability to vary language to match the purpose with whom one is talking
  - b) The ability to use and understand metaphors
  - c) The ability to adapt language to the context in which language is occurring
  - d) The ability to maintain a topic during a conversation
9. When the reader's attention is centered on the literary style of a piece and the feelings provoked by reading the selection he or she is engaged in:
- a) Critical reading
  - b) Meta-cognitive reading
  - c) Global literacy
  - d) Aesthetic reading
10. Which is **not** a likely outcome of reading aloud to students?
- a) Providing opportunities for discussions concerning the content of a book.
  - b) Providing students with an opportunity to apply word recognition strategies.
  - c) Exposing students to books with which they might not otherwise be familiar.
  - d) Providing students with background knowledge.

### Short Answers

Please write a short response to each of the following questions

1. How can phonological awareness and the alphabetic principle be used to expand on word reading and spelling?
2. What is the best technique for teaching students vocabulary?
3. How does an effective teaching of vocabulary influence students' reading performance?

4. How does reading fluency contribute to reading comprehension?
5. Please write down the stages of writing development.
6. George has trouble with reading comprehension. Indicate one of the possible causes for such a difficulty.
7. Write a literal question about Little Red Riding Hood.
8. Write an inferential question about the Three Little Pigs.
9. Describe the difference between *teaching* comprehension and *evaluating* comprehension.

**Classroom application: After reading the case study below, write down how the teacher Gloria might react to the situations provided.**

Miss Gloria of Best School is developing a reading and writing class. To get the children interested in reading, she is using a book of animal stories. Please answer the following questions as if you were Miss Gloria.

1. How would you use brainstorming to introduce the reading?
2. Without their using a dictionary, describe a strategy you would use to teach students the meaning of new words.
3. Miss Gloria asks her students to write about the animals in the book they are reading. What activity could she undertake to help students find a topic, related to the reading, about which to write?
4. Miss Gloria asks a group of students to summarize the story. A second group is asked to retell the story. What is the difference between summarizing and retelling?
5. In developing phonemic awareness, what can Miss Gloria do to teach her students the union of sounds and letters?
6. Write down two activities that the teacher can carry out to develop letter/sound correspondence.
7. What activity can Miss Gloria do to teach students to make comparisons between texts, characters, or plots?

8. Describe how Miss Gloria might teach a new concept.

### Fill in the Blank

Please complete these sentences by filling in the word or words that make the statements correct.

1. The recognition of sounds of spoken language and how they can be manipulated is known as \_\_\_\_\_.
2. In reading fluency, \_\_\_\_\_ is the ability to read words aloud correctly.
3. A student that writes “lic” instead of “like” is in the \_\_\_\_\_ stage of writing.
4. The written representation of sounds making up a spoken language is known as \_\_\_\_\_.
5. In the writing process, the student will identify incorrect words in the \_\_\_\_\_ stage.
6. Teaching students antonyms and synonyms is an example of what type of vocabulary instruction? \_\_\_\_\_.
7. Teaching students to express themselves verbally is an example of an activity to develop adequate \_\_\_\_\_ aptitudes.
8. Please write two activities you would use to teach students to express an opinion \_\_\_\_\_ and \_\_\_\_\_.
9. Three types of texts are \_\_\_\_\_, \_\_\_\_\_ and \_\_\_\_\_.

### Integration Questions

Please select **one** of the following questions and answer it here.

1. Different types of texts allow students to be exposed to a variety of reading experiences. Choose one type of text and describe how you would use this type of text to develop a lesson for your class. Please make sure you include the objective of your lesson as well as the age and/or reading level of your students.
2. The following sentence is part of Paul's story. He wanted to write *Her bike is red. She likes to ride it to her grandmother's house.* Instead, however, Paul writes:  
*Herdiceisread. Seelikstoribe it to her granpmuthrshouce.*  
How would you help this student?
3. What role does fluency have in enhancing reading performance for youngsters with reading difficulties?

4. Provide an example of a practice exercise you would implement to help improve the fluency of a student who reads accurately but slowly. Explain why you consider it would be appropriate.

### Teacher Perception

In these last questions, we ask for your personal opinions. There are no right or wrong answers. Please be as frank as possible and remember that your answers will remain strictly confidential.

For each of the following statements, please indicate if you agree, disagree, or have no opinion.	I agree	I disagree	I am unsure/ do not have an opinion
1. It is more important to develop and follow a standard curriculum than to base lesson plans on student needs and ideas.			
2. Students must have time to work among themselves with no one directing them.			
3. It is more effective for a teacher to tell the students the correct answers than to let them figure answers out for themselves.			
4. It is more effective to assess students continually throughout the year than simply at the beginning and the end of the term. Examples of continuous evaluation include observations, conferences, rubrics, recreational activities, etc.			
5. I believe teachers should wait for students to approach them and ask for help before offering extra assistance.			
6. The individual needs of the children are an important part of planning effective lessons.			
7. It is more effective to provide students with the information they need to know, rather than encourage them to do research.			
8. Teachers should often create thematic units based on the students' interests and ideas.			
9. Since students do not know what they need to learn, it is more important for a teacher to make curriculum choices than to operate a democratic classroom.			
10. One of the key elements that should guide teaching of content is that students have a chance to think critically rather than simply memorize facts.			
11. Lesson plans should be adjusted based on day-to-day assessments.			
12. When children request a teacher's assistance, the teacher should turn the decision-making responsibility back to the child.			
13. When students work in groups, I believe they should solve internal problems without the help of the teacher.			
14. When a student gives a wrong answer, it is important that I guide him or her to discover his or her own mistake and correct it.			
15. While the teacher presents the lesson, it is more important that the children listen than that they relate personal experiences or ask questions.			
16. I provide formal instruction in reading-related skills only if my students ask for it.			
17. I generally use a teacher's guide to lead class discussions of a story or text.			
18. When I teach first or second grade, I know how to teach and evaluate phonological awareness (i.e., knowing that spoken language can be broken down into smaller units: syllables, phonemes).			
19. When I teach first, second, or third grade, I teach phonics (letter-sound correspondence).			
20. I demonstrate to struggling readers how to segment words into phonemes when reading and decoding.			

For each of the following statements, please indicate if you agree, disagree, or have no opinion.	I agree	I disagree	I am unsure/ do not have an opinion
21. I devote time specifically for students to read because this is directly linked to better reading improvement.			
22. I teach students to use context clues more than grapho-phonetic cues when learning to read.			
23. I use picture cues to help students identify words in the early reading stages.			
24. I use literature-based, authentic texts to teach students to learn to read.			
25. To support comprehension, I teach fluency and expression as necessary components of reading.			
26. I make sure I repeat words a certain number of times after introducing them to ensure that they will become a part of sight vocabulary.			
27. When I give reading instruction, I do not insist that students know the letters of the alphabet.			
28. When I present new words to my students, I teach them to identify sounds and their correspondence to letters.			
29. I make sure that my students' first encounter with printed materials focuses on meaning and not on exact graphic representation.			
30. I use day-to-day process evaluation questions to understand what children know and how to help them move to the next step.			

## Teacher Survey (Post)

**The following survey asks about your experiences, opinions and knowledge regarding your professional life as a teacher. Your answers will be treated confidentially and will have no effect on your participation in the CETT program or on your professional development. The CETT Program thanks you for your help.**

Demographic Information
Full name: _____
Age: _____
National Identity Card Number: _____
Years of experience as a teacher: _____
City (or Parish) and country of residence: _____
Highest level of education completed: _____
Date started in C-CETT: Month _____ Year _____
Grade you teach now: _____
Name of your school: _____
Name of your trainer: _____

1. The following table contains the various types of training delivery that characterize CETT. After this table there are four questions. Thinking about the training delivery methods listed in the table, please answer the following questions. **Choose only one letter for each question please.**

C-CETT	
Style of Training Delivery	
a	Cluster-level Workshops
b	School-level Workshops
c	Literacy Faculties
d	In-classroom coaching/demonstration visits
e	Independent Study, Teacher-initiated Professional Development: TCHR Resource Rooms

- a. Which training delivery method do you consider to have been most important? \_\_\_\_\_
- b. Which has been the second most important? \_\_\_\_\_
- c. Which has been the third most important? \_\_\_\_\_
- d. Which has been the least important? \_\_\_\_\_

2. Following the table, there are four questions. Thinking of the different content areas reviewed throughout your CETT training, please answer the questions according to the instructions below.

Content areas	
a.	Creating a print-rich environment
b.	Oral language skills
c.	Oral comprehension
d.	Reading comprehension
e.	Teaching writing, or the production of texts
f.	Phonological awareness
g.	Teaching vocabulary
h.	Applied research in the classroom/intervention
i.	Promotion of student self-esteem
j.	Promotion of a democratic classroom
k.	Conducting process evaluations of reading and writing
l.	Conducting and using diagnostic evaluations
m.	Conducting and using summative evaluations
n.	Introducing project-based learning in my classroom
o.	Planning classes
p.	Differentiated instruction

- a) Which content area has been most useful to you? **Please select only one.** \_\_\_\_\_
- b) Besides the one selected for question a), Which other content areas do you consider to have been useful? **Please select all topics that apply:** \_\_\_\_\_
- c) Which of the contents listed do you consider to have been least useful? **Please select all that apply:** \_\_\_\_\_
- d) On which of the content areas listed above would you like to receive further training? **Please select all that apply:** \_\_\_\_\_

### Knowledge Questions

The following questions are representative of a wide range knowledge that can be acquired through CETT training. Some of the questions are very difficult while others are easier. It is not expected that you can answer all of them. Please answer to the best of your ability, selecting the **best response** to each question.

1. A phoneme refers to:
  - a) A single letter
  - b) A single speech sound
  - c) A single unit of meaning
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  - c) A syllable
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3. What type of task is the following?  
*"I am going to say some sounds that will make one word when you put it together. What does /sh/ /oo/ say?"*
  - a) blending
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  - c) segmentation
  - d) manipulation
4. All of the following are important components of reading fluency:
  - a) Prosody, accuracy and punctuation
  - b) Rate, accuracy and phrasing
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  - a) Why was the little girl's name Little Red Riding Hood?
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  - c) The ability to adapt language to the context in which language is occurring
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  - a) Providing opportunities for discussions concerning the content of a book.
  - b) Providing students with an opportunity to apply word recognition strategies.
  - c) Exposing students to books with which they might not otherwise be familiar.
  - d) Providing students with background knowledge.

### Short Answers

Please write a short response to each of the following questions

1. How can phonological awareness and the alphabetic principle be used to expand on word reading and spelling?
2. What is the best technique for teaching students vocabulary?
3. How does an effective teaching of vocabulary influence students' reading performance?
4. How does reading fluency contribute to reading comprehension?
5. Please write down the stages of writing development.
6. George has trouble with reading comprehension. Indicate one of the possible causes for such a difficulty.
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8. Write an inferential question about the Three Little Pigs.
9. Describe the difference between *teaching* comprehension and *evaluating* comprehension.

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3. Miss Gloria asks her students to write about the animals in the book they are reading. What activity could she undertake to help students find a topic, related to the reading, about which to write?
4. Miss Gloria asks a group of students to summarize the story. A second group is asked to retell the story. What is the difference between summarizing and retelling?

5. In developing phonemic awareness, what can Miss Gloria do to teach her students the union of sounds and letters?
6. Write down two activities that the teacher can carry out to develop letter/sound correspondence.
7. What activity can Miss Gloria do to teach students to make comparisons between texts, characters, or plots?
8. Describe how Miss Gloria might teach a new concept.

### Fill in the Blank

Please complete these sentences by filling in the word or words that make the statements correct.

1. The recognition of sounds of spoken language and how they can be manipulated is known as \_\_\_\_\_.
2. In reading fluency, \_\_\_\_\_ is the ability to read words aloud correctly.
3. A student that writes “lic” instead of “like” is in the \_\_\_\_\_ stage of writing.
4. The written representation of sounds making up a spoken language is known as \_\_\_\_\_.
5. In the writing process, the student will identify incorrect words in the \_\_\_\_\_ stage.
6. Teaching students antonyms and synonyms is an example of what type of vocabulary instruction? \_\_\_\_\_.
7. Teaching students to express themselves verbally is an example of an activity to develop adequate \_\_\_\_\_ aptitudes.
8. Please write two activities you would use to teach students to express an opinion \_\_\_\_\_ and \_\_\_\_\_.
9. Three types of texts are \_\_\_\_\_, \_\_\_\_\_ and \_\_\_\_\_.

### Integration Questions

Please select **one** of the following questions and answer it here.

1. Different types of texts allow students to be exposed to a variety of reading experiences. Choose one type of text and describe how you would use this type of text to develop a lesson for your class. Please make sure you include the objective of your lesson as well as the age and/or reading level of your students.

- The following sentence is part of Paul's story. He wanted to write *Her bike is red. She likes to ride it to her grandmother's house.* Instead, however, Paul writes:

*Herdiceisread. Seelikstoribe it to her granpmuthrshouce.*

How would you help this student?

- What role does fluency have in enhancing reading performance for youngsters with reading difficulties?
- Provide an example of a practice exercise you would implement to help improve the fluency of a student who reads accurately but slowly. Explain why you consider it would be appropriate.

### Teacher Perception

In these last questions, we ask for your personal opinions. There are no right or wrong answers. Please be as frank as possible and remember that your answers will remain strictly confidential.

After the following sentences, indicate if you agree, disagree, or do not know.	Yes	No	Don't know
1. I have used what I have learned at the CETT teacher trainings.			
2. I will continue to use what I have learned after the project has finished.			
3. The coaching was an important factor in my implementing the project activities.			
4. I received enough assistance to implement the CETT model.			
5. The feedback I gave regarding the training was incorporated into other trainings.			
6. Sessions in which teachers provided examples of successful lessons, problems and solutions were helpful to me.			
7. The level of the content was too difficult for me.			
8. Learning the theory that backs up the practice was not useful.			
9. The feedback I received from the trainer helped me improve my teaching.			
10. I feel that each component was adequately covered.			
11. The material and/or content I received at the workshops helped me become a better teacher.			
12. Most of the content presented at the workshops was new to me.			
13. The level of the content was too difficult for the teachers.			
14. I received all the materials I needed to implement the contents of the training.			
15. I feel uncomfortable when others model practices in my classroom.			
16. I feel prepared to help out teachers just beginning to participate in this project.			
17. I feel prepared to lead sessions for other teachers.			
18. I feel prepared to teach reading and writing in my classroom.			
19. I feel prepared to teach reading and writing to students who may speak a different language other than Jamaican Standard English.			

For each of the following statements, please indicate if you agree, disagree, or have no opinion.	I agree	I disagree	I am unsure/ do not have an opinion
1. It is more important to develop and follow a standard curriculum than to base lesson plans on student needs and ideas.			
2. Students must have time to work among themselves with no one directing them.			

For each of the following statements, please indicate if you agree, disagree, or have no opinion.	I agree	I disagree	I am unsure/ do not have an opinion
3. It is more effective for a teacher to tell the students the correct answers than to let them figure answers out for themselves.			
4. It is more effective to assess students continually throughout the year than simply at the beginning and the end of the term. Examples of continuous evaluation include observations, conferences, rubrics, recreational activities, etc.			
5. I believe teachers should wait for students to approach them and ask for help before offering extra assistance.			
6. The individual needs of the children are an important part of planning effective lessons.			
7. It is more effective to provide students with the information they need to know, rather than encourage them to do research.			
8. Teachers should often create thematic units based on the students' interests and ideas.			
9. Since students do not know what they need to learn, it is more important for a teacher to make curriculum choices than to operate a democratic classroom.			
10. One of the key elements that should guide teaching of content is that students have a chance to think critically rather than simply memorize facts.			
11. Lesson plans should be adjusted based on day-to-day assessments.			
12. When children request a teacher's assistance, the teacher should turn the decision-making responsibility back to the child.			
13. When students work in groups, I believe they should solve internal problems without the help of the teacher.			
14. When a student gives a wrong answer, it is important that I guide him or her to discover his or her own mistake and correct it.			
15. While the teacher presents the lesson, it is more important that the children listen than that they relate personal experiences or ask questions.			
16. I provide formal instruction in reading-related skills only if my students ask for it.			
17. I generally use a teacher's guide to lead class discussions of a story or text.			
18. When I teach first or second grade, I know how to teach and evaluate phonological awareness (i.e., knowing that spoken language can be broken down into smaller units: syllables, phonemes).			
19. When I teach first, second, or third grade, I teach phonics (letter-sound correspondence).			
20. I demonstrate to struggling readers how to segment words into phonemes when reading and decoding.			
21. I devote time specifically for students to read because this is directly linked to better reading improvement.			
22. I teach students to use context clues more than grapho-phonetic cues when learning to read.			
23. I use picture cues to help students identify words in the early reading stages.			
24. I use literature-based, authentic texts to teach students to learn to read.			
25. To support comprehension, I teach fluency and expression as necessary components of reading.			
26. I make sure I repeat words a certain number of times after introducing them to ensure that they will become a part of sight vocabulary.			
27. When I give reading instruction, I do not insist that students know the letters of the alphabet.			
28. When I present new words to my students, I teach them to identify sounds and their correspondence to letters.			

<b>For each of the following statements, please indicate if you agree, disagree, or have no opinion.</b>	<b>I agree</b>	<b>I disagree</b>	<b>I am unsure/ do not have an opinion</b>
29. I make sure that my students' first encounter with printed materials focuses on meaning and not on exact graphic representation.			
30. I use day-to-day process evaluation questions to understand what children know and how to help them move to the next step.			

## **Appendix C: Pre- and Post-surveys for CA-RD**

## Encuesta Integral de los Docentes (Pre)

Esta es una encuesta sobre sus experiencias, opiniones y conocimientos en su vida profesional como docente. Sus respuestas serán confidenciales y no tendrán efecto alguno en su participación en el CETT ni en su desarrollo profesional. El programa CETT agradece su ayuda en completarla.

### Información demográfica del docente

Nombre completo: \_\_\_\_\_ Edad: \_\_\_\_\_

No. de cédula/carnet de identidad: \_\_\_\_\_ Años de experiencia en docencia: \_\_\_\_\_

Ciudad (o municipio) y país de residencia: \_\_\_\_\_

Nivel de educación terminada: \_\_\_\_\_

Fecha de inicio en el CETT: Mes \_\_\_\_\_ Año \_\_\_\_\_ Grado que enseña ahora: \_\_\_\_\_

Nombre de la escuela: \_\_\_\_\_

Nombre del/ de la capacitador/a: \_\_\_\_\_

### Preguntas de conocimiento

Las siguientes preguntas representan una variedad de conocimientos que puedan ser relacionados con lo que ha aprendido Vd. en el CETT. Algunas preguntas son difíciles, mientras otras son más fáciles. No se espera que Vd. tenga respuesta a todas. Conteste lo mejor que pueda, por favor, seleccionando la mejor respuesta a cada pregunta.

1. Un fonema se refiere a:
  - a) una sola letra
  - b) un solo sonido lingüístico
  - c) una sola unidad de significado
  - d) un grafema
  
2. Un grupo pronunciable de letras que contengan una vocal es:
  - a) un fonema
  - b) un grafema
  - c) una sílaba
  - d) un morfema
  
3. Qué tipo de tarea sería la siguiente:  
"Voy a decir sonidos que al juntarlos formen una palabra. ¿Qué suena / ch / / a / ll / ?"
  - a) unión
  - b) rima
  - c) segmentación
  - d) manipulación

4. Son importantes componentes de la fluidez en la lectura:
  - a) entonación, precisión y puntuación
  - b) ritmo, puntuación y fraseo
  - c) entonación, ritmo y precisión
  - d) precisión, puntuación y ritmo
  
5. Todos son componentes apropiados de la enseñanza de la fluidez lectora, **excepto**:
  - a) El docente le pide a los alumnos que expliquen el tema de la lección
  - b) El alumno automonitorea su precisión
  - c) El docente modela la lectura fluida
  - d) Los alumnos leen los textos repetidamente en voz alta
  
6. La comprensión de la lectura se refiere a:
  - a) La velocidad a la que el alumno puede leer
  - b) La capacidad de entender lo que lee
  - c) La capacidad de leer las palabras
  - d) La capacidad de responder preguntas
  
7. El siguiente es un ejemplo de una pregunta inferencial acerca de Caperucita Roja:
  - a) ¿Por qué esa niña se llamaba Caperucita Roja?
  - b) ¿A quién iba a visitar?
  - c) ¿Le hizo caso a su madre?
  - d) ¿Qué cree usted que sucedió cuando llegó a su casa?
  
8. ¿Cuál de las siguientes **no** es una aptitud práctica en el lenguaje oral?
  - a) La capacidad de cambiar el lenguaje para adaptarlo al propósito con el que se habla
  - b) La capacidad de entender metáforas
  - c) La capacidad de cambiar el lenguaje para adaptarlo al contexto en el que ocurre
  - d) La capacidad de mantener un tema durante una conversación
  
9. Cuando la atención del lector se centra en el estilo de un texto y los sentimientos que ésta le provoca, lo llaman:
  - a) Lectura analítica
  - b) Lectura metacognitiva
  - c) Lectoescritura global
  - d) Lectura estética
  
10. ¿Cuál **no** es un resultado cuando el docente lee en voz alta a los alumnos?
  - a) Proporciona oportunidades para participar en discusiones sobre el contenido del libro.
  - b) Proporciona a los alumnos la oportunidad de aplicar estrategias de reconocimiento de palabras escritas.
  - c) Expone a los alumnos a libros a los que tal vez no estarían expuestos.
  - d) Les proporciona a los alumnos conocimiento general.

### Respuestas cortas

Por favor, escriba una respuesta corta a cada una de estas preguntas.

1. ¿Cómo usa el alumno/la alumna la conciencia fonológica y el código escrito para mejorar su lectura y escritura de palabras?
  
2. ¿Qué es la mejor manera de enseñar el vocabulario?

3. ¿Cómo influye la enseñanza de vocabulario en el aprendizaje de la lectura?
4. Explique la manera en que la fluidez en la lectura ayuda a la comprensión.
5. Escriba las etapas del desarrollo de la escritura.
6. Jorge tiene dificultades en comprensión lectora. Señala una de las causas posibles por la que tiene tal dificultad.
7. Escriba una pregunta literal sobre Caperucita Roja.
8. Escriba una pregunta inferencial sobre Los Tres Cerditos.
9. Describa la diferencia entre la *enseñanza* de comprensión y la *evaluación* de la comprensión.

**Aplicación en el aula: Lea el caso abajo, y escriba como la Profesora Gloria debe de reaccionar a las situaciones enfrentadas.**

La Profesora Gloria de la Escuela La Mejor se encuentra desarrollando una lección de lectoescritura. Para animar el interés de los alumnos a leer, ella está usando un libro de cuentos sobre animales. Conteste las preguntas como si fuera Vd. la Profesora Gloria.

1. ¿Cómo usaría la lluvia de ideas para la introducción del tema?
2. Sin usar el diccionario, ¿qué es una estrategia que la Profesora Gloria puede usar para enseñarle a los alumnos como determinar el significado de palabras desconocidas?
3. La Profesora Gloria pide que los alumnos escriban un texto sobre los animales. ¿Qué actividad puede desarrollar para que los alumnos escojan un tema de que escribir?
4. La Profesora Gloria pide a algunos alumnos que resuman el cuento de animales. Pide a otros que vuelvan a contar el cuento. ¿Qué diferencias hay entre resumir y volver a contar?
5. Al desarrollar la conciencia fonológica, ¿cómo haría la Profesora para unir sonidos y letras?
6. Escriba dos actividades que la Profesora Gloria puede hacer para desarrollar la correspondencia de letras y sonidos.

7. ¿Qué actividad puede hacer la Profesora Gloria para enseñarle a los alumnos a hacer comparaciones entre textos, personajes, o tramas?
  
8. ¿Cómo haría la Profesora Gloria para que los niños establezcan conceptos?

### Complete la frase

Por favor, escriba la palabra o las palabras que hagan correctas las siguientes frases.

1. El reconocimiento de los sonidos del lenguaje hablado y la manera en que pueden ser manipulados es \_\_\_\_\_.
2. En la fluidez de lectura, \_\_\_\_\_ es la capacidad de leer palabras correctamente.
3. Un alumno que escribe “vez” cuando quiere escribir “ves” está en la etapa de \_\_\_\_\_ del desarrollo de la escritura.
4. La representación escrita de los sonidos del lenguaje hablado se llama \_\_\_\_\_.
5. En la producción de textos, el alumno identificaría las palabras incorrectas en el proceso de \_\_\_\_\_.
6. Enseñarle a los alumnos antónimos y sinónimos es ejemplo de qué tipo de enseñanza de vocabulario: \_\_\_\_\_.
7. Enseñarle a los alumnos a expresarse en forma verbal es ejemplo de una actividad para desarrollar aptitudes de \_\_\_\_\_ adecuadas.
8. Dos actividades para enseñarle a los alumnos a expresar una opinión son \_\_\_\_\_ y \_\_\_\_\_.
9. Algunos tipos de textos son \_\_\_\_\_, \_\_\_\_\_ y \_\_\_\_\_.

### Preguntas de integración

Por favor, **seleccione solo una** de estas cuatro preguntas y contestarla.

1. Diferentes tipos de texto permiten ofrecer a los alumnos una variedad de experiencias de lectura. Elija un tipo de texto y describa cómo usaría este tipo de texto para desarrollar una lección. Asegúrese de incluir el objetivo de la clase y la edad y/o nivel de lectura del alumno.
  
2. La siguiente es parte de un cuento escrito por un alumno, Bernardo. El alumno quiso escribir: “Mi mascota es un perro. Su nombre es Bernardo.” Pero en lugar de esto, el alumno escribe:  
*Mimascotaesunqerro. Sunomdrees Bernardo.*  
 ¿Cómo le ayudaría Vd. a este alumno?

3. ¿Qué papel juega la fluidez en mejorar el desempeño en la lectura para los jóvenes que tienen dificultades?
4. Ofrezca un ejemplo de una práctica didáctica para mejorar la fluidez que implementaría con un alumno que lee con precisión, pero despacio. Explique por qué considera que sería apropiada.

**Percepción del docente**

En estas últimas preguntas de la encuesta, pedimos sus opiniones. No hay respuestas correctas o incorrectas. Por favor, sea sincero/a, recordando que sus respuestas serán completamente confidenciales.

<b>Se presentan varios enunciados.</b> Indique que está de acuerdo o en desacuerdo con cada uno.	<b>De acuerdo</b>	<b>En desacuerdo</b>	<b>Sin opinión</b>
1. Es más importante desarrollar los contenidos curriculares que basarse en las necesidades reales de los alumnos.			
2. Los alumnos deben tener tiempo para trabajar entre ellos sin que nadie los dirija.			
3. Es más eficaz que el docente les diga las respuestas correctas a los alumnos a que ellos las deduzcan.			
4. Es más eficaz evaluar a los alumnos de forma continua que simplemente con evaluaciones iniciales y finales. Ejemplos de evaluación continua pueden incluir observaciones, conferencias, actividades lúdicas, rúbricas, etc.			
5. Creo que los docentes deben esperar a que los alumnos se les acerquen antes de ofrecer ayuda adicional.			
6. Las necesidades individuales de los niños son una parte importante de la planeación de clases eficaces.			
7. Es más eficaz darle a los alumnos la información que necesitan saber, en vez de animarlos a investigar.			
8. Los docentes a menudo deben crear unidades temáticas basadas en los intereses y las ideas de los alumnos.			
9. Ya que los alumnos no saben lo que necesitan aprender, es más importante que el docente tome las decisiones sobre el contenido curricular, en lugar de manejar un aula democrática.			
10. Uno de los elementos clave que debe guiar la enseñanza es que los alumnos tienen que aprender a pensar de manera crítica, en vez de sólo memorizar datos.			
11. Los planes de las clases se deben ajustar con base en los resultados de las evaluaciones diarias.			
12. Cuando los niños solicitan la ayuda del docente, éste debe devolverle la responsabilidad de la toma de decisiones al niño.			
13. Cuando hagan trabajo en equipo, creo que los alumnos deben resolver los desacuerdos internos independientemente.			
14. Cuando un alumno se equivoca, es importante que yo induzca al mismo para que el descubra su error y lo corrija.			
15. Mientras el docente presenta la clase, es más importante que los alumnos escuchen, en vez de que cuenten experiencias personales o hagan preguntas.			
16. Desarrollo competencias de lectura en mi aula sólo cuando mis alumnos lo soliciten.			
17. Generalmente uso guías del docente para realizar las discusiones sobre una historia o texto en la clase.			
18. Cuando enseñé primero o segundo grado, sé cómo debo evaluar e			

impartir la conciencia fonológica (es decir, sabiendo que la palabra hablada se puede separar en unidades menores: sílabas, fonemas).			
19. Cuando enseñé primero, segundo o tercer grado, enseñé la correspondencia entre letras y sonidos (la fonética).			
20. Para los alumnos que presentan dificultades en la lectura, les muestro como separar las palabras en fonemas al leer y al decodificar.			
21. Dedico tiempo para que los alumnos hagan lectura porque esto lleva directamente a la mejora de competencias lectoras.			
22. Yo enseñé a los alumnos a usar elementos del contexto más que elementos grafo-fónicas cuando están aprendiendo a leer.			
23. Uso imágenes para ayudar a los alumnos a identificar palabras en las primeras etapas de la lectura.			
24. Uso textos basados en literatura, auténticos, para enseñarle a los alumnos a leer.			
25. Para respaldar la comprensión, enseñé la fluidez y expresión como componentes necesarios de la lectura.			
26. Procuro de repetir palabras cierto número de veces tras presentarlas para asegurarme de que se convertirán en parte del vocabulario a la vista.			
27. Cuando imparto enseñanza de la lectura no insisto en que los alumnos conozcan las letras del alfabeto.			
28. Cuando les presento nuevas palabras, enseñé a los alumnos a identificar sonidos y su correspondencia con las letras.			
29. El primer encuentro de mis alumnos con materiales impresos se enfoca en el significado, no en la representación gráfica exacta.			
30. Evalué diariamente para comprender qué saben los niños y cómo ayudarlos a dar el siguiente paso.			

## Encuesta Integral de los Docentes (Post)

**Esta es una encuesta sobre sus experiencias, opiniones y conocimientos en su vida profesional como docente. Sus respuestas serán confidenciales y no tendrán efecto alguno en su participación en el CETT ni en su desarrollo profesional. ¡Muchas gracias!**

Información demográfica del docente	
Nombre completo: _____	Edad: _____
No. de cédula/carnet de identidad: _____	Años de experiencia en docencia: _____
Ciudad (o municipio) y país de residencia: _____	
Nivel de educación terminada: _____	
Fecha de inicio en el CETT: Mes _____ Año _____ Grado que enseña ahora: _____	
Nombre de la escuela: _____	
Nombre del/ de la capacitador/a: _____	

1. La tabla que sigue contiene los diferentes métodos de impartir la capacitación CETT. Después de la tabla hay cuatro preguntas. Pensando en las formas de entrega de capacitación listadas en la tabla, responda a las preguntas que siguen. ***Elija solo una letra para cada pregunta, por favor.***

Formas de entrega de la capacitación CETT	
A	Capacitación presencial
B	Círculos de innovación docente (CID)
C	Acompañamiento en el aula
D	Estudio independiente

- a. ¿Con cuál forma de entrega siente usted que aprendió más? \_\_\_\_\_
- b. ¿Cuál fue la segunda en importancia? \_\_\_\_\_
- c. ¿Cuál fue la tercera en importancia? \_\_\_\_\_
- d. ¿Con cuál forma de entrega siente usted que aprendió menos? \_\_\_\_\_

2. Después de la tabla que sigue, hay cuatro preguntas. Pensando en los diferentes contenidos de las capacitaciones del programa CETT listados en la tabla, responda a las preguntas que siguen, según las instrucciones específicas en cada inciso.

Contenido	
A.	Creando un ambiente letrado
B.	Expresión oral
C.	Comprensión oral
D.	Comprensión lectora
E.	Expresión escrita / producción de textos
F.	Conciencia fonológica
G.	Código escrito
H.	Investigación acción en su aula
I.	Promoviendo la autoestima de los alumnos
J.	Creando un ambiente democrático en el aula
K.	La conducción de evaluaciones del proceso de lectura y escritura
L.	La conducción y uso de evaluaciones de diagnóstico
M.	La conducción y uso de evaluaciones acumulativas
N.	La presentación del aprendizaje por proyectos en su aula
O.	La planificación
P.	Enseñanza diferenciada

- a) ¿Qué contenido considera que le ha sido más útil? \_\_\_\_\_  
(Elija solo una letra, por favor.)
- b) ¿Qué otros contenidos considera que le han sido útil? \_\_\_\_\_  
(Elija todas las que aplican, por favor.)
- c) De la capacitación que ha recibido del programa CETT, ¿qué contenidos considera que le han sido menos útil? \_\_\_\_\_  
(Elija todas las que aplican, por favor.)
- d) ¿En cuáles de los otros contenidos le gustaría recibir más capacitación? \_\_\_\_\_  
(Elija todas las que aplican, por favor.)

### Preguntas de conocimiento

Las siguientes preguntas representan una variedad de conocimientos que puedan ser relacionados con lo que ha aprendido Vd. en el CETT. Algunas preguntas son difíciles, mientras otras son más fáciles. No se espera que Vd. pueda responder a todas. Conteste lo mejor que pueda, por favor, seleccionando la mejor respuesta a cada pregunta.

1. Un fonema se refiere a:
- una sola letra
  - un solo sonido lingüístico
  - una sola unidad de significado
  - un grafema

2. Un grupo pronunciable de letras que contengan una vocal es:
  - a) un fonema
  - b) un grafema
  - c) una sílaba
  - d) un morfema
  
3. Qué tipo de tarea sería la siguiente:  
"Voy a decir sonidos que al juntarlos formen una palabra. ¿Qué suena / ch / / a / l / ?"
  - a) unión
  - b) rima
  - c) segmentación
  - d) manipulación
  
4. Son importantes componentes de la fluidez en la lectura:
  - a) entonación, precisión y puntuación
  - b) ritmo, puntuación y fraseo
  - c) entonación, ritmo y precisión
  - d) precisión, puntuación y ritmo
  
5. Todos son componentes apropiados de la enseñanza de la fluidez lectora, **excepto**:
  - a) El docente le pide a los alumnos que expliquen el tema de la lección
  - b) El alumno automonitorea su precisión
  - c) El docente modela la lectura fluida
  - d) Los alumnos leen los textos repetidamente en voz alta
  
6. La comprensión de la lectura se refiere a:
  - a) La velocidad a la que el alumno puede leer
  - b) La capacidad de entender lo que lee
  - c) La capacidad de leer las palabras
  - d) La capacidad de responder preguntas
  
7. El siguiente es un ejemplo de una pregunta inferencial acerca de Caperucita Roja:
  - a) ¿Por qué esa niña se llamaba Caperucita Roja?
  - b) ¿A quién iba a visitar?
  - c) ¿Le hizo caso a su madre?
  - d) ¿Qué cree usted que sucedió cuando llegó a su casa?
  
8. ¿Cuál de las siguientes **no** es una aptitud práctica en el lenguaje oral?
  - a) La capacidad de cambiar el lenguaje para adaptarlo al propósito con el que se habla
  - b) La capacidad de entender metáforas
  - c) La capacidad de cambiar el lenguaje para adaptarlo al contexto en el que ocurre
  - d) La capacidad de mantener un tema durante una conversación
  
9. Cuando la atención del lector se centra en el estilo de un texto y los sentimientos que ésta le provoca, lo llaman:
  - a) Lectura analítica
  - b) Lectura metacognitiva
  - c) Lectoescritura global
  - d) Lectura estética
  
10. ¿Cuál **no** es un resultado cuando el docente lee en voz alta a los alumnos?
  - a) Proporciona oportunidades para participar en discusiones sobre el contenido del libro.
  - b) Proporciona a los alumnos la oportunidad de aplicar estrategias de reconocimiento de palabras escritas.
  - c) Expone a los alumnos a libros a los que tal vez no estarían expuestos.
  - d) Les proporciona a los alumnos conocimiento general.

**Respuestas cortas**

Por favor, escriba una respuesta corta a cada una de estas preguntas.

1. ¿Cómo usa el alumno/la alumna la conciencia fonológica y el código escrito para mejorar su lectura y escritura de palabras?
2. ¿Qué es la mejor manera de enseñar el vocabulario?
3. ¿Cómo influye la enseñanza de vocabulario en el aprendizaje de la lectura?
4. Explique la manera en que la fluidez en la lectura ayuda a la comprensión.
5. Escriba las etapas del desarrollo de la escritura.
6. Jorge tiene dificultades en comprensión lectora. Señale una de las causas posibles por la que tiene tal dificultad.
7. Escriba una pregunta literal sobre Caperucita Roja.
8. Escriba una pregunta inferencial sobre Los Tres Cerditos.
9. Describa la diferencia entre la *enseñanza* de comprensión y la *evaluación* de la comprensión.

**Aplicación en el aula: Lea el caso abajo, y escriba la manera en que la Profesora Gloria debe de reaccionar ante las situaciones descritas.**

La Profesora Gloria de la Escuela La Mejor se encuentra desarrollando una lección de lectoescritura. Para animar el interés de los alumnos a leer, ella está usando un libro de cuentos sobre animales. Conteste las preguntas como si fuera Vd. la Profesora Gloria.

1. ¿Cómo usaría la lluvia de ideas para introducir el tema?
2. Sin usar el diccionario, ¿Qué estrategia puede utilizar la Profesora Gloria puede para enseñarle a los alumnos como determinar el significado de palabras desconocidas?
3. La Profesora Gloria pide que los alumnos escriban un texto sobre los animales. ¿Qué actividad puede desarrollar para que los alumnos escojan un tema de que escribir?
4. La Profesora Gloria les pide a algunos alumnos que resuman el cuento de animales. Pide a otros que vuelvan a contar el cuento. ¿Qué diferencias hay entre resumir y volver a contar?

5. Al desarrollar la conciencia fonológica, ¿cómo haría la Profesora para unir sonidos y letras?
6. Escriba dos actividades que la Profesora Gloria puede hacer para desarrollar la correspondencia de letras y sonidos.
7. ¿Qué actividad puede hacer la Profesora Gloria para enseñarle a los alumnos a hacer comparaciones entre textos, personajes, o tramas?
8. ¿Cómo haría la Profesora Gloria para que los niños establezcan conceptos?

### Complete la frase

Por favor, escriba la palabra o las palabras que hagan correctas las siguientes frases.

1. El reconocimiento de los sonidos del lenguaje hablado y la manera en que pueden ser manipulados es \_\_\_\_\_.
2. En la fluidez de lectura, \_\_\_\_\_ es la capacidad de leer palabras correctamente.
3. Un alumno que escribe “vez” cuando quiere escribir “ves” está en la etapa de \_\_\_\_\_ del desarrollo de la escritura.
4. La representación escrita de los sonidos del lenguaje hablado se llama \_\_\_\_\_.
5. En la producción de textos, el alumno identificaría las palabras incorrectas en el proceso de \_\_\_\_\_.
6. Enseñarle a los alumnos antónimos y sinónimos es ejemplo de qué tipo de enseñanza de vocabulario: \_\_\_\_\_.
7. Enseñarle a los alumnos a expresarse en forma verbal es ejemplo de una actividad para desarrollar aptitudes de \_\_\_\_\_ adecuadas.
8. Dos actividades para enseñarle a los alumnos a expresar una opinión son \_\_\_\_\_ y \_\_\_\_\_.
9. Algunos tipos de textos son \_\_\_\_\_, \_\_\_\_\_ y \_\_\_\_\_.

### Preguntas de integración

Por favor, **seleccione solo una** de estas cuatro preguntas y contestarla.

1. Diferentes tipos de texto permiten ofrecer a los alumnos una variedad de experiencias de lectura. Elija un tipo de texto y describa cómo usaría este tipo de texto para desarrollar una lección. Asegúrese de incluir el objetivo de la clase y la edad y/o nivel de lectura del alumno.

2. La siguiente es parte de un cuento escrito por un alumno, Bernardo. El alumno quiso escribir: “Mi mascota es un perro. Su nombre es Bernardo.” Pero en lugar de esto, el alumno escribe:  
*Mimascotaesunqerro. Sunomdrees Bernardo.*  
¿Cómo le ayudaría Vd. a este alumno?
3. ¿Qué papel juega la fluidez en el mejoramiento del desempeño en la lectura para los jóvenes que tienen dificultades?
4. Ofrezca un ejemplo de una práctica didáctica que implementaría para mejorar la fluidez de un alumno que lee con precisión, pero despacio. Explique por qué considera que la práctica que describe sería apropiada.

### Percepción del docente

En estas últimas preguntas de la encuesta, pedimos sus opiniones personales. No hay respuestas correctas o incorrectas. Por favor, sea sincero/a, recordando que sus respuestas serán completamente confidenciales.

Tomando en cuenta las capacitaciones para docente que ha recibido hasta ahora, responda a las siguientes preguntas, colocando una “X” en la columna correspondiente.	Sí	No	No sé
1. He usado lo que he aprendido en las capacitaciones para docente que he recibido.			
2. Utilizo lo aprendido en las capacitaciones aún después de mucho tiempo.			
3. El acompañamiento que he recibido en mi aula ha sido un factor importante al momento de enseñar en mi aula.			
4. He recibido suficiente apoyo para enseñar en mi aula.			
5. La retroalimentación que he dado acerca de las capacitaciones que he recibido como docente han sido incorporadas a otras capacitaciones.			
6. He participado en grupos de docentes, en los cuales se presentaron problemas y sugirieron soluciones, o se presentaron experiencias exitosas.			
7. El nivel del contenido en las capacitaciones para docente que he recibido ha sido muy difícil para mí.			
8. En capacitaciones para docentes, aprender la teoría que respalda la práctica ha sido útil para mí.			
9. La realimentación que he recibido por parte de los capacitadores de docentes me ha ayudado a mejorar como maestro(a).			
10. Siento que cada contenido se ha cubierto de manera adecuada en las capacitaciones que he recibido.			
11. El material y/o contenido que he recibido en capacitaciones para docentes me ha ayudado a convertirme en mejor maestro(a).			
12. La mayor parte del contenido presentado en las capacitaciones ha sido nuevo para mí.			
13. El nivel del contenido ha sido muy difícil para todos los docentes.			
14. He recibido todos los materiales necesarios para implementar el contenido de las capacitaciones.			
15. Me he sentido incomodo(a) cuando otros modelen prácticas en mi aula.			
16. Me he sentido preparado(a) para acompañar a otros docentes después de recibir las capacitaciones			
17. Me he sentido preparado(a) para dirigir sesiones para otros docentes durante o después de las capacitaciones.			

18. Me he sentido preparado(a) para enseñar la lecto-escritura en mi aula después de las capacitaciones.			
19. Me he sentido preparado(a) para enseñar la lecto-escritura a los alumnos que tienen dificultades (que requieren atención especial) después de las capacitaciones.			

<b>Se presentan varios enunciados. Indique que está de acuerdo o en desacuerdo con cada uno.</b>	<b>De acuerdo</b>	<b>En desacuerdo</b>	<b>Sin opinión</b>
1. Es más importante desarrollar los contenidos curriculares que basarse en las necesidades reales de los alumnos.			
2. Los alumnos deben tener tiempo para trabajar entre ellos sin que nadie los dirija.			
3. Es más eficaz que el docente les diga las respuestas correctas a los alumnos a que ellos las deduzcan.			
4. Es más eficaz evaluar a los alumnos de forma continua que simplemente con evaluaciones iniciales y finales. Ejemplos de evaluación continua pueden incluir observaciones, conferencias, actividades lúdicas, rúbricas, etc.			
5. Creo que los docentes deben esperar a que los alumnos se les acerquen antes de ofrecer ayuda adicional.			
6. Las necesidades individuales de los niños son una parte importante de la planeación de clases eficaces.			
7. Es más eficaz darle a los alumnos la información que necesitan saber, en vez de animarlos a investigar.			
8. Los docentes a menudo deben crear unidades temáticas basadas en los intereses y las ideas de los alumnos.			
9. Ya que los alumnos no saben lo que necesitan aprender, es más importante que el docente tome las decisiones sobre el contenido curricular, en lugar de manejar un aula democrática.			
10. Uno de los elementos clave que debe guiar la enseñanza es que los alumnos tienen que aprender a pensar de manera crítica, en lugar de sólo memorizar datos.			
11. Los planes de las clases se deben ajustar con base en los resultados de las evaluaciones diarias.			
12. Cuando los niños solicitan la ayuda del docente, éste debe devolverle la responsabilidad de la toma de decisiones al niño.			
13. Cuando hagan trabajo en equipo, creo que los alumnos deben resolver los desacuerdos internos independientemente.			
14. Cuando un alumno se equivoca, es importante que yo induzca al mismo para que el descubra su error y lo corrija.			
15. Mientras el docente presenta la clase, es más importante que los alumnos escuchen, en lugar de contar experiencias personales o hacer preguntas.			
16. Desarrollo competencias de lectura en mi aula sólo cuando mis alumnos lo soliciten.			
17. Generalmente uso guías del docente para realizar las discusiones sobre una historia o texto en la clase.			
18. Cuando enseñé primero o segundo grado, sé cómo debo evaluar e impartir la conciencia fonológica (es decir, sabiendo que la palabra hablada se puede separar en unidades menores: sílabas, fonemas).			
19. Cuando enseñé primero, segundo o tercer grado, enseñé la correspondencia entre letras y sonidos (la fonética).			
20. Para los alumnos que presentan dificultades en la lectura, les muestro como separar las palabras en fonemas al leer y al decodificar.			
21. Dedico tiempo para que los alumnos hagan lectura porque esto lleva directamente a la mejora de competencias lectoras.			
22. Yo enseñé a los alumnos a usar elementos del contexto más que elementos grafo-fónicas cuando están aprendiendo a leer.			
23. Uso imágenes para ayudar a los alumnos a identificar palabras en las			

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primeras etapas de la lectura.			
24. Uso textos basados en literatura para enseñarles a leer a mis alumnos.			
25. Para respaldar la comprensión, enseñé la fluidez y expresión como componentes necesarios de la lectura.			
26. Procuro repetir palabras cierto número de veces tras presentarlas para asegurarme de que se convertirán en parte del vocabulario a la vista.			
27. Cuando imparto enseñanza de la lectura no insisto en que los alumnos conozcan las letras del alfabeto.			
28. Cuando les presento nuevas palabras, enseñé a los alumnos a identificar sonidos y su correspondencia con las letras.			
29. El primer encuentro de mis alumnos con materiales impresos se enfoca en el significado, no en la representación gráfica exacta.			
30. Evalué diariamente a los niños para tener una mejor idea de qué saben y cómo ayudarlos a dar el siguiente paso.			

## **Appendix D: Pre- and Post-surveys for Centro Andino**

## Encuesta Integral de los Docentes (Pre)

Esta es una encuesta sobre sus experiencias, opiniones y conocimientos en su vida profesional como docente. Sus respuestas serán confidenciales y no tendrán efecto alguno en su participación en el Centro Andino (CETT) ni en su desarrollo profesional. El programa CETT agradece su ayuda en completarla.

### Información demográfica del docente

Nombre completo: \_\_\_\_\_ Edad: \_\_\_\_\_

No. de cédula/carnet de identidad: \_\_\_\_\_ Años de experiencia en docencia: \_\_\_\_\_

Ciudad (o municipio) y país de residencia: \_\_\_\_\_

Nivel de educación terminada: \_\_\_\_\_

Fecha de inicio en el CETT: Mes \_\_\_\_\_ Año \_\_\_\_\_ Grado que enseña ahora: \_\_\_\_\_

Nombre de la escuela: \_\_\_\_\_

Nombre del/ de la capacitador/a: \_\_\_\_\_

### Preguntas de conocimiento

Las siguientes preguntas representan una variedad de conocimientos que puedan ser relacionados con lo que ha aprendido Vd. en el CETT. Algunas preguntas son difíciles, mientras otras son más fáciles. No se espera que Vd. tenga respuesta a todas. Conteste lo mejor que pueda, por favor, seleccionando la mejor respuesta a cada pregunta.

1. Un fonema se refiere a:
  - a) una sola letra
  - b) un solo sonido lingüístico
  - c) una sola unidad de significado
  - d) un grafema
  
2. Un grupo pronunciable de letras que contengan una vocal es:
  - a) un fonema
  - b) un grafema
  - c) una sílaba
  - d) un morfema
  
3. Qué tipo de tarea sería la siguiente:
 

*“Voy a decir sonidos que al juntarlos formen una palabra. ¿Qué suena / ch / / a / ll / ?”*

  - a) unión
  - b) rima
  - c) segmentación
  - d) manipulación

4. Son importantes componentes de la fluidez en la lectura:
  - a) entonación, precisión y puntuación
  - b) ritmo, puntuación y fraseo
  - c) entonación, ritmo y precisión
  - d) precisión, puntuación y ritmo
  
5. Todos son componentes apropiados de la enseñanza de la fluidez lectora, **excepto**:
  - a) El docente le pide a los alumnos que expliquen el tema de la lección
  - b) El alumno automonitorea su precisión
  - c) El docente modela la lectura fluida
  - d) Los alumnos leen los textos repetidamente en voz alta
  
6. La comprensión de la lectura se refiere a:
  - a) La velocidad a la que el alumno puede leer
  - b) La capacidad de entender lo que lee
  - c) La capacidad de leer las palabras
  - d) La capacidad de responder preguntas
  
7. El siguiente es un ejemplo de una pregunta inferencial acerca de Caperucita Roja:
  - a) ¿Por qué esa niña se llamaba Caperucita Roja?
  - b) ¿A quién iba a visitar?
  - c) ¿Le hizo caso a su madre?
  - d) ¿Qué cree usted que sucedió cuando llegó a su casa?
  
8. ¿Cuál de las siguientes **no** es una aptitud práctica en el lenguaje oral?
  - a) La capacidad de cambiar el lenguaje para adaptarlo al propósito con el que se habla
  - b) La capacidad de entender metáforas
  - c) La capacidad de cambiar el lenguaje para adaptarlo al contexto en el que ocurre
  - d) La capacidad de mantener un tema durante una conversación
  
9. Cuando la atención del lector se centra en el estilo de un texto y los sentimientos que ésta le provoca, lo llaman:
  - a) Lectura analítica
  - b) Lectura metacognitiva
  - c) Lectoescritura global
  - d) Lectura estética
  
10. ¿Cuál **no** es un resultado cuando el docente lee en voz alta a los alumnos?
  - a) Proporciona oportunidades para participar en discusiones sobre el contenido del libro.
  - b) Proporciona a los alumnos la oportunidad de aplicar estrategias de reconocimiento de palabras escritas.
  - c) Expone a los alumnos a libros a los que tal vez no estarían expuestos.
  - d) Les proporciona a los alumnos conocimiento general.

### Respuestas cortas

Por favor, escriba una respuesta corta a cada una de estas preguntas.

1. ¿Cómo usa el alumno/la alumna la conciencia fonológica y el código escrito para mejorar su lectura y escritura de palabras?
  
2. ¿Qué es la mejor manera de enseñar el vocabulario?

3. ¿Cómo influye la enseñanza de vocabulario en el aprendizaje de la lectura?
4. Explique la manera en que la fluidez en la lectura ayuda a la comprensión.
5. Escriba las etapas del desarrollo de la escritura.
6. Jorge tiene dificultades en comprensión lectora. Señala una de las causas posibles por la que tiene tal dificultad.
7. Escriba una pregunta literal sobre Caperucita Roja.
8. Escriba una pregunta inferencial sobre Los Tres Cerditos.
9. Describa la diferencia entre la *enseñanza* de comprensión y la *evaluación* de la comprensión.

**Aplicación en el aula: Lea el caso abajo, y escriba como la Profesora Gloria debe de reaccionar a las situaciones enfrentadas.**

La Profesora Gloria de la Escuela La Mejor se encuentra desarrollando una lección de lectoescritura. Para animar el interés de los alumnos a leer, ella está usando un libro de cuentos sobre animales. Conteste las preguntas como si fuera Vd. la Profesora Gloria.

1. ¿Cómo usaría la lluvia de ideas para la introducción del tema?
2. Sin usar el diccionario, ¿qué es una estrategia que la Profesora Gloria puede usar para enseñarle a los alumnos como determinar el significado de palabras desconocidas?
3. La Profesora Gloria pide que los alumnos escriban un texto sobre los animales. ¿Qué actividad puede desarrollar para que los alumnos escojan un tema de que escribir?
4. La Profesora Gloria pide a algunos alumnos que resuman el cuento de animales. Pide a otros que vuelvan a contar el cuento. ¿Qué diferencias hay entre resumir y volver a contar?
5. Al desarrollar la conciencia fonológica, ¿cómo haría la Profesora para unir sonidos y letras?
6. Escriba dos actividades que la Profesora Gloria puede hacer para desarrollar la correspondencia de letras y sonidos.
7. ¿Qué actividad puede hacer la Profesora Gloria para enseñarle a los alumnos a hacer comparaciones entre textos, personajes, o tramas?

8. ¿Cómo haría la Profesora Gloria para que los niños establezcan conceptos?

### Complete la frase

Por favor, escriba la palabra o las palabras que hagan correctas las siguientes frases.

1. El reconocimiento de los sonidos del lenguaje hablado y la manera en que pueden ser manipulados es \_\_\_\_\_.
2. En la fluidez de lectura, \_\_\_\_\_ es la capacidad de leer palabras correctamente.
3. Un alumno que escribe “vez” cuando quiere escribir “ves” está en la etapa de \_\_\_\_\_ del desarrollo de la escritura.
4. La representación escrita de los sonidos del lenguaje hablado se llama \_\_\_\_\_.
5. En la producción de textos, el alumno identificaría las palabras incorrectas en el proceso de \_\_\_\_\_.
6. Enseñarle a los alumnos antónimos y sinónimos es ejemplo de qué tipo de enseñanza de vocabulario: \_\_\_\_\_.
7. Enseñarle a los alumnos a expresarse en forma verbal es ejemplo de una actividad para desarrollar aptitudes de \_\_\_\_\_ adecuadas.
8. Dos actividades para enseñarle a los alumnos a expresar una opinión son \_\_\_\_\_ y \_\_\_\_\_.
9. Algunos tipos de textos son \_\_\_\_\_, \_\_\_\_\_ y \_\_\_\_\_.

### Preguntas de integración

Por favor, **seleccione solo una** de estas cuatro preguntas y contestarla.

1. Diferentes tipos de texto permiten ofrecer a los alumnos una variedad de experiencias de lectura. Elija un tipo de texto y describa cómo usaría este tipo de texto para desarrollar una lección. Asegúrese de incluir el objetivo de la clase y la edad y/o nivel de lectura del alumno.
2. La siguiente es parte de un cuento escrito por un alumno, Bernardo. El alumno quiso escribir: “Mi mascota es un perro. Su nombre es Bernardo.” Pero en lugar de esto, el alumno escribe:  
*Mimascotaesunqerro. Sunomdrees Bernardo.*  
¿Cómo le ayudaría Vd. a este alumno?
3. ¿Qué papel juega la fluidez en mejorar el desempeño en la lectura para los jóvenes que tienen dificultades?

4. Ofrezca un ejemplo de una práctica didáctica para mejorar la fluidez que implementaría con un alumno que lee con precisión, pero despacio. Explique por qué considera que sería apropiada.

### Percepción del docente

En estas últimas preguntas de la encuesta, pedimos sus opiniones. No hay respuestas correctas o incorrectas. Por favor, sea sincero/a, recordando que sus respuestas serán completamente confidenciales.

Se presentan varios enunciados. Indique que está de acuerdo o en desacuerdo con cada uno.	De acuerdo	En desacuerdo	Sin opinión
1. Es más importante desarrollar los contenidos curriculares que basarse en las necesidades reales de los alumnos.			
2. Los alumnos deben tener tiempo para trabajar entre ellos sin que nadie los dirija.			
3. Es más eficaz que el docente les diga las respuestas correctas a los alumnos a que ellos las deduzcan.			
4. Es más eficaz evaluar a los alumnos de forma continua que simplemente con evaluaciones iniciales y finales. Ejemplos de evaluación continua pueden incluir observaciones, conferencias, actividades lúdicas, rúbricas, etc.			
5. Creo que los docentes deben esperar a que los alumnos se les acerquen antes de ofrecer ayuda adicional.			
6. Las necesidades individuales de los niños son una parte importante de la planeación de clases eficaces.			
7. Es más eficaz darle a los alumnos la información que necesitan saber, en vez de animarlos a investigar.			
8. Los docentes a menudo deben crear unidades temáticas basadas en los intereses y las ideas de los alumnos.			
9. Ya que los alumnos no saben lo que necesitan aprender, es más importante que el docente tome las decisiones sobre el contenido curricular, en lugar de manejar un aula democrática.			
10. Uno de los elementos clave que debe guiar la enseñanza es que los alumnos tienen que aprender a pensar de manera crítica, en vez de sólo memorizar datos.			
11. Los planes de las clases se deben ajustar con base en los resultados de las evaluaciones diarias.			
12. Cuando los niños solicitan la ayuda del docente, éste debe devolverle la responsabilidad de la toma de decisiones al niño.			
13. Cuando hagan trabajo en equipo, creo que los alumnos deben resolver los desacuerdos internos independientemente.			
14. Cuando un alumno se equivoca, es importante que yo induzca al mismo para que el descubra su error y lo corrija.			
15. Mientras el docente presenta la clase, es más importante que los alumnos escuchan, en vez de que cuenten experiencias personales o hagan preguntas.			
16. Desarrollo competencias de lectura en mi aula sólo cuando mis alumnos lo soliciten.			
17. Generalmente uso guías del docente para realizar las discusiones sobre una historia o texto en la clase.			
18. Cuando enseñé primero o segundo grado, sé cómo debo evaluar e impartir la conciencia fonológica (es decir, sabiendo que la palabra			

hablada se puede separar en unidades menores: sílabas, fonemas).			
19. Cuando enseño primero, segundo o tercer grado, enseño la correspondencia entre letras y sonidos (la fonética).			
20. Para los alumnos que presentan dificultades en la lectura, les muestro como separar las palabras en fonemas al leer y al decodificar.			
21. Dedico tiempo para que los alumnos hagan lectura porque esto lleva directamente a la mejora de competencias lectoras.			
22. Yo enseño a los alumnos a usar elementos del contexto más que elementos grafo-fónicas cuando están aprendiendo a leer.			
23. Uso imágenes para ayudar a los alumnos a identificar palabras en las primeras etapas de la lectura.			
24. Uso textos basados en literatura, auténticos, para enseñarle a los alumnos a leer.			
25. Para respaldar la comprensión, enseño la fluidez y expresión como componentes necesarios de la lectura.			
26. Procuro de repetir palabras cierto número de veces tras presentarlas para asegurarme de que se convertirán en parte del vocabulario a la vista.			
27. Cuando imparto enseñanza de la lectura no insisto en que los alumnos conozcan las letras del alfabeto.			
28. Cuando les presento nuevas palabras, enseño a los alumnos a identificar sonidos y su correspondencia con las letras.			
29. El primer encuentro de mis alumnos con materiales impresos se enfoca en el significado, no en la representación gráfica exacta.			
30. Evalúo diariamente para comprender qué saben los niños y cómo ayudarlos a dar el siguiente paso.			

## Encuesta Integral de los Docentes (Post)

Esta es una encuesta sobre sus experiencias, opiniones y conocimientos en su vida profesional como docente. Sus respuestas serán confidenciales y no tendrán efecto alguno en su participación en el CETT ni en su desarrollo profesional. ¡Muchas gracias!

### Información demográfica del docente

Nombre completo: \_\_\_\_\_ Edad: \_\_\_\_\_

No. de cédula/carnet de identidad: \_\_\_\_\_ Años de experiencia en docencia: \_\_\_\_\_

Ciudad (o municipio) y país de residencia: \_\_\_\_\_

Nivel de educación terminada: \_\_\_\_\_

Fecha de inicio en el CETT: Mes \_\_\_\_\_ Año \_\_\_\_\_ Grado que enseña ahora: \_\_\_\_\_

Nombre de la escuela: \_\_\_\_\_

Nombre del/ de la capacitador/a: \_\_\_\_\_

1. La tabla que sigue contiene los diferentes métodos de impartir la capacitación CETT. Después de la tabla hay cuatro preguntas. Pensando en las formas de entrega de capacitación listadas en la tabla, responda a las preguntas que siguen. ***Elija solo una letra para cada pregunta, por favor.***

Formas de entrega de la capacitación CETT/Centro Andino	
A	Talleres presenciales
B	Grupos de Interaprendizaje (GIA)
C	Acompañamiento en el aula
D	Estudio independiente
E	Capacitación a distancia

- a. ¿Con cuál forma de entrega siente usted que aprendió más? \_\_\_\_\_
- b. ¿Cuál fue la segunda en importancia? \_\_\_\_\_
- c. ¿Cuál fue la tercera en importancia? \_\_\_\_\_
- d. ¿Con cuál forma de entrega siente usted que aprendió menos? \_\_\_\_\_

2. Después de la tabla que sigue, hay cuatro preguntas. Pensando en los diferentes contenidos de las capacitaciones del programa CETT listados en la tabla, responda a las preguntas que siguen, según las instrucciones específicas en cada inciso.

Contenido	
A.	Creando un ambiente letrado
B.	Expresión oral
C.	Comprensión oral
D.	Comprensión lectora
E.	Expresión escrita / producción de textos
F.	Conciencia fonológica
G.	Código escrito
H.	Investigación acción en su aula
I.	Promoviendo la autoestima de los alumnos
J.	Creando un ambiente democrático en el aula
K.	La conducción de evaluaciones del proceso de lectura y escritura
L.	La conducción y uso de evaluaciones de diagnóstico
M.	La conducción y uso de evaluaciones acumulativas
N.	La presentación del aprendizaje por proyectos en su aula
O.	La planificación
P.	Enseñanza diferenciada

- a) ¿Qué contenido considera que le ha sido más útil? \_\_\_\_\_  
(Elija solo una letra, por favor.)
- b) ¿Qué otros contenidos considera que le han sido útiles? \_\_\_\_\_  
(Elija todas las que aplican, por favor.)
- c) De la capacitación que ha recibido del programa CETT, ¿qué contenidos considera que le han sido menos útiles? \_\_\_\_\_  
(Elija todas las que aplican, por favor.)
- d) ¿En cuáles de los otros contenidos le gustaría recibir más capacitación? \_\_\_\_\_  
(Elija todas las que aplican, por favor.)

### Preguntas de conocimiento

Las siguientes preguntas representan una variedad de conocimientos que puedan ser relacionados con lo que ha aprendido Vd. en el CETT. Algunas preguntas son difíciles, mientras otras son más fáciles. No se espera que Vd. pueda responder a todas. Conteste lo mejor que pueda, por favor, seleccionando la mejor respuesta a cada pregunta.

- Un fonema se refiere a:
  - una sola letra
  - un solo sonido lingüístico
  - una sola unidad de significado
  - un grafema
- Un grupo pronunciable de letras que contengan una vocal es:
  - un fonema

- b) un grafema
  - c) una sílaba
  - d) un morfema
3. Qué tipo de tarea sería la siguiente:  
"Voy a decir sonidos que al juntarlos formen una palabra. ¿Qué suena / ch / / a / ll /?"
- a) unión
  - b) rima
  - c) segmentación
  - d) manipulación
4. Son importantes componentes de la fluidez en la lectura:
- a) entonación, precisión y puntuación
  - b) ritmo, puntuación y fraseo
  - c) entonación, ritmo y precisión
  - d) precisión, puntuación y ritmo
5. Todos son componentes apropiados de la enseñanza de la fluidez lectora, **excepto**:
- a) El docente le pide a los alumnos que expliquen el tema de la lección
  - b) El alumno automonitorea su precisión
  - c) El docente modela la lectura fluida
  - d) Los alumnos leen los textos repetidamente en voz alta
6. La comprensión de la lectura se refiere a:
- a) La velocidad a la que el alumno puede leer
  - b) La capacidad de entender lo que lee
  - c) La capacidad de leer las palabras
  - d) La capacidad de responder preguntas
7. El siguiente es un ejemplo de una pregunta inferencial acerca de Caperucita Roja:
- a) ¿Por qué esa niña se llamaba Caperucita Roja?
  - b) ¿A quién iba a visitar?
  - c) ¿Le hizo caso a su madre?
  - d) ¿Qué cree usted que sucedió cuando llegó a su casa?
8. ¿Cuál de las siguientes **no** es una aptitud práctica en el lenguaje oral?
- a) La capacidad de cambiar el lenguaje para adaptarlo al propósito con el que se habla
  - b) La capacidad de entender metáforas
  - c) La capacidad de cambiar el lenguaje para adaptarlo al contexto en el que ocurre
  - d) La capacidad de mantener un tema durante una conversación
9. Cuando la atención del lector se centra en el estilo de un texto y los sentimientos que ésta le provoca, lo llaman:
- a) Lectura analítica
  - b) Lectura metacognitiva
  - c) Lectoescritura global
  - d) Lectura estética
10. ¿Cuál **no** es un resultado cuando el docente lee en voz alta a los alumnos?
- a) Proporciona oportunidades para participar en discusiones sobre el contenido del libro.
  - b) Proporciona a los alumnos la oportunidad de aplicar estrategias de reconocimiento de palabras escritas.
  - c) Expone a los alumnos a libros a los que tal vez no estarían expuestos.
  - d) Les proporciona a los alumnos conocimiento general.

### Respuestas cortas

Por favor, escriba una respuesta corta a cada una de estas preguntas.

1. ¿Cómo usa el alumno/la alumna la conciencia fonológica y el código escrito para mejorar su lectura y escritura de palabras?
2. ¿Qué es la mejor manera de enseñar el vocabulario?
3. ¿Cómo influye la enseñanza de vocabulario en el aprendizaje de la lectura?
4. Explique la manera en que la fluidez en la lectura ayuda a la comprensión.
5. Escriba las etapas del desarrollo de la escritura.
6. Jorge tiene dificultades en comprensión lectora. Señale una de las causas posibles por la que tiene tal dificultad.
7. Escriba una pregunta literal sobre Caperucita Roja.
8. Escriba una pregunta inferencial sobre Los Tres Cerditos.
9. Describa la diferencia entre la *enseñanza* de comprensión y la *evaluación* de la comprensión.

### Aplicación en el aula: Lea el caso abajo, y escriba la manera en que la Profesora Gloria debe de reaccionar ante las situaciones descritas.

La Profesora Gloria de la Escuela La Mejor se encuentra desarrollando una lección de lectoescritura. Para animar el interés de los alumnos a leer, ella está usando un libro de cuentos sobre animales. Conteste las preguntas como si fuera Vd. la Profesora Gloria.

1. ¿Cómo usaría la lluvia de ideas para introducir el tema?
2. Sin usar el diccionario, ¿Qué estrategia puede utilizar la Profesora Gloria para enseñarle a los alumnos como determinar el significado de palabras desconocidas?
3. La Profesora Gloria pide que los alumnos escriban un texto sobre los animales. ¿Qué actividad puede desarrollar para que los alumnos escojan un tema de que escribir?
4. La Profesora Gloria les pide a algunos alumnos que resuman el cuento de animales. Pide a otros que vuelvan a contar el cuento. ¿Qué diferencias hay entre resumir y volver a contar?

5. Al desarrollar la conciencia fonológica, ¿cómo haría la Profesora para unir sonidos y letras?
6. Escriba dos actividades que la Profesora Gloria puede hacer para desarrollar la correspondencia de letras y sonidos.
7. ¿Qué actividad puede hacer la Profesora Gloria para enseñarle a los alumnos a hacer comparaciones entre textos, personajes, o tramas?
8. ¿Cómo haría la Profesora Gloria para que los niños establezcan conceptos?

### Complete la frase

Por favor, escriba la palabra o las palabras que hagan correctas las siguientes frases.

1. El reconocimiento de los sonidos del lenguaje hablado y la manera en que pueden ser manipulados es \_\_\_\_\_.
2. En la fluidez de lectura, \_\_\_\_\_ es la capacidad de leer palabras correctamente.
3. Un alumno que escribe “vez” cuando quiere escribir “ves” está en la etapa de \_\_\_\_\_ del desarrollo de la escritura.
4. La representación escrita de los sonidos del lenguaje hablado se llama \_\_\_\_\_.
5. En la producción de textos, el alumno identificaría las palabras incorrectas en el proceso de \_\_\_\_\_.
6. Enseñarle a los alumnos antónimos y sinónimos es ejemplo de qué tipo de enseñanza de vocabulario: \_\_\_\_\_.
7. Enseñarle a los alumnos a expresarse en forma verbal es ejemplo de una actividad para desarrollar aptitudes de \_\_\_\_\_ adecuadas.
8. Dos actividades para enseñarle a los alumnos a expresar una opinión son \_\_\_\_\_ y \_\_\_\_\_.
9. Algunos tipos de textos son \_\_\_\_\_, \_\_\_\_\_ y \_\_\_\_\_.

### Preguntas de integración

Por favor, **seleccione solo una** de estas cuatro preguntas y contestarla.

1. Diferentes tipos de texto permiten ofrecer a los alumnos una variedad de experiencias de lectura. Elija un tipo de texto y describa cómo usaría este tipo de texto para desarrollar una lección. Asegúrese de incluir el objetivo de la clase y la edad y/o nivel de lectura del alumno.

2. La siguiente es parte de un cuento escrito por un alumno, Bernardo. El alumno quiso escribir: "Mi mascota es un perro. Su nombre es Bernardo." Pero en lugar de esto, el alumno escribe: *Mimascotaesunqerro. Sunomdrees Bernardo.*  
¿Cómo le ayudaría Vd. a este alumno?
  
3. ¿Qué papel juega la fluidez en el mejoramiento del desempeño en la lectura para los jóvenes que tienen dificultades?
  
4. Ofrezca un ejemplo de una práctica didáctica que implementaría para mejorar la fluidez de un alumno que lee con precisión, pero despacio. Explique por qué considera que la práctica que describe sería apropiada.

### Percepción del docente

En estas últimas preguntas de la encuesta, pedimos sus opiniones personales. No hay respuestas correctas o incorrectas. Por favor, sea sincero/a, recordando que sus respuestas serán completamente confidenciales.

Tomando en cuenta las capacitaciones para docente que ha recibido hasta ahora, responda a las siguientes preguntas, colocando una "X" en la columna correspondiente.	Sí	No	No sé
1. He usado lo que he aprendido en las capacitaciones para docente que he recibido.			
2. Utilizo lo aprendido en las capacitaciones aún después de mucho tiempo.			
3. El acompañamiento que he recibido en mi aula ha sido un factor importante al momento de enseñar en mi aula.			
4. He recibido suficiente apoyo para enseñar en mi aula.			
5. La retroalimentación que he dado acerca de las capacitaciones que he recibido como docente han sido incorporadas a otras capacitaciones.			
6. He participado en grupos de docentes, en los cuales se presentaron problemas y sugirieron soluciones, o se presentaron experiencias exitosas.			
7. El nivel del contenido en las capacitaciones para docente que he recibido ha sido muy difícil para mí.			
8. En capacitaciones para docentes, aprender la teoría que respalda la práctica ha sido útil para mí.			
9. La realimentación que he recibido por parte de los capacitadores de docentes me ha ayudado a mejorar como maestro(a).			
10. Siento que cada contenido se ha cubierto de manera adecuada en las capacitaciones que he recibido.			
11. El material y/o contenido que he recibido en capacitaciones para docentes me ha ayudado a convertirme en mejor maestro(a).			
12. La mayor parte del contenido presentado en las capacitaciones ha sido nuevo para mí.			
13. El nivel del contenido ha sido muy difícil para todos los docentes.			
14. He recibido todos los materiales necesarios para implementar el contenido de las capacitaciones.			
15. Me he sentido incomodo(a) cuando otros modelen prácticas en mi aula.			

16. Me he sentido preparado(a) para acompañar a otros docentes después de recibir las capacitaciones			
17. Me he sentido preparado(a) para dirigir sesiones para otros docentes durante o después de las capacitaciones.			
18. Me he sentido preparado(a) para enseñar la lecto-escritura en mi aula después de las capacitaciones.			
19. Me he sentido preparado(a) para enseñar la lecto-escritura a los alumnos que tienen dificultades (que requieren atención especial) después de las capacitaciones.			

<b>Se presentan varios enunciados.</b> Indique que está de acuerdo o en desacuerdo con cada uno.	<b>De acuerdo</b>	<b>En desacuerdo</b>	<b>Sin opinión</b>
1. Es más importante desarrollar los contenidos curriculares que basarse en las necesidades reales de los alumnos.			
2. Los alumnos deben tener tiempo para trabajar entre ellos sin que nadie los dirija.			
3. Es más eficaz que el docente les diga las respuestas correctas a los alumnos a que ellos las deduzcan.			
4. Es más eficaz evaluar a los alumnos de forma continua que simplemente con evaluaciones iniciales y finales. Ejemplos de evaluación continua pueden incluir observaciones, conferencias, actividades lúdicas, rúbricas, etc.			
5. Creo que los docentes deben esperar a que los alumnos se les acerquen antes de ofrecer ayuda adicional.			
6. Las necesidades individuales de los niños son una parte importante de la planeación de clases eficaces.			
7. Es más eficaz darle a los alumnos la información que necesitan saber, en vez de animarlos a investigar.			
8. Los docentes a menudo deben crear unidades temáticas basadas en los intereses y las ideas de los alumnos.			
9. Ya que los alumnos no saben lo que necesitan aprender, es más importante que el docente tome las decisiones sobre el contenido curricular, en lugar de manejar un aula democrática.			
10. Uno de los elementos clave que debe guiar la enseñanza es que los alumnos tienen que aprender a pensar de manera crítica, en lugar de sólo memorizar datos.			
11. Los planes de las clases se deben ajustar con base en los resultados de las evaluaciones diarias.			
12. Cuando los niños solicitan la ayuda del docente, éste debe devolverle la responsabilidad de la toma de decisiones al niño.			
13. Cuando hagan trabajo en equipo, creo que los alumnos deben resolver los desacuerdos internos independientemente.			
14. Cuando un alumno se equivoca, es importante que yo induzca al mismo para que el descubra su error y lo corrija.			
15. Mientras el docente presenta la clase, es más importante que los alumnos escuchen, en lugar de contar experiencias personales o hacer preguntas.			
16. Desarrollo competencias de lectura en mi aula sólo cuando mis alumnos lo soliciten.			
17. Generalmente uso guías del docente para realizar las discusiones sobre una historia o texto en la clase.			
18. Cuando enseño primero o segundo grado, sé cómo debo evaluar e impartir la conciencia fonológica (es decir, sabiendo que la palabra hablada se puede separar en unidades menores: sílabas, fonemas).			
19. Cuando enseñé primero, segundo o tercer grado, enseñé la correspondencia entre letras y sonidos (la fonética).			
20. Para los alumnos que presentan dificultades en la lectura, les muestro como separar las palabras en fonemas al leer y al decodificar.			
21. Dedico tiempo para que los alumnos hagan lectura porque esto lleva directamente a la mejora de competencias lectoras.			

22. Yo enseñé a los alumnos a usar elementos del contexto más que elementos grafo-fónicas cuando están aprendiendo a leer.			
23. Uso imágenes para ayudar a los alumnos a identificar palabras en las primeras etapas de la lectura.			
24. Uso textos basados en literatura para enseñarles a leer a mis alumnos.			
25. Para respaldar la comprensión, enseñé la fluidez y expresión como componentes necesarios de la lectura.			
26. Procuro repetir palabras cierto número de veces tras presentarlas para asegurarme de que se convertirán en parte del vocabulario a la vista.			
27. Cuando imparto enseñanza de la lectura no insisto en que los alumnos conozcan las letras del alfabeto.			
28. Cuando les presento nuevas palabras, enseñé a los alumnos a identificar sonidos y su correspondencia con las letras.			
29. El primer encuentro de mis alumnos con materiales impresos se enfoca en el significado, no en la representación gráfica exacta.			
30. Evalué diariamente a los niños para tener una mejor idea de qué saben y cómo ayudarlos a dar el siguiente paso.			