

Prepared by:

Creative Associates International, Inc.

**Centers of Excellence for Teacher
Training: A Summit of the Americas
Initiative**

**Conceptual Framework for the
Caribbean**

**The Basic Education and Policy Support
(BEPS) Activity**

**Contract No. HNE-I-00-00-00038-00
Task Order No. 10
"Improved Human Resource Policies"**

**LAC/RSD-EHR
US Agency for International Development**

February 1, 2002

**Basic Education and Policy Support (BEPS) Activity
Creative Associates International Inc.**

PREFACE

The Basic Education and Policy Support Activity (BEPS), a five-year initiative sponsored by USAID's Center for Human Capacity Development, is designed to improve the quality, effectiveness and access to formal and non-formal education.

BEPS focuses on a number of key program areas including: basic education, educational policy analysis and reform; restorative and additive educational work in countries in crisis; and the alleviation of abusive child labor. BEPS provides services in policy appraisals and assessments, training and institutional strengthening and the design and implementation of pilot projects, feasibility studies, applied research studies, seminars/workshops, and evaluations. Under BEPS, USAID also compiles and disseminates results, lessons learned and other pertinent information through electronic networks, training workshops, national conferences, quarterly and annual reports, publications, and other vehicles.

One of the buy-ins for the BEPS Activity is the Improved Human Resource Policies Task Order, a task order funded by LAC/RSD-EHR that provides technical assistance in basic education to USAID's Latin America and Caribbean Region. Helping to launch President George Bush's Center of Excellence in Teacher Training Initiative is one of the subtasks under that task order.

TABLE OF CONTENTS

Preface	2
Table of Contents	3
Acronyms and Abbreviations	4
I. Introduction	5
A. Summit of the Americas Initiative	5
B. Developing the Caribbean CETT	6
II. The Caribbean CETT	8
A. CETT Overview	8
B. Guiding Principles	8
C. Populations to be served	9
D. Public – Private Sector Partnerships	10
E. Program Components	10
1. Diagnostic and Performance Assessment	10
a) Objectives	11
b) Illustrative Activities	11
2. Teaching and Learning Materials	12
a) Objectives	13
b) Illustrative Activities	13
3. Teacher Training	15
a) Objectives	15
b) Illustrative Activities	16
4. Action Research	18
a) Objectives	18
b) Illustrative Activities	18
5. Information and Communication Technology	19
a) Objectives	19
b) Illustrative Activities	20
E. Program Organization and Management	21
1. The Steering Committee	22
2. The Project Implementation Unit	22
3. The Country Project Advisory Committee	23
4. Colleges Training Primary Teachers and Project Schools	23

ACRONYMS AND ABBREVIATIONS

BEPS	Basic Education and Policy Support Activity
CETT	Centers of Excellence in Teacher Training
CBP	Caribbean Business Partners
DFID	Department for International Development
EC	Eastern Caribbean
JBTE	Joint Board of Teacher Education
MoE	Ministry of Education
OECD	Organization for Economic Cooperation and Development
OERU	Organization of Eastern Caribbean States Education Reform Unit
SoE	School of Education
TC	Teachers' Colleges
ToT	Training of Trainers
USA	United States of America
USAID	United States Agency for International Development
UWI	University of the West Indies

I. Introduction

This document is intended to convey a conceptual framework for understanding the current vision of a Center of Excellence for Teacher Training (CETT) to be established in the Caribbean region, the first of three such regional Centers of Excellence to be developed. This paper is a result of three prior action phases which have closely involved key stakeholders in discussions and development of the ideas contained within this document. The first phase consisted of a regional assessment of teacher training needs and institutional capacities performed by a team of BEPS consultants on behalf of USAID/LAC-EHR during August-September, 2002. This phase resulted in a recommendation that the Joint Board of Teacher Education (JBTE) and University of the West Indies (UWI) serve as lead institutions for establishment of the Caribbean CETT.

This assessment was followed by a second phase of working sessions held at the UWI/Mona campus in Jamaica during December, 2002. These working sessions involved a joint team of USAID/LAC-EHR staff and BEPS team members who met with potential local partners at UWI and the Joint Board of Teacher Education (JBTE) for purposes of elaborating key concepts for how the Center might be established and function in the Caribbean. The working sessions resulted in a draft concept paper that was circulated among key stakeholders for review and feedback.

The most recent action, a third phase, consisted of working sessions held at UWI/Cave Hill campus (Barbados) during mid-January, 2002 between USAID/LAC-EHR representatives, BEPS team members, senior managers representing each of the three UWI regional campus' from UWI/Mona (Jamaica), UWI/Cave Hill (Barbados) and UWI/St. Augustine (Trinidad and Tobago), and, finally, representatives from the Ministries of Education and teacher training colleges in St. Lucia and St. Vincent and the Grenadines who will serve as the target countries for early Caribbean CETT initiatives. This third phase resulted in both refinement and improvement of the phase two paper, and a clearer vision and commitment to implementation of the conceptual framework as proposed within these pages. As such, this paper serves as the key planning document for development the Caribbean CETT.

A. Summit of the Americas Initiative

The Caribbean Center of Excellence for Teacher Training is one of three such Centers to be established under a Summit of the Americas Initiative, announced by President George W. Bush in April 2001. The initiative proposes to establish Centers of Excellence in the Caribbean, Central America, and the Andean region of South America, with the goal of improving reading instruction in the regions through enhanced teacher training. The aim is to address high rates of illiteracy and school underachievement in the regions through improving reading instruction in the early grades (1-3). The three Centers are to be established in existing institutions in each region. It is expected that about 15,000 teachers will benefit from training over a four-year period.

While it is understood that a wide range of systemic issues impact the quality of reading instruction, the Centers of Excellence will focus on improving teacher training. The goal will be to improve reading instruction in the early grades for students in disadvantaged communities or populations by upgrading the knowledge and pedagogical skills of their teachers.

It is expected that the Centers of Excellence will: (a) use a training of trainers approach to reach more teachers and administrators, (b) provide a clearinghouse of teacher materials, and (c) use information and computer technology as appropriate to facilitate information-sharing among institutions and to increase the scope of teachers' access to training and materials.

B. Developing the Caribbean Center of Excellence

In response to the Summit of the Americas initiative, USAID sent a team of two education specialists to conduct an assessment of teacher training needs in the English-speaking Caribbean (Phase I). The team visited the four countries of Barbados, St. Lucia, Jamaica, and Trinidad and Tobago and spent five days in each country gathering pertinent information. (The Phase I Final Draft Report, Nov. 2001, presents a summary of their findings.)

Key findings of the assessment were the following:

- While adult literacy rates in the Caribbean are high relative to much of Latin America, there is still need for improvement. People of the Caribbean, as in other societies now require higher levels of functional literacy in order to more fully participate in the rapidly changing global economy. Moreover, students from lower socioeconomic groups and those living in remote communities fare poorly. They are shortchanged in the provision of fundamental learning resources and instruction by adequately trained teachers. School stratification and variable inputs contribute to higher rates of attrition of students from poor families by the end of the compulsory school period, and limited access to secondary schooling severely limits learning beyond primary school.
- Key stakeholders in the Caribbean have the interest, motivation and capacity to support and complement the public-private vision of partnership that underlies President Bush's CETT initiative.
- A solid foundation of institutions, capacity, interest and research exists upon which to found and develop a regional CETT.
- The challenges and needs associated with student achievement and teacher training in reading can be transformed into opportunities for action consistent with the founding of a Caribbean CETT. Challenges and gaps in reading instruction and teacher training include:
 - Student failure in learning to comprehend (rather than decode) what they read
 - Need for training to help teachers more effectively deal with the challenges of a multilingual and Creole teaching context

- Diverse learning abilities of students, large class sizes, and multi-grade classrooms create a challenging teaching environment
- Teachers have limited diagnostic skills and tools
- Remote regions have poor access to training
- Limited instructional materials are available
- Teachers use inappropriate instructional practices (e.g., teacher-centric, rote learning)
- Training is not translated into practice (insufficient methodology, focus on knowledge, lack of adequate follow-up).

II. The Caribbean Center for Excellence in Teacher Training

A. CETT Overview

The **goal** of the Caribbean CETT is to provide innovative leadership to strengthen reading instruction and increase the reading skills of primary school students throughout the English-speaking Caribbean. The aim is to encourage a culture that inspires children to “read to learn” as it also helps them learn to read.

The **purpose** of the program is to upgrade classroom teacher’s skills so that they become more effective reading instructors in the early primary grades (1-3). Project activity will be directed to primary school teachers, school administrators, and other relevant education officials serving disadvantaged communities through the vehicle of Teachers’ Colleges. Rural and urban poor communities, especially those in remote areas and schools that have a significant enrollment of Creole-dominant speakers, will be targeted.

B. Guiding Principles for the program

The following guiding principles developed out of review of the Summit of the Americas mission statement, the Phase I assessments, previous experience, Consultative Group input, and working sessions with Caribbean partners.

- a) **Participatory design process:** Caribbean stakeholders play an active role in the design process to ensure the relevance, efficacy, and efficiency of the CETT program. Stakeholders may include, but are not limited to, the following: institutions of higher learning, teachers unions, Ministries of Education, the Joint Boards of Teacher Education, community groups, non-governmental organizations, and parents.
- b) **Start small; expand after demonstrate positive results:** Considering that a wide range of systemic issues impact the quality of reading instruction in the early years, and considering the limited project resources, the CETT will focus on a limited number of interventions aimed at addressing the situations facing teachers and students in vulnerable school settings. The program will scale up the number of schools, countries, and interventions once training and materials have demonstrated positive results. Start-up schools can assist second-phase schools.
- c) **Maintain flexibility:** The CETT program seeks to make a dramatic impact on improving the reading skills of primary school students and expects those programs to be based on sound research findings but does not offer prescriptive solutions. The CETT will encourage program flexibility to achieve the program goal and purpose within differing cultural and political contexts.
- d) **Focus on practices not institutions:** The Caribbean CETT will focus on identifying and transmitting successful practices. The primary goal is to improve classroom practice. Strengthening institutions through building linkages and training/teaching capacity is a by-product, not the goal, of the activity. Encourage concrete, practical

and feasible activity early on while minimizing institutional protocol or formalities that might impede project implementation.

- e) **Build on existing capacity:** Work with existing successful institutions, individuals, and practices to integrate and reinforce existing strengths, and use a “twinning” strategy to build capacity from within. (For instance, assign Master Teachers to mentor under-prepared teachers, individually or as a cluster within a single country.) Complement and support current education reform efforts. Utilize information technology and the Internet to encourage virtual learning. Optimize institutional resources including multi-media technology to disseminate best practices or relevant research in a language and a manner understandable to the ordinary classroom teacher.
- f) **Work with innovators and change agents:** Begin with counterparts and beneficiaries who demonstrate their commitment to change and excellence, for example, by contributing resources to this endeavor. Increase the probability of project effectiveness by identifying and engaging the services of educational innovators and change agents who are committed to excellence, reform, and experimentation.

C. Populations to be served by the Caribbean CETT

In the first year, the project will work in a limited number of schools in a limited number of countries. Three countries are recommended for first year targeting and development of CETT—St. Lucia, St. Vincent and the Grenadines, and Jamaica. It is proposed to target six to seven schools in each of these countries. Over the four years of the initiative, activities are to be expanded to additional schools and countries, reaching all twelve independent countries of the English-speaking Caribbean and Guyana.

Services will be directed to teachers, school administrators, and other relevant education officials serving “disadvantaged” communities. In the Caribbean this means rural and urban poor, especially remote communities and Creole or multilingual communities.

Target schools will be selected that:

- 1) Show low student performance and reading achievement, especially schools with a significant number of Creole-dominant speakers and other special needs learners;
- 2) Are situated in settings or communities that are socioeconomically disadvantaged;
- 3) Have teachers committed to serving the needs of low performing students;
- 4) Have school leaders who are open to innovation and committed to excellence, or who desire to achieve these qualities; and
- 5) Do not significantly benefit from other donor-funded interventions to improve literacy or reading.

D. Public - Private Sector Partnerships

As envisioned by President Bush when he announced the creation of the Centers of Excellence, public-private sector partnerships are expected to play a key supportive role in development and implementation of the Caribbean CETT. The idea is that private-sector corporations should supplement public sector investment in CETT and provide, as partners, intellectual guidance and technical expertise as well as significant financial and in-kind resources.

The implementation of this partnership strategy within CETT is a pioneering effort consistent with the Global Development Alliance initiative announced by Secretary of State Colin Powell in May 2001. CETT development of public-private sector partnerships reflects the Agency's strong commitment to develop future alliances with private donors that leverage significant resources, expertise, creative approaches and new technologies to address international development issues. The project requires working through a myriad of legal, operational, logistical and managerial issues that has not been addressed before. In the first year, procedures will be established on how to manage private-sector partnerships, solicit funds, accept contributions, report results, and interface regularly with private-sector partners.

In order to incorporate public-private sector partnerships to the Caribbean CETT, the Joint Boards of Teacher Education (JBTEs) will establish the Caribbean Business Partners (CBP) during the first year of CETT operations. The goal of the CBP will be to solicit support from the private sector both within the USA and the Caribbean sub-region for the Caribbean CETT initiative. The role, responsibilities, structure, processes and mechanisms of the CBD in soliciting private sector collaboration will be established by the JBTEs in the early stages of Caribbean CETT development.

E. Program Components

The Caribbean CETT program will be composed of five mutually reinforcing components. The four central components are: *diagnostic and performance assessment*, which is intended to assess both student and teacher performance; *teaching and learning materials* focused on addressing key reading problems; *training teachers* to utilize the tools and materials and improve their pedagogical skills; and *action research* to enhance the tools, materials and teacher training. The fifth component—*information and communication technology*—supports the core components by improving linkages between institutions and disseminating training, materials, and best practices.

1) Diagnostic and Performance Assessment

The diagnostic and performance component of the CETT is designed to improve reading instruction in disadvantaged schools by upgrading teacher knowledge and skills in two areas: (1) the administration, scoring and interpretation of diagnostic and performance assessment, and (2) the identification and application of appropriate corrective and remediation reading strategies. To that end, the program will work in cooperation with teachers and teacher training institutions to develop and/or adapt existing instruments for

diagnosing reading problems in students in the early primary school grades. Tools will be field-tested and appropriate corrective and remediation reading strategies will be articulated. A “tool kit” of diagnostic instruments and remediation strategies will be developed and provided to each teacher. The program will also develop or adopt a simple method of maintaining records of student reading performance, which will include a chronology of applied corrective and remediation strategies. A method of progressively transmitting these records of student achievement and applied strategies from year to year and teacher to teacher will be developed. The program also will develop strategies for disseminating the results of these interventions and encouraging parents to participate in the improved reading habits of their children.

a) Objectives:

CETT's *diagnostic and performance assessment* component has three key objectives:

- 1) To improve teachers' knowledge and skills in diagnostic and performance assessment and their ability to identify and apply appropriate reading corrective/remediation strategies.
- 2) To upgrade the skills of teachers to maintain records of student performance and achievement including a chronology of applied corrective/remediation strategies, and to maintain student files and progressively transmit a student's files from year to year.
- 3) To disseminate information about the results of program interventions and the benefits of reading in simple and accessible language for use at the school and community level.

b) Illustrative Activities:

Keeping in mind the needs of disadvantaged and Creole speakers, CETT proposes to address five key areas:

- **School-Based Assessments**

The CETT program will gather existing and collect new information in collaboration with key stakeholders at the school-community level that provides a holistic understanding of the school environment and identify factors that enable and inhibit school effectiveness. The school-based assessment will focus on human and physical resources that target reading areas including, classroom instruction, integrated reading approaches/language arts, instructing the Creole-dominant speaker, multigrade classrooms, and learning resource spaces such as resource rooms, libraries, and computer labs. The school-based assessment will be implemented in collaboration with appropriate individuals, especially Ministry of Education language arts, curriculum and assessment specialists, and reading/literacy specialists at teachers' colleges, district education officers, school officials and classroom teachers in targeted schools.

- **Refine or Develop Reading Diagnostic Approaches**

The CETT program will review current diagnostic instruments and assessment tools in use in the schools and select the most promising in terms of ease of administration, interpretation and thorough coverage of the reading competencies. CETT will develop new diagnostic tools, if needed, using the best ideas from those currently in use and test the instrument with classroom teachers, reading specialists, and early grade students. The instruments will be tested, refined and revised before a final version is disseminated and distributed to the target schools.

- **Reading Remediation/Corrective Reading Resource Manual**

The CETT program will collaborate with partnering Teachers' Colleges to compile a manual that includes child-centered, practical, hands-on strategies, tools and techniques for quick classroom application to address and strengthen areas of reading weakness detected by the diagnostic assessments. The Reading Resource Manual will be evaluated in several target schools with different population characteristics and the Manual will be refined and revised before it is published and disseminated to target schools. Additionally, the program will conduct a series of in-service seminars in the use of the Resource Manual.

- **Student Performance Assessment**

Utilizing the best models currently available, the CETT program will develop a series of standardized reading performance indicators and assessments for students in grades 1 to 3. These performance tests will be designed to complement the diagnostic tools and Reading Strategies Manual outlined above. The program will conduct a series of regional or school in-service workshops to train teachers in the administration of the student performance assessment and how to interpret the results and adjust teaching strategies to address areas of weakness.

- **Record-Keeping**

The CETT program will develop a record-keeping system to be implemented in every target school that will record both the student assessment results (administered at least twice annually) as well as the appropriate range of potential remediation or corrective reading strategies to address the diagnosed problems.

2) Teaching and Learning Materials

The purpose of the teaching and learning materials component of the CETT program is to generate culturally appropriate reading materials for the Caribbean which will support sound and effective reading programs and be in accord with relevant public sector policies and programs. Materials will be adapted from existing materials—from the Caribbean or elsewhere—or may be newly developed as needed. The aim is to generate

low-tech, low-cost, practical materials that are quickly learned and applied. Materials will be keyed to reading foundation issues with an emphasis on reading comprehension, fluency, phonemic awareness, word recognition, and vocabulary building. A “learning to read” and “reading to learn” emphasis will characterize the focus on reading. Special consideration will be given to generating materials for students whose first language is Creole.

a) Objectives:

The teaching and learning materials component has three key objectives:

- 1) Increase availability of pedagogically-sound, culturally-appropriate, motivating reading and pre-reading instructional materials.
- 2) Provide teachers with materials and tools to improve their ability to effectively identify and address particular reading problems.
- 3) Enable teachers, students and parents to use appropriate materials to tackle particular reading problems as group class activities, for the individual learner in a self-paced modality in school, or at home.

b) Illustrative Activities:

CETT will work to positively impact the adaptation, design and use of teaching and learning material:

- **Development of Materials**

The CETT will coordinate collaborative efforts to develop and adapt teaching and learning materials. Collaborators could include: the JBTE, UWI, and partnering Teacher's Colleges to provide technical direction, and other stakeholders such as academic researchers, Caribbean-based independent writers and materials developers, reading associations, private sector materials publishers, Ministry specialists, and teacher college students and instructors who specialize in children's literature. A special focus will be to develop English as Second Language materials for the Creole-dominant speaker that can be used productively and efficiently in classrooms to support children's learning to read experience.

- **Types of Teaching Materials**

The CETT program, based on assessment findings of teacher needs in reading instruction, will provide reinforcement or “refresher” instruction for the classroom teacher, particularly in basic reading instruction. The program will identify gaps in teacher's knowledge of basic reading skill development and provide instruction in effective delivery of skill development strategies. Student learning materials will be adapted or developed and teachers trained to address the needs of students in the targeted

classrooms. The program will explore ways to engage parents in the reading development of their children. Special training will be provided in the effective use of material for struggling and gifted readers.

To supplement teacher training, the CETT will develop a handbook of diagnostic tools and related recommended materials and interventions for reading instruction. The handbook will be made available to all teachers in the program. The handbook will enable teachers to effectively introduce, utilize and apply student learning materials and children's books and literature in the classroom, especially for slower readers. In addition, the program will develop a package of teacher materials from existing materials that can be used to address the range of reading problems diagnosed and encountered in the Caribbean.

- **Student Learning Materials**

The CETT program will supplement existing classroom teaching and learning materials in target schools and provide teachers with training on how to fully utilize available and new materials. The program will assist teachers make the most of scarce resources or "unattractive" teaching and learning material and/or to develop or adapt existing learning materials keyed to reading foundation issues. An appropriate set of these materials will be provided to each of the target schools in the program. In addition, the program will develop or adapt an appropriate set of children's books and literature to supplement the reading resources available to each school library.

- **Parent-Friendly Materials**

The CETT program will develop a system by which reading material can be made available to children and their parents, where community or school libraries do not exist, as a way to encourage the concept of "family literacy." This system may include strategies, in collaboration with school personnel, to make resource center materials more readily available for use at home by parents. The program will explore methods for providing schools and teachers with a set of materials that can be sent home with students and engage parents in their child's reading instruction. In addition, the program will develop a social marketing campaign aimed at developing "eager readers." It may also practical training sessions for teachers to help them orient literate as well as non-literate parents on how to use books with their children in order to encourage a habit and love for reading at home.

- **Dissemination of Materials**

The CETT program will disseminate reading and learning materials through a variety of strategies. Materials will be packaged in "teacher toolkits" that are keyed to the diagnostic issues uncovered in the diagnostic and student assessment component described above. Training—or other motivation—will ensure that classroom teachers effectively use these new or adapted materials to improve children's reading comprehension. Each school in the CETT program will receive teacher resource

materials and children's books and materials. Under the teacher training component each teacher trained will receive a package of materials relevant to the training program. For example, a teacher-training course devoted to improving reading instruction foundations will receive a set of materials to complement and support the decoding, phonetics, word recognition, and comprehension components of the course. As the efficacy of these programs becomes apparent, the CETT program will disseminate these materials to teacher training colleges, teacher unions like the Jamaica Teachers association (JTA), and other relevant projects and programs.

3) Teacher Training

Teacher training is a key component of the CETT Program and of the effort to develop leadership, innovation, and capacity building in the area of improved student performance in reading. Recognizing that teacher development is a process, not an event, the CETT strategy encourages integration, networking, and collaboration at all levels. The sense of ownership encouraged through CETT's collaborative approach also ensures sustainability by empowering project partners throughout project implementation. To ensure quality, teacher trainers will be rigorously trained in research-based methodologies. The CETT Program will focus on in-service training in reading instruction with an emphasis on reading comprehension, fluency, decoding, phonics, phonemic awareness, word recognition, and vocabulary. It will also provide instruction in service delivery strategies, thus moving theory into practice. In-service training will also provide training in classroom management, and the management and design of child-centered activities. Training will be provided in diagnostic assessment, progress monitoring, and performance assessment. The CETT Program will offer training to teachers on involving parents and communities in reading improvement programs.

CETT's training component provides the "glue" which binds the other components into a focused, strategic program that responds to expressed and emerging needs and interests, especially at the school level. The ultimate goal is to positively impact teachers' instructional practice and improve children's reading achievement.

a) Objectives:

The training component has five key objectives:

- 1) Provide training that enables teachers to more teach reading more effectively in challenging contexts, including rural schools, poor urban schools, Creole-dominant speakers, and multi-grade and multi-ability classrooms.
- 2) Reinforce and strengthen teachers' and administrators' knowledge, skills, and attitudes to more effectively meet the needs of struggling readers. Build on existing strengths and/or develop practical strategies, methods, tools, and techniques which can bring marginal readers into the mainstream.

- 3) Work to move the theoretical into practice and then feed back practical experience into theory.
- 4) Use CETT training events and ICT to introduce, gather, validate, and disseminate research or related information to inform project implementation and build capacity.
- 5) Build on existing institutional and professional relationships and partnerships and encourage new ones.

b) Illustrative Activities

- **In-Service Training**

While CETT will primarily focus on in-service training, the program will indirectly impact pre-service training. (*In-service is used here to mean training provided to practicing teachers whether these teachers have had pre-service training or not.*) The CETT in-service training program will deliver workshops and seminars to strengthen the basic building blocks of effective reading instruction in the early, primary grades including knowledge, skills and attitudes of school administrators, classroom teachers and other educators who are responsible for the design, management, and delivery of reading instruction in target schools. The training will address themes and topics identified at the country and school level as key to improving teacher reading instruction and student reading performance and achievement. Insofar as the in-service training programs will be delivered, at least in part by staff of Teacher Training Colleges, the training will seek to incorporate and institutionalize themes, topics, and skills that have been validated from in-service training into the permanent training curricula of the teacher preparation programs.

- **Reading Instruction**

The CETT in-service teacher training programs will focus on reading instruction with an emphasis on reading comprehension, fluency, decoding, phonics, phonemic awareness, word recognition, and vocabulary. The programs will reinforce effective use of teaching and learning aids for reading instruction, including effective use of children's literature to improve reading comprehension. A special topic for in-service training will be English as Second Language methods for the Creole-dominant speaker.

- **Classroom Management**

Another area for CETT in-service teacher training programs is classroom management. Possible areas for training include: managing the child-centered classroom; grouping for various ability levels; designing child-centered activity centers and learning materials; and general classroom management.

- **Assessment of Student Performance and Achievement, and Corrective/remediation Strategies**

The CETT teacher training programs will also provide training related to the diagnostic and assessment tools developed by the CETT to help teachers and administrators assess student achievement in reading, diagnose reading problems, and implement remediation strategies. Training topics could include: assessment and progress monitoring strategies; teacher performance; self-assessment, and opportunities for improvement; assessment of the low achiever and identification of corrective strategies; and, maintenance of student records as a tool in progressive student assessment.

- **School-parent-community partnership**

The CETT program will offer training to teachers on involving parents and communities in reading improvement programs.

- **Training Delivery Strategies: Moving Theory into Practice**

Some suggested delivery strategies may include:

- a) *Delivery of training through school-based workshops and interventions*
 - 1) School-based mini-workshops or training sessions delivered by visiting reading instruction specialists;
 - 2) Peer coaching between teachers within the same school, or between different schools within the same region;
 - 3) Mentoring or coaching relationships with “Master Teachers” or reading specialists;
 - 4) Special school-based training by teachers or administrators who have attended a training workshop or conference;
 - 5) Self-instruction manuals, teaching/learning aids and materials developed at schools or district education offices; and
 - 6) Exchanges of teachers between schools within the same region to observe successful reading instruction practices.
- b) *Reaching Teachers through Distance Learning: distance education and information communication technology*
 - 1) Distance training via an Internet portal at local or regional training resource centers;
 - 2) Instruction via video or audiotape; and
 - 3) Use of video to record a teacher’s reading instruction session in a school, which is subsequently reviewed for reflection and feedback.
- c) *Building Linkages: nonformal, community sector and other off-site resources*
 - 1) Networking or partnering with NGOs or other public or private institutions who are also linked to some aspect of improving reading instruction practice and capacity;

- 2) Meetings between parents and teachers to learn new ways to collaborate and support reading instruction initiatives;
- 3) Off-site regional or national training workshops, events, and/or conferences; and
- 4) Community sensitization and/or social mobilization campaigns.

4) **Action Research**

The purpose of the action research component is to ensure that teacher training and classroom practice are informed by research. This component will disseminate and support research directed at solving problems related to factors that help or hinder children's improved reading performance and achievement—including findings of the National Reading Panel and of Caribbean researchers. The CETT program, working through UWI and the affiliated teacher-training colleges, will conduct an action research program utilizing both students and faculty. The research agenda will be mutually agreed upon by UWI and USAID after country and school assessments have been completed. CETT will only support research that is participatory, practical and action-oriented. All researchers will be encouraged to disseminate research findings in a language and manner that makes the findings useable, practical and understandable to the classroom teacher, parent or concerned community member. It is expected that teacher-training colleges will be the locus of the research effort and that the research will engage pre-service student teachers in investigations and reflective inquiry to improve reading programs, especially for primary school students.

a) **Objectives:**

The research component has three key objectives:

- 1) To ensure ownership of the CETT program within teacher training colleges and to re-focus programs within colleges on practical, applied collaborative research in all phases of the thrust for improved reading in primary schools;
- 2) To enable classroom teachers and student teachers to use research findings and simple research tools to investigate and analyze school or community factors that help or hinder children's reading performance; and
- 3) To generate and disseminate academic research that could be easily integrated into practice at the classroom level.

b) **Illustrative Activities:**

As part of the action research program, the CETT program will conduct country assessments during the first phase of project implementation to ensure that the initiative is planned in accordance with public sector reform strategies and with specific country situations. The assessments will encompass interviews with a variety of key stakeholders, including: 1) MOE officials who are responsible in language arts, curriculum development, assessment and testing; 2) school personnel, especially

reading/literacy specialists, special education teachers, reading remediation specialists and classroom teachers; 3) parents and interested community members; 4) teacher associations and teacher union representatives; and 5) interested private sector representatives.

Once the assessments are complete, the CETT program will develop within teacher training colleges' action research courses and programs in reading instruction for student teachers. The courses and programs will enable aspiring teachers to conduct research on selected topics related to reading education. The program will allow existing classroom teachers to document and reflect on their classroom learning experiences and to seek advice and support from school personnel and fellow teachers. The program may videotape some sessions of classroom activity and analyze, for example, student-teacher interaction, classroom management practices, and teacher interaction with boys. These videotape sessions will be used to identify ways to improve classroom management and other aspects of reading education. The CETT program will sponsor mini-workshops where student teachers and/or classroom teachers are trained to use simple tools to examine a number of research topics in areas to be determined. The program also may develop "reflection/talking circles" for teachers to talk about successes or challenges and to share instructional practices, games or simulations that provide sound reading instruction in artistic or playful ways for beginning readers.

5) Information and Communication Technology (ICT)

The Information and Communication Technology (ICT) component contributes to the CETT program goal by applying appropriate information and computer technologies to enhance each of the other components of the CETT. The use of ICT facilitates regional coordination, collaboration, and sharing of resources, materials, and information, enhances services, and extends the Center's reach. As part of the ICT component, CETT trainings will educate teachers to more effectively use the computers available in their school or district to access or develop testing and teaching and learning materials, to deliver diagnostic tests and reading instruction to students, and for record-keeping. The ICT component facilitates delivery of teacher training through various distance-learning technologies, enabling the CETT to reach more teachers. In addition, this component contributes to research to improve reading instruction, for example by improved record-keeping and communications. Special attention will be given to schools lacking the infrastructure to install and use high-end technology. Efforts will be made to apply appropriate technology in these settings without compromising the potential of advanced technology.

a) Objectives:

The ICT component has four key objectives:

- 1) To enhance communication among partner institutions, schools, and other project participants across the region and develop linkages across the Americas to facilitate integration and collaboration;

- 2) To provide training to teachers and reading/literacy specialists to more effectively use information technologies in the classroom, reading resource center, library, district education office, or other relevant locations, including to access or develop testing and teaching and learning materials for reading instruction;
- 3) To extend the reach of the Center by delivering training through distance education and providing resources via the Internet; and
- 4) To increase access to computer technology and use of software programs that target early reading skill development especially reading comprehension.

b) Illustrative Applications:

- **ICT Resources for Reading Instruction**

The CETT program will deliver in-service workshops to teachers and administrators in the use of appropriate technologies for reading instruction and help teachers and resource specialists gain knowledge and confidence to use technologies effectively. Teachers may potentially use computers for accessing materials or training, keeping records, sharing results and practices, performing student assessments, and/or delivering instruction to students. The program will work with school principals and teachers to devise strategies to ensure that resource centers are busy, well-used places. The CETT program will provide training in the effective and consistent use of appropriate educational software for learning and practicing reading skills on computers at reading resource rooms in schools or at other centers.

- **Providing Teachers with Access to Materials and Other Resources**

The CETT program will develop a website to provide a forum for sharing successful instructional materials and practices, including diagnostic tools, as they are identified or developed. These may include a *How to Teach Reading Manual* and other materials and practices developed by CETT participants, as well as external materials and practices modified to suit a local context. The site also shall include linkages to partner institution websites. Special attention will be focused at the district education office level where computer technology, internet access and other hardware exists and can be used to aid teachers in their development of stimulating learning material.

- **Distance Education and Computer-Based Instruction for Teachers**

The CETT program will distribute appropriate computer software for student teachers with weak reading and Standard English skills at their teacher training college's resource center. Classroom teachers at schools near the teacher training colleges who have not been adequately trained nor need a brush up of their skills will also benefit from using computer assisted reading assessment and remediation programs. The CETT program, through the website or other methods of distance education will deliver programs to

teachers, thus reaching more teachers and teachers otherwise removed from access to training. Innovative practices borrowed from countries with similar rural-contexts will be explored in order to reach teachers in remote or inaccessible communities that lack reliable access to electricity, phones, and computers.

- **Enhancing Communication and Access**

The CETT program will utilize the existing UWI regional ICT network and websites to facilitate communication between various project partners including schools, teachers, administrators, colleges training teachers, the Schools of Education at the three UWI campuses, the JBTEs, and individual participants. The CETT program network will enable widespread sharing of successful materials, best practices and lessons learned, and encourage the sharing of new ideas. These Internet linkages will provide teachers, administrators and college and university faculty with greater access to the expertise of the other groups within the region and will establish international linkages with colleges and universities in the U.S. and elsewhere. In addition, the Internet linkage will enable the program to share knowledge, skills, and lessons learned with the other CETTs in Latin America.

E. Program Organization and Management

The Caribbean CETT will be located at the University of the West Indies (UWI). Within the UWI the Caribbean CETT will be managed and coordinated by the Joint Board of Teacher Education, Mona, Jamaica, in conjunction with the Joint Board of Teacher Education, Cave Hill, Barbados. The Secretariat of the Joint Board of Teacher Education, JBTE, Mona is located on the UWI campus in Jamaica while the Secretariat of the JBTE Cave Hill is located on the UWI campus in Barbados. The JBTE, Mona will have responsibility for the central administrative operations of the project and for field operations in the Western and Northern Caribbean, while the JBTE, Cave Hill will have responsibility for the field operations in the Eastern and Southern Caribbean.

To manage the CETT, the JBTEs will establish a Steering Committee to provide overall guidance as well as to monitor implementation. The JBTEs will also establish a Project Implementation Unit that will have executive responsibility for project implementation. In each country in which the project is implemented, the JBTEs will establish a Project Advisory Committee comprised of the Ministry of Education, colleges training teachers, and representatives of the principals of primary schools, teachers' unions, parent-teacher associations and any association or NGO promoting reading or literacy in the country. To solicit support for the project from within the Caribbean, the JBTEs will establish the Caribbean Business Partners from those companies and enterprises committed to supporting the project.

The colleges training primary school teachers will be the focal point of the execution of the project in the selected schools in each country. The project will provide to each college at least one reading specialist whose full-time responsibility will be to implement the project in the selected schools assigned to the college. The start up activities of the

project will include country assessments by stakeholders and actors followed by a regional conference involving sharing and coordination of countries activities. The project implementation will be phased starting with three countries in the first year and including all 12 independent Commonwealth Caribbean countries by the third year.

1) Steering Committee

The Membership of the Steering Committee will be drawn for the following groups:

- One representative from USAID.
- One representative named by the Caribbean Business Partners.
- One representative named by each JBTE and from the School of Education UWI, St Augustine.
- One representative named by the Caribbean Union of Teachers.
- One representative from a participating Ministry of Education (MOE) from the Western Caribbean, one from a participating MOE in the Eastern Caribbean, and one each from the MOEs in Guyana and Trinidad and Tobago.
- One representative each from principals of participating CETT primary schools in the Eastern and Western Caribbean.
- One representative each from a reading association in the Eastern and Western Caribbean.
- Two representatives each from the principals of colleges training primary teachers in the Eastern and Western Caribbean.

The term of office of members of the Steering Committee will be two years and members can be reappointed. Chairmanship of the Steering Committee will rotate between the representatives of the two JBTEs.

2) The Project Implementation Unit

The Project implementation Unit will consist of the following persons:

- a) A Project Director assigned from the staff of the Institute of Education, Mona who will be part-time but have overall responsibility of project implementation. The Project Director should have competence and experience in Teacher Education and or Action Research.
- b) A Project Co-coordinator who will be full-time and responsible for the day-to-day coordination and implementation of the project. The Project Coordinator will be located at Cave Hill. The Project Director should have competence and experience in Teacher Education and or Action Research.
- c) One full-time Specialist each in the areas of Diagnostic and Performance Testing, Materials Development and Information and Communications Technology applied to education. The Specialists in Material Development and Information and Communication Technology will be located at JBTE, Mona while the Specialist in Diagnostic and Performance Testing will be located at JBTE, Cave Hill.

- d) As the project moves to full implementation there will be need for an Assistant Project Coordinator who would be located at Mona.

The PIU will be responsible for the implementation and coordination of the project and particularly for supporting the work in the colleges and schools, for ensuring the sharing of information and best practices across countries and colleges, and for promoting innovative, inventive and creative approaches in achieving project goals.

3) The Country Project Advisory Committee

Each country involved in the Project will establish a Project Advisory Committee that typically would include the following persons:

- a) Two representatives of the Ministry of Education, one each from Field Supervision and Curriculum.
- b) One representative of the Teachers Union or Association.
- c) One representative from the national parent or parent teachers association.
- d) One representative from the reading or literacy association or their equivalent.
- e) One principal of a participating project school.
- f) One classroom teacher from a project school.
- g) The Reading Specialist assigned to the Project.
- h) The Principal(s) from each of the college(s) training primary school teachers.

Normally, the chairperson of the Project Advisory Committee will be one of the representatives from the Ministry of Education.

The role of the Project Advisory Committee will be to provide guidance and advice to the Colleges and the schools engaged in the implementation of the project in that country. The guidance and advice will be related to policies and programs being implemented by the Ministry of Education, patterns and problems noted by parents, teachers and associations and also perceptions and experiences related to the implementation of the project.

4) Colleges Training Primary Teachers and Project Schools

The focal points of implementation of the project are the schools and their teachers in Grades 1 to 3. The locus of support services to the schools and teachers is the college training primary school teachers. The support services provided by colleges will be principally through a Reading Specialist assigned by the Project to the College with full-time responsibility being support of the selected schools in implementing activities related to the five components of the project. On average a Reading Specialist will be expected to serve and support 20 to 25 teachers teaching in Grades 1 to 3 in four to seven primary schools. The reading specialist will coordinate and implement the project in the selected schools and ensure the interface between the college and the schools. It is anticipated that innovative and creative interventions pioneered through the in-service and professional development support provided by the Reading Specialist in the selected

schools will feedback and impact upon the courses and experiences offered in the pre-service program of teacher training. Where Reading Centers do not exist, Colleges involved in the Project will be encouraged to establish such Centers to serve as a resource base for teachers in the project schools and a dissemination point for the ideas and practices developed and employed in the project.