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MOROCCO HIGHER EDUCATION SITUATIONAL ANALYSIS REPORT

December 2019

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MOROCCO HIGHER EDUCATION SITUATIONAL ANALYSIS REPORT

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ACRONYMS

AREF	Regional Academy for Training and Education
BA	Bachelor of Arts
BPE	Bachelors in Primary Education
CAEP	Council for Accreditation of Educator Preparation
CFI	Teacher Training Center
CPR	Regional Center for Pedagogy
CNIPE	National Center for Teaching Innovation and Research
CRMEF	Moroccan Regional Centers of Education and Formation
ENS	Normal Superior School
FGD	Focus Group Discussion
FLASH	Faculty of Letters, Arts and Humanities
FLSH	Faculty of Letters and Humanities
FP	Poly-disciplinary Faculty
FSE	Faculty of Sciences of Education
GOM	Government of Morocco
HE	Higher Education
ILA	International Literacy Association
InTASC	Interstate Teacher Assessment and Support Consortium
K	Kindergarten
KII	Key Informant Interview
LMD	<i>License-Master-Doctorate System</i>
MEERS	Middle East Education Research, Training, and Support
MOE	Ministry of National Education, Vocational Training, Higher Education and Scientific Research
MOOC	Massive Open Online Course
MSA	Modern Standard Arabic
NAEYC	National Association for the Education of Young Children
NCATE	National Council for Teacher Education
NCTM	National Council for Teaching of Mathematics
NCTAF	National Commission on Teaching and America's Future
NSTA	National Science Teachers Association
PIRLS	Progress in International Reading Literacy Study
PNEA	Programme National d'Evaluation des Acquis'
RT	Research Team
RTI	Response to Instruction
SI	Social Impact
SOW	Statement of Work
TT	Teacher Training
UAE	University of Abdel-Malek Essaadi
UCA	University of Cadi-Ayyad
UDL	Universal Design for Learning
UHI	University of Hassan I
UHII	University of Hassan II
UIT	University of Ibn Toufail
UIZ	University of Ibn Zohr
UMV	University of Mohammed V
USAID	United States Agency for International Development
USMBA	University of Sidi Mohamed Ben Abdellah

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EXECUTIVE SUMMARY

The USAID/Morocco Mission requested the Middle East Education, Research, and Training Support (MEERS) Activity to conduct this higher education situational analysis of the newly introduced bachelor's degree in primary education (BPE), *cycle de licence de l'éducation (CLE)*. The primary objective is to provide relevant information about the present state of undergraduate primary teacher preparation to inform the Higher Education Partnership program, which aims to support the development of a uniform bachelors in primary education (BPE) undergraduate degree in teaching.¹ The HE Partnership program has awarded a consortium of Moroccan institutions (and one U.S. institution: Arizona State University) a grant for five years of funding to invest towards developing a unified primary education teacher preparation program across Morocco. This situational analysis will inform the consortium of successes and challenges in the current system. It will also be of use to USAID/Morocco and other stakeholders within and outside of Morocco that are considering similar changes to their national primary teacher preparation programs.

The situational analysis has two primary areas of focus. The first focus is the first-year implementation of the BPE in eight selected universities (and nine departments within these universities). The analysis covers the teacher preparation structure, course content, materials, and delivery modes within different universities. The second focus is on the current system of teacher training at CRMEFs, where the final qualifying cycle of primary teacher training is conducted.

The preparation of this report was informed by guidelines² for developing a pre-service teacher development program to comply with the implementation of the new Moroccan law, which stipulates that all primary school teachers will complete a three-year undergraduate degree in education from an accredited university, followed by one full school year of pedagogical training at a CRMEF, and one year of practical hands-on training in selected schools, for a total of five years to become credentialed primary school teachers.³ The recommendations outlined in this report were further informed by a thorough contextual analysis of the current teacher preparation program in Morocco, relevant international research, policy, and best practices for the preparation of educators. This includes a special emphasis on developing one inclusive system of education for all students, at all levels, (early childhood, primary, secondary and post-secondary) with the provision of support to meet the needs of students with disabilities.

ANALYSIS QUESTIONS

This situational analysis focuses on the following research questions:

AQ 1. What is the current situation of primary school teacher preparation in Morocco?

- a. Existing programs, and how they interact with each other
- b. Existing structures, and how they interact with each other

AQ 2. How do the pedagogical and training practices compare with the international best practices and norms for teacher preparation and accreditation?

- a. Teaching practices/pedagogy within each institution
- b. Challenges created by the learning environment or educational system

AQ 3. What human resources exist within each program and structure and what are their qualifications?

AQ4. What are the characteristics of the teacher preparation course work content?

- a. How does the curriculum compare against international standards and benchmarks for quality and relevance?

AQ 5. Challenges created by the learning environment or educational system

¹ For more information on the planned program: <https://www.grants.gov/web/grants/view-opportunity.html?oppld=314088>

² To access the MOE guidelines: <https://www.men.gov.ma/Ar/Pages/ens-preprim.aspx>

³ The text of the law is not yet ratified by the Moroccan Parliament. This is expected to happen in the coming months. This website, <https://www.csefrs.ma/publications/loi-cadre-pour-la-reforme-du-systeme-deduction/?lang=fr>, can be utilized as a resource regarding the law.

- a. What are the characteristics of the materials used presently for primary school teacher preparation? Do they respond to the needs of 21st century primary school teachers?
- b. How do they compare against international standards and benchmarks for quality and relevance?

AQ 6. What are the gaps in the existing system in comparison to the desired situation?

RESEARCH DESIGN AND METHODS

This situational analysis was centered on collecting data at the key institutions involved in training teachers: universities (humanities departments and ENS) and regional teacher training colleges (CRMEFs) involved with primary teacher training within the regions where the BPE was first introduced. The Research Team (RT) conducted key informant interviews (KIIs) with key administrative stakeholders and BPE coordinators, and focus group discussions (FGDs) with cohorts of teaching staff most closely related to primary teacher training, and with existing students (teacher candidates at primary level).

The study also included a desk review of materials used to triangulate data collection, assess curriculum versus global best practices, elucidate training faculty and student (teacher candidates') profiles found in educational systems considered exemplary, and identify gaps in these demographic profiles as assessed in Morocco. The Moroccan MOE also provided statistical information on faculty and students in the BPE and CRMEF primary teacher training programs. These data were analyzed in conjunction with other data sources and contribute to the profiles of students and faculty. Additionally, a follow-on survey was conducted with respondents of KIIs and FGDs to further explore topics that arose from qualitative findings, as well as a module-by-module review of the BPE curricula.

Qualitative data analysis, principally conducted through coding software, and disaggregated quantitative analysis of survey data were applied to primary data. The findings and conclusions fell into two categories based on the analysis of all data sources and formed the two sections of the report: Section I. Situational Analysis and Section II. Evaluative Analysis.

SECTION I. SITUATIONAL ANALYSIS CONCLUSIONS

Findings for AQ1 – current system for primary school teaching, AQ3 – human resources (including professor/ trainer and student profiles), and AQ5 – challenges created by the Moroccan learning environment, are all covered under Section I. The first section lays out the current state of primary school training for teachers and learners in the system, as well as the Moroccan higher education context in which primary teacher training is taking place.

UNIVERSITIES WITH BPE

Current Situation of Primary Teaching

- All institutions implicated in the BPE are not equally informed, nor able to provide inputs per their professional experience in teaching and/or teacher training.
- Ambiguity remains in the vision for BPE; that is, what constitutes the “best model” of BPE for the short-, medium-, and long-term both for overall quality and fulfilling the national need for additional primary school teachers.

Human Resources (Faculty and Students)

- Faculty members boast a diversity of profiles that can be complementary, however, they need closer coordination to work as a team.
- There are risks to the current strategy of relying on part-time faculty coming from the CRMEF or other institutions that may affect the sustainability of the BPE.
- Lack of incentives for the existing faculty/trainers that are involved in BPE might threaten the sustainability of the program.
- The selection process in the 2018-2019 academic year led to challenges in recruiting enough students with strong academic achievement.

Learning Environment for 21st Century Teaching

- Some students in the BPE programs housed in humanities departments feel like outsiders or unwelcomed by others in the department. Students in these programs lack specialized resources or knowledge about how to locate relevant learning materials.
- Class sizes were not always adapted to allow the use of more interactive approaches, which can encourage students' participation.
- Materials accessible to students vary across institutions and by professor - leading to divergent learning experiences.
- Technology was not used uniformly: few faculty/trainers use ICT in their teaching or as a platform for resources (e.g. Moodle).

REGIONAL TEACHER TRAINING COLLEGES (CRMEF)

Current Situation of Primary Teaching

- Training emphasizes pragmatic learning by hiring teachers with in-classroom experience at the primary level and through the incorporation of practicum experiences for students.
- CRMEF has yet to be systematically involved in the introduction of the BPE though students are expected to enter CRMEF on completion of their BPE diploma.

Human Resources (Faculty and Students)

- Changes in trainer recruitment appear to prioritize educational credentials over in-classroom mastery of teaching; a shift from historic emphasis at CRMEF.
- Gaps in specialized subject instructors, even in relatively core subject areas (History, Arabic, French, etc.) make teaching and learning more challenging for trainers and students.
- Subject specialization, e.g. inclusive education, are not covered by existing staff.
- CRMEF administrators and trainers expressed discontent at the lack of control over student recruitment.

Learning Environment for 21st Century Teaching

- CRMEF lagged in technology incorporation. Training centers are also not directly connected to university resources, making the lack of specialized online (and paper) resources more acute.
- The e-Takwime MOOC system is intended to increase online resources for students, but its reach and effectiveness could not be assessed as this system was not brought up by CRMEF respondents.

SYSTEMWIDE

Current Situation of Primary Teaching

- Overall stakeholders were supportive of the BPE, however, critical decisions need to be made on where, how, and by whom the program is to be implemented, as well as its impact on CRMEF qualifying studies.
- Curricula have yet to be considered in terms of what students will learn across their five-years of training to ensure that each institution prioritizes its strengths.
- Students do not yet clearly understand the path and progression of learning involved when they begin the BPE.
- Engagement of CRMEF in the BPE remains at the level of personal initiatives and CRMEF administration and trainers feel excluded from the BPE.

SECTION II. EVALUATIVE ANALYSIS CONCLUSIONS

Findings for AQ2 - Teaching Practices and Pedagogy in Moroccan Primary Teacher Training Programs, AQ4 – Characteristics of teacher preparation course work content (as implemented), and AQ6 - Gaps in the system: Expected exit profile of BPE students and current exit profile of CRMEF graduates are included in Section II. This section assesses the implementation of BPE and teacher training at CRMEF within the context detailed in Section I. The section concludes with gaps in the system – identified through missing elements or areas that lack clarity in the (expected) exit profiles of BPE and CRMEF students.

UNIVERSITIES WITH BPE

Teaching Practices and Pedagogy

- Professors teaching the BPE have a diversity of backgrounds and by extension a variety of teaching practices.
- ENS faculty have a strong foundation in instructing future teachers, however not at the primary level.
- Non-ENS humanities professors are recognized as subject specialists but they do not have experience instructing future teachers (except for the faculty of sciences in education (FSE)).
- Differences in how trainers/professors teach didactics is confusing to students. Standardization of best practice in primary teaching pedagogy is needed.

Characteristics of Teacher Preparation Coursework

- Professors tended to self-modify the curriculum when they noticed a need for additional time or to provide their perspectives on how subjects could be taught.

Gaps Visible Through Students' (Expected) Exit Profile

- The exit profile of BPE students will mirror the profile of entrance into the program: if top students are recruited, students with mastery across subjects can be expected.
- Primary teaching is very demanding and favors bilingual students who can teach math and science. It is difficult to expect one student to master multiple disciplines as well as their associated pedagogies.
- Many first year BPE students did not anticipate remaining in primary education for the duration of their careers, yet the potential pathways starting with the BPE are ill-defined.

REGIONAL TEACHER TRAINING COLLEGES (CRMEF)

Teaching Practices and Pedagogy

- CRMEF faculty are best positioned for teaching the pragmatic aspects of primary teaching in Morocco based on trainers' own experience in primary school classrooms.
- There is no formal certification or training in primary level pedagogy beyond these pragmatic experiences.

Characteristics of Teacher Preparation Coursework

- Practical teaching experiences, especially those that prepare students to teach children with disabilities and to teach in rural settings, are critical to students' learning at CRMEF. However, students must arrive at CRMEF having already mastered subject areas at the BA level to allow time for time to be spent on these specialized skill sets.
- Detailed procedures of how to manage the process of the CRMEF practicum, and resources to implement it well, are badly needed.

Gaps Visible Through Students' Exit Profile

- Challenges including limited time for coursework and widely varied practicum experiences result in uneven graduate profiles.
- The mix of contractual teachers at CRMEF leads to inequities and status issues for students and graduates.
- Recruitment rates vary widely across regional institutes and result in a significant percent of primary teachers without teaching posts at the end of their course of study.

SYSTEMWIDE

Teaching practices and pedagogy

- A major gap in teaching practice is the lack of pedagogic training specific to the primary level in both universities and CRMEFs.
- Student assessment remains a challenge for BPE professors and CRMEF trainers.

Characteristics of teacher preparation coursework

- The intention of where the BPE curricula begins, its foci and where it ends – for CRMEF to pick up – needs to be clearly laid out and shared with all stakeholders.

- Sequencing curricula goes beyond remedial work to ensure that students also learn to teach in inclusive classrooms, in classes with multiple levels, and to manage other realities of Moroccan classrooms.

Gaps visible through students' (expected) exit profile

- BPE students were unclear as to why certification as a primary level teacher requires a full five-years of training.
- Students entering the BPE were unsure of what options were available after the BPE.
- In CRMEF, students had limited knowledge and understanding of the pathways available to them after graduation. This is a critical gap as there is a significant percentage of graduates who were not recruited to teaching posts in the 2018-2019 academic year.

RECOMMENDATIONS

The following short- and medium-term “potential high-reward” recommendations are prioritized by two key criteria. The first is: the time horizon to enact, and the second criteria is: human and financial resources required.

SHORT-TERM AND RESOURCE-LIGHT

#1 Clarify the objectives and institutional involvement in BPE

Universities

- While individual departments can apply to open a BPE course of study, the overall vision for the program should be articulated.

#2 Institutionalize learning-based collaboration and peer-led professional development

Systemwide

- Sustained collaboration between BPE institutions and CRMEFs is a must as this collaboration can help the universities benefit from CRMEF expertise and fulfill the teaching positions related to didactics which require more experience in the field. This collaboration should, however, be institutionalized rather than based on personal initiatives.

Universities

- Institutionalize an exchange of practices and experiences between PROFESSORS within the same institution, and across different institutions involved in BPE.
- Given that STUDENTS enter BPE from different subject backgrounds, there should be room for collaborative peer learning. Some students strive to cope with the requirements of the subjects to which they did not have adequate prerequisites by themselves. The mixed types of their baccalaureates enable them to work together to overcome their weaknesses. A collaborative learning approach should be initiated in the pedagogy adopted by faculty members.

CRMEF

- Consider ways that CRMEF students might be able to leverage nearby university's libraries and other resources (if funding for separate resources and technologies is not available in the short-term).

SHORT-TERM AND MODERATE RESOURCES REQUIRED

#3 Revise recruitment throughout the system

Universities

- Review STUDENT recruitment process: ensure timing of all steps in recruitment will be completed in advance of scholarship and dormitory deadlines, define and stick to set criteria for selection, etc.

CRMEF

- Review TRAINER recruitment practices to ensure that in-classroom mastery remains an important credential of primary level trainers. It is critical that students have opportunities

to learn from trainers who are experienced in the realities of teaching in the Moroccan classroom – especially as questions arise during their practicum experiences.

- Consider a collaborative STUDENT recruitment process that involves AREF and CRMEF as both entities are involved in training (CRMEF) and recruitment of trained teachers (AREF).

#4 Promote value of teaching and clarify student career pathways starting from BPE

Systemwide

- Closely related to recruitment, retention incentives for teachers and future horizons for promotions within primary schools and across the education system may attract young people to take up and remain in teaching. Further investigation into primary school teacher attrition, to identify drivers and how it could be stemmed, is recommended due to BPE students' lack of conviction towards remaining in the profession long-term. Within this assessment of teacher motivation and retention strategies, consider ways to make contractual teachers feel more included in training and as teachers, such as a sensitizing campaign towards the role these teachers are playing in reducing national teacher shortages.

#5 Stimulate professor/trainer engagement in BPE

Universities

- Set up incentives for faculty/ trainers that are involved in BPE to keep them motivated and more committed to their new responsibilities. The incentives will also attract more faculty/trainers to the BPE.

#6 Sequence curricula across three years of bachelors and two years at CRMEF

Systemwide

- Refine curricula for stronger focus on core subject learning at the BPE level and emphasize didactic training at CRMEF, especially while BPE is operated in both ENS and humanities departments to ensure pragmatic primary teaching skills are taught where trainers are best prepared to teach this material.
- Review practicum design, sequencing across five-years, and its implementation – including systems to ensure students are supported in practicum classroom settings. Designating specific schools or classrooms as models for student-teachers' practicums – and appropriately incentivizing them to serve as models for teacher trainees, could institutionalize these relationships and result in more uniform and beneficial practicum experiences.
- Additional specific recommendations for coursework modifications for the five-year course of study can be found in Annex II, based on the module-by-module review of BPE curriculum using guiding principles in teacher preparation.

MEDIUM-TERM AND MODERATE RESOURCES REQUIRED

#7 Review class sizes and revise teaching methods for large classes

Systemwide

- Class sizes should be examined to determine if mixes of lecture and small class discussions/activities can be combined in cases where a limited number of professors increases the teacher-pupil ratio.

#8 Develop system of instructor assessment for professional development

Systemwide

- A system to assess the performance of, and support the professional development of, existing professors and trainers (not related to promotion) should be developed with their input and guidance on the process.

MEDIUM-TERM AND RESOURCE-INTENSIVE

#9 Institutionalize a process to ensure specialized trainers/ training is available to all students

Systemwide

- Standardize procedures to ensure students receive training across all subjects from trainers specialized to teach those subjects. Where this is not feasible, consider leveraging distance education to enhance student learning.

#10 Layer lessons and resources to incorporate technology and soft-skill development

Systemwide

- An in-service teacher sensitizing campaign on the importance of developing 21st century soft skills (not only technology), and methods to do so will elevate current preparation of students with 21st century skills. Additionally, having classrooms set up for learning that incorporates soft skill development can also support students' preparedness for work.
- ICT should be given more importance at the institutional level. In practice this means institutionalizing common technology access for all students. Standardize basic skills, tools, and software for student learning and for managing course content. Adopt a platform with sharing and task assigning options and a tracking for assessment system. E-learning can then be part of the training content and assessment strategies.

#11 Establish a process of accreditation/ training specific to primary-level didactics

Systemwide

- Research and training specific to primary-level didactics should be established in a set of institutions that offer pre-service training and in-service professional development (in-person or via distance education), where new teachers and existing trainers/professors can be trained in this specialized skill set.

SITUATIONAL ANALYSIS OVERVIEW

INTRODUCTION AND CONTEXT⁴

In Morocco, teacher training has undergone several important changes since independence. Between 1956 and 1999, several distinct institutions were created to train professionals in education. After a period of primary and secondary school teacher preparation through two different mechanisms (Centres de Formation des Instituteurs (CFI) and Centres Pédagogiques Régionaux (CPR)),⁵ Morocco integrated primary and secondary teacher certification under Regional Centers of Education and Training (Centres régionaux des métiers de l'éducation et de la formation (CRMEF)) in 2012. The Government of Morocco (GOM) made this change to create a higher-level professional certification for teaching and to ensure that each region would have one teacher training institution under a centrally managed teacher training system.

In October 2018, the GOM announced a new law for teacher training, which was ratified by the government board. The framework law 51-17 of the education and training system was approved by the parliament and published in the Official Bulletin dated August 19, 2019. The government implemented this law at the beginning of 2019-2020 school year.⁶ The new law stipulates that all primary school teachers will complete a three-year undergraduate degree in education (i.e., *cycle de licence de l'éducation* (CLE)) from an accredited university, followed by one full school year of pedagogical training at a CRMEF, and finally one year of practical hands-on training in selected schools, for a total of five years.⁷ The two last years are considered as a “qualification” cycle within the five-year program. This is a significant change from the current system which allows prospective teachers to have an undergraduate degree in any subject (i.e., not necessarily teaching) and to complete a six to seven month long pre-service training program at a CRMEF.

The Ministry of National Education, Vocational Training, Higher Education and Scientific Research (MOE) asked all interested universities to develop a pre-service teacher development program to comply with the implementation of the new law. The universities were given three months to respond, from April to June 2018, which resulted in poorly designed programs that were not based on evidence or international best practices for effective teacher preparation. As discussed in a 2014 analysis of the official pre-service teacher training system,⁸ pre-service training of primary school teachers needs to include sufficient time for theory, practice, and contemplation in order to make primary school teaching a desirable professional career. The analysis also stated that improved training should cover four professional domains, namely: professional, functional, relational, and disciplinary. These elements, put into practice, characterize “the effective teacher.” A recent interview with the Secretary General of Higher Education revealed that the MOE urgently needs technical assistance and capacity building to revamp the five-year pre-service teacher training system for basic education.

MOROCCAN HIGHER EDUCATION ENVIRONMENT

Morocco's higher education (HE) system has undergone unprecedented development during the past 20 years. Today, there are 847,825 students studying at 12 public universities and more than 167 higher education institutions in various disciplines, such as science, technology, medical studies

⁴ Introduction and context section is modified from the collaborative Statement of Work/Workplan developed for this analysis

⁵ RTI (2014). *Data for Education Programming in Asia and the Middle East (DEPIAME) Research on Reading in Morocco: Analysis of Initial Teacher Training Final Report*. Available at <https://www.globalreadingnetwork.net/eddata/task-order-15-data-education-programming-asia-and-middle-east-depame-research-reading-morocco>

⁶ Official bulletin: where the law was published:
http://www.sgg.gov.ma/BO/AR/2019/BO_6805_Ar.pdf?ver=2019-08-28-130850-867

⁷ The text of the law is not yet ratified by the Moroccan Parliament. This is expected to happen in the coming months. This website, <https://www.csefrs.ma/publications/loi-cadre-pour-la-reforme-du-systeme-de-education/?lang=fr>, can be utilized as a resource regarding the law.

⁸ RTI (2014). *Data for Education Programming in Asia and the Middle East (DEPIAME) Research on Reading in Morocco: Analysis of Initial Teacher Training Final Report*. Available at <https://www.globalreadingnetwork.net/eddata/task-order-15-data-education-programming-asia-and-middle-east-depame-research-reading-morocco>

pharmaceutical studies, humanities, and social sciences.⁹ An important transition in teacher training occurred in 2010 when all regional Ecoles Normales Supérieures (ENS) - institutions for secondary level teacher training - were integrated into neighboring public universities across the country. After integrating universities, the ENS started their license (Bachelor of Arts (BA)) programs and partially dropped their teacher training programs. Additionally, related to university-based teacher training, one public university in Rabat hosts a Faculté des Sciences de l'Éducation (FSE), in which a small number of students receive subject and disciplinary training at the undergraduate level. Both ENS and FSE offer students the options of training for an undergraduate degree, masters, or doctorate.

The MOE governs public universities. They are created and controlled by government central law, similarly to other public institutions in the country. Although the MOE oversees the implementation of the official policy concerning HE, universities sign and oversee all agreements between national and international universities. Each public university is presided by a president who, like faculty deans, is appointed by the government council after the Minister of Education receives their proposal. Supported by a university council, the president ensures that government decisions concerning HE are carried out.

The state, which controls expenditures, provides public university financing but universities retain autonomy under Law 0-01-00. While a large portion of the MOE budget supports professors' salaries, the Ministry also provides support to students through scholarships and highly subsidized accommodations and meals.

The HE system in Morocco faces several challenges across all phases of sector reform. Moroccan universities are often criticized for issues common to other university systems in the MENA region: students often do not complete their degrees on time,¹⁰ fewer than half of the undergraduate students in open-access schools graduate, graduates are not well-prepared for the job market resulting in their high rate of unemployment, and instruction and research quality are low. To address these challenges, the Moroccan HE undertook four major types of reform over the last 17 years. First, the *license-master-doctorate* (LMD) system was introduced with a three-year bachelor program in 2003 to align Moroccan HE with some European countries. Second, the Emergency Plan was implemented in 2009. Then, in 2014 new accredited programs were introduced. Starting next academic year (2020-2021), a new credit-based reform will be implemented, and the bachelor program will include four years of study with a strong emphasis on foreign languages and soft skills.

AREAS OF CONCERN IN TEACHER PREPARATION

The three points below highlight the gaps and issues in pre-service teacher training that are of concern for the MOE. The first two gaps were identified by the United States Agency for International Development (USAID)/Morocco through their collaboration with the MOE and the third gap was identified by the research team (RT) in the literature review for this study. The RT purposefully incorporated these gaps into data collection and analysis as contextual realities that impact the implementation primary teacher training in Morocco.

- **Teacher Supply:** Morocco faces a serious shortage of teachers. According to discussions with the MOE higher education management, approximately 13,000 teachers at all educational levels leave the system through early or regular retirement each year. In 2019-2020, this number is expected to be much higher, as teachers born in the 1960s (the baby boomer generation) reach retirement age. Unfortunately, the pace of recruitment for new qualified teachers does not meet the rate at which teachers are retiring. To address this problem, MOE recruited approximately 24,000 contractors to teach in primary schools in 2017 and 2018. However, these contractors did not receive adequate preparation to teach. By 2030, Morocco will need approximately 200,000 qualified primary and secondary school teachers in all subject

⁹ MOE (2018). Statistiques Universitaires Enseignement Supérieur Universitaire Public. <https://www.enssup.gov.ma/sites/default/files/STATISTIQUES/5190/FICHE%20SYN1819.pdf>

¹⁰ Only 10% of science, 17% of economics and law, and 21% of humanities and social science majors complete their degrees on time.

areas. Prospective teachers will need to be adequately prepared to respond to the learning needs of 21st century Moroccan children.

- **Teacher Preparation for Inclusive Education:** Morocco signed the United Nations (UN) Convention for the Rights of Persons with Disabilities in 2006. However, the United Nations International Children's Emergency Fund (UNICEF) estimates that less than 12 percent of children with reported disabilities graduate from primary schools in Morocco.¹¹ The MOE developed the concept of “integrated classes” in which children with mild to moderate disabilities are educated with special education support alongside their peers without disabilities. There are approximately 700 “integrated classes” within 383 schools across Morocco, serving approximately 6,000 boys and over 2,000 girls with disabilities.¹² Teachers in these schools are not adequately trained in special needs education.¹³ Furthermore, there are currently no certification programs in inclusive education or special education offered in Morocco. As an alternative, a module of approximately 30 hours on special education was created and was supposed to be required for all teachers to receive teacher certification. However, this module is outdated, does not address inclusive education practices, and does not prepare teachers to modify classroom instruction to include students with disabilities.¹⁴
- **Teachers lack the knowledge and skills to teach:** A large majority of teachers do not have the minimum skills and knowledge to teach Arabic and French.¹⁵ Primary teachers are expected to master both languages and their respective pedagogies in addition to all other subjects taught at the primary level. It remains challenging to recruit students with strong enough academic foundations to reach the desired knowledge and skill qualifications by the end of their teacher preparation training.

SITUATIONAL ANALYSIS GOAL AND OBJECTIVES

The USAID/Morocco Mission requested the Middle East Education, Research, and Training Support (MEERS) Activity to conduct this situational analysis. The primary objective is to provide relevant information about the present state of undergraduate primary teacher preparation to inform the Higher Education Partnership program, which aims to support the development of a bachelors in primary education (BPE) undergraduate degree in teaching.¹⁶ The HE Partnership program has awarded a consortium of Moroccan institutions (and one U.S. institution: Arizona State University) a grant for five years of funding to invest towards developing a unified primary education teacher preparation program across Morocco. This situational analysis will inform the consortium of successes and challenges in the current system. It will also be of use to USAID/Morocco and other stakeholders within and outside of Morocco that are considering similar changes to their national primary teacher preparation programs.

The situational analysis has two primary areas of focus. The first focus is the first-year implementation of the BPE in eight selected universities (and nine departments within these universities). The analysis covers the teacher preparation structure, course content, materials, and delivery modes within different universities. The second focus is on the current system of teacher training at CRMEFs, where the final qualifying cycle of primary teacher training is conducted.

¹¹ UNICEF (2014). UNICEF Annual Report 2014: Morocco. Available at:

http://www.unicef.org/about/annualreport/files/Morocco_Annual_Report_2014.pdf

¹² RTI (2014). Data for Education Programming in Asia and the Middle East (DEP/AME) Research on Reading in Morocco: Analysis of Initial Teacher Training Final Report. Available at <https://www.globalreadingnetwork.net/eddata/task-order-15-data-education-programming-asia-and-middle-east-depame-research-reading-morocco>

¹³ Ibid

¹⁴ Ibid

¹⁵ World Bank Group (2018). *Kingdom of Morocco Systematic Country Diagnostic: Governing Towards Efficiency, Equity, Education and Endurance*. World Bank, Washington, DC. © World Bank. <https://openknowledge.worldbank.org/handle/10986/29929>

¹⁶ For more information on the planned program: <https://www.grants.gov/web/grants/view-opportunity.html?oppld=314088>

Figure 1: Study Objectives Set Forth by USAID Morocco

- | | |
|-----------|--|
| a. | Document the current context and outcomes of the present teacher preparation system in Morocco at the CRMEF and in public universities (including humanities departments and ENS). |
| b. | Analyze teacher preparation programs and course work content and materials. |
| c. | Describe the profile of the professors delivering it - at the University (humanities departments and ENS) and CRMEF. |
| d. | Describe the profile of the incoming students - at the University (humanities departments and ENS) and CRMEF. |
| e. | Describe the profile of the graduating students - at the University (humanities departments and ENS) and CRMEF. |
| f. | Compare the existing situation with the ideal situation and identify key gaps. |

The situational analysis examines the whole landscape of primary teacher preparation in Morocco to identify the challenges and opportunities and to highlight what new programs can build on.

ANALYSIS QUESTIONS

This situational analysis focuses on the following research questions:

- AQ 1. What is the current situation of primary school teacher preparation in Morocco?**
 - a. Existing programs, and how they interact with each other
 - b. Existing structures, and how they interact with each other
- AQ 2. How do the pedagogical and training practices compare with the international best practices and norms for teacher preparation and accreditation?**
 - a. Teaching practices/pedagogy within each institution
 - b. Challenges created by the learning environment or educational system
- AQ 3. What human resources exist within each program and structure and what are their qualifications?**
- AQ4. What are the characteristics of the teacher preparation course work content?**
 - a. How does the curriculum compare against international standards and benchmarks for quality and relevance?
- AQ 5. Challenges created by the learning environment or educational system**
 - a. What are the characteristics of the materials used presently for primary school teacher preparation? Do they respond to the needs of 21st century primary school teachers?
 - b. How do they compare against international standards and benchmarks for quality and relevance?
- AQ 6. What are the gaps in the existing system in comparison to the desired situation?**

RESEARCH DESIGN AND METHODS

DESIGN

This situational analysis was centered on collecting data in institutions that introduced the BPE and the CRMEF institutions in that same location. This approach allowed the RT to conduct key informant interviews (KIIs) with key administrative stakeholders and BPE coordinators, and focus group discussions (FGDs) with cohorts of teaching staff most closely related to primary teacher training and with existing students (teacher candidates at primary level) at all key institutions involved in training teachers: universities (humanities departments and ENS) and CRMEFs involved with primary teacher

training within the regions where the BPE was first introduced. By conducting research around key clusters of activity, the RT was able to use a systems approach and understand the collaborative and possibly duplicative efforts to support teacher training at the primary level.

Field work included data collection in three regions:

1. Central – Rabat (BPE instituted in two departments), Casablanca, and Settat
2. South – Marrakesh, Agadir, and Taroudant
3. North – Tetouan and Fes

The RT included two Moroccan education experts and the MEERS Senior Researcher. All FGDs and KIIs were semi-structured and designed to produce a robust situational analysis. They aimed to best understand the system and its complexities rather than to tabulate the number of respondents who have specific views towards the existing or envisioned systems for primary teacher certification. The RT used a follow-up survey, described below, to achieve a more robust analysis of scale related to themes and issues identified during field work.

Given the objective of introducing a national curriculum, regional centers that boast strong universities that are ENS affiliated and CRMEFs will be critical to the uptake and disbursement of the new BPE programming.

DESK REVIEW

The RT leveraged the literature review to triangulate data collection, assess curriculum versus global best practices, elucidate training faculty and student (teacher candidates') profiles found in educational systems considered exemplary, and identify gaps in these demographic profiles as assessed in Morocco.

The RT collected data from the MOE and other respondents on the following structures and curricula:

1. Structure of teacher preparation within the CRMEF
2. Structure of teacher preparation at the ENS
3. Structure of education in public universities
4. Newly developed modules for teacher preparation at the universities
5. The qualification cycle in the CRMEF
6. Teacher preparation governing laws and regulations

The RT also drew on existing research and reports produced for USAID and other entities, including the Human and Institutional Capacity Development report, the World Bank reports, and European Union reports on teacher in-service and pre-service training to contextualize qualitative fieldwork. See Annex I for a list of desk review resources.

Based on initial conversations with USAID/Morocco, evidence from the HE Grant Partnership Program solicitation materials, an initial review of relevant literature, and prior experience conducting research on educational institutions in Morocco, the RT produced the following data collection and analysis plan.

KIIS AND FGDS

The RT included the GOM in the sampling decisions and the GOM provided approval of selected sites.

The following data collection activities took place at each institution:

- 1-2 KIIs with administration, including curricula director or director of teaching staff and/or BPE coordinator
- 1 FGD with faculty and training staff (4-6 respondents)
- 1 FGD with students/current teacher candidates (4-6 respondents)

The RT anticipated collecting data from between 90-140 respondents from universities and CRMEFs at six sites. However, due to efforts by the Moroccan members of the RT it was possible to conduct three separate phases of data collection. The first phase was fieldwork from April 30 to May 15, which included the RT lead. The local RT collected additional data from May 20-21, and finally, immediately following Ramadan, the local RT collected data from June 10-14. Multiple rounds of data collection

allowed the situational analysis to include data from all eight institutions (nine departments) that introduced the BPE in its inception year, as well as six CRMEFs covering the regions where the BPE was introduced. In total, the RT conducted qualitative research with 171 respondents, ensuring that all institutions' BPE experiences are included in the following analysis.

The RT conducted KIIs with three stakeholder groups: BPE coordinators, administrators, and MOE officials. The RT wanted to deeply understand these groups' experiences with primary teacher training. The RT held KIIs with the coordinators of the BPE program and/or the administrative lead within each of the institutions where the BPE was introduced. Additionally, the RT included MOE officials in the KIIs because of the depth and unique perspective they provide on national considerations regarding teacher preparation efforts.

Table 1: Key Informant Interview Respondents

18 KIIs	MOE (1 KII)		AREF (1 KII)		ENS (5 KIIs)		Other university departments (4 KIIs)		CRMEF (7 KIIs)		TOTALS
	F	M	F	M	F	M	F	M	F	M	
BPE coordinators									1	4	5
Administrators			1	1	1	3	0	6	2	6	20
Officials	1	3									4
Total	4		2		4		6		13		29

The RT conducted FGDs with first year BPE students and professors in each of the eight institutions (nine departments) in which the BPE was introduced. Additionally, the RT conducted FGDs with CRMEF primary track trainers and students. The RT elected for FGDs with these stakeholders because the RT wanted students and professors to be able to engage in dialogue about their first-year experience with the program. This provided the opportunity to observe similarities and differences in teaching and learning experiences to be reflected on by those closest to the BPE and CRMEF teacher preparation programs.

Table 2: Focus Ground Discussion Respondents

28 FGDs	ENS (7 FGDs)		Other university departments (10 FGDs)		CRMEF (11 FGDs)		TOTALS
	F	M	F	M	F	M	
Students	18	6	17	10	30	9	90
Professors/Trainers	3	7	6	16	4	16	52
Total	34		49		59		142

The gender divide of respondents is worth highlighting. In positions of leadership both in KIIs and FGDs with professors/ trainers, respondents were approximately three-quarters male (79% in KIIs and 75% in FGDs). By contrast, the gender composition of respondents in FGDs with BPE and CRMEF students was 72 percent female. These discrepancies in gender are masked in reporting total numbers of respondents, as the gender split amongst all 171 respondents was 49 percent female and 51 percent male (84 and 87 respondents respectively).

In addition to qualitative data collection activities with these respondents, the RT collected documents and learning materials during site visits to inform how the curricula is implemented. This aided the subsequent analysis of written curricula in the university and teacher training modules for primary teacher training.

Finally, the RT requested demographic data on teaching faculty/teacher trainers and on students (teacher candidates) involved in primary teacher training from the MOE with USAID/Morocco's assistance.

FOLLOW-ON PHONE SURVEY

After the RT completed the three periods of fieldwork, the Moroccan RT members led a follow-on survey by email and phone with the same targeted group of respondents who were engaged in qualitative data collection, based on an initial analysis of data collected through KIIs and FGDs. The RT surveyed respondents engaged in qualitative data collection in order to triangulate their responses and to increase the expected response rate.

There were two versions of the follow-on survey administered: one for CRMEF respondents and another for university respondents. Both versions asked detailed follow up questions about the most critical types of practical training for student, the roles institutions should play in primary teacher training, critical elements to successful teacher preparation, the most important factors in student recruitment, clarity of pathways into and out of primary teacher certification programs, how technology can best be incorporated into teacher training, which metrics ensure qualified trainers, their perspective on coordination among stakeholders in designing, planning, and implementing the BPE, and the role of the Regional Academy of Education and Training (AREF) within primary teacher training. In the university survey, the final question asked about coordination with CRMEF (rather than AREF).

The RT produced the survey electronically and first distributed it by email. Respondents who did not complete within the given timeframe received a follow up message through WhatsApp with a link to the survey. The RT closed out the survey at the end of July.

A total of 102 people responded to the email/phone survey, 27 from CRMEF and 75 from universities (including ENS). This reflects a total response rate of 64 percent (44% among CRMEF respondents and 79% among university respondents). In total, respondents included 57 females (56%) & 45 males (45%).

Table 3: Survey Respondents

SURVEY	ENS		Other University Departments		CRMEF		TOTAL
	F	M	F	M	F	M	
Students	19	8	15	5	8	5	60
Trainers/Faculty	4	7	5	9	6	7	38
Administrators		1		2		1	4
Total	39		36		27		102

CURRICULA REVIEW

The MOE provided the official curriculum and the application form for university departments to indicate the administrative and teaching corps affiliated with the BPE program at each prospective institution offering the BPE. The RT did not receive the coursework for CRMEF primary teacher training, as each institution used an adapted set of curricula in their instruction. The RT did receive access to a portal for the massive online open course (MOOC) system, however, the explicit curricula was not available in the same format for review as the BPE curriculum. The RT collected qualitative and quantitative data on course work content in the BPE and at CRMEF and the analysis of this data is included in this report. An expert in curriculum design for primary education teacher training and accreditation of teachers at the primary level lead the review of the 38 modules designed for university study towards the BPE.

ANALYSIS

The literature review covers all study phases and includes MOE documents, reports, journal articles, etc., reviewed throughout the phases of the study. Findings from the literature review are analyzed alongside primary data (qualitative and quantitative). All references used in the analysis are listed in Annex I.

While the study incorporates different analysis techniques, this situational analysis is structured as a gap analysis with two distinct components. The first is an analysis of context, human and material

resources for primary teacher training, and profiles of students in BPE and CRMEF programs. The second section is a focused analysis of the BPE curriculum.

The RT coded qualitative data using a grounded coding strategy, where codes were developed based on analysis of detailed, transcript-style notes from data collection with respondents. Coding was conducted using grounded codes to elucidate patterns in the data, which were disaggregated by respondent types. The RT analyzed quantitative survey data with SPSS software that similarly enabled disaggregation by types of respondents (students, professors/ trainers, administrators). Qualitative and quantitative data were triangulated to ensure validity of responses captured across methods – as the RT used both tools with the same group of respondents.

Analysis of the implementation of BPE and CRMEF emphasizes the critical role of context and capacities of participants in the implementation of primary teacher training in Morocco. For example, the question of preparedness to respond to the needs of 21st century primary school teachers was not based on international standards, which would have required setting a benchmark for what constitutes “21st century needs,” but rather it was framed to respondents as a question of whether the primary teacher training they were in the process of teaching or learning matched what they believed they needed to know (or learn) in order to teach the next generation of Moroccan children so they would be successful in 21st century. For example, did students (future primary school teachers) feel they could instill the children they would be teaching with soft skills and technology skills to adequately prepare these children for 21st century society? Did trainers feel that the curriculum taught to students (future primary school teachers) was matched to what they would need to become effective teachers of Moroccan children ready for 21st century lives?

REPORT ORGANIZATION

The six AQs are addressed in two sections of the report:

SECTION I. SITUATIONAL ANALYSIS

Findings for AQ1 – current system for primary school teaching, AQ3 – human resources (including professor/ trainer and student profiles), and AQ5 – challenges created by the Moroccan learning environment are all covered under section I. The first sections lays out the current state of primary school training for teachers and learners in the system, as well as the Moroccan higher education context in which primary teacher training is taking place.

SECTION II. EVALUATIVE ANALYSIS

Findings for AQ2 - Teaching Practices and Pedagogy in Moroccan Primary Teacher Training Programs, AQ4 – Characteristics of teacher preparation course work content (as implemented), and AQ6 - Gaps in the system: Expected exit profile of BPE students and current exit profile of CRMEF graduates are included in Section II. This section assesses the implementation of BPE and teacher training at CRMEF within the context detailed in section I. The section concludes with gaps in the system – identified through missing elements or areas that lack clarity in the (expected) exit profiles of BPE and CRMEF students.

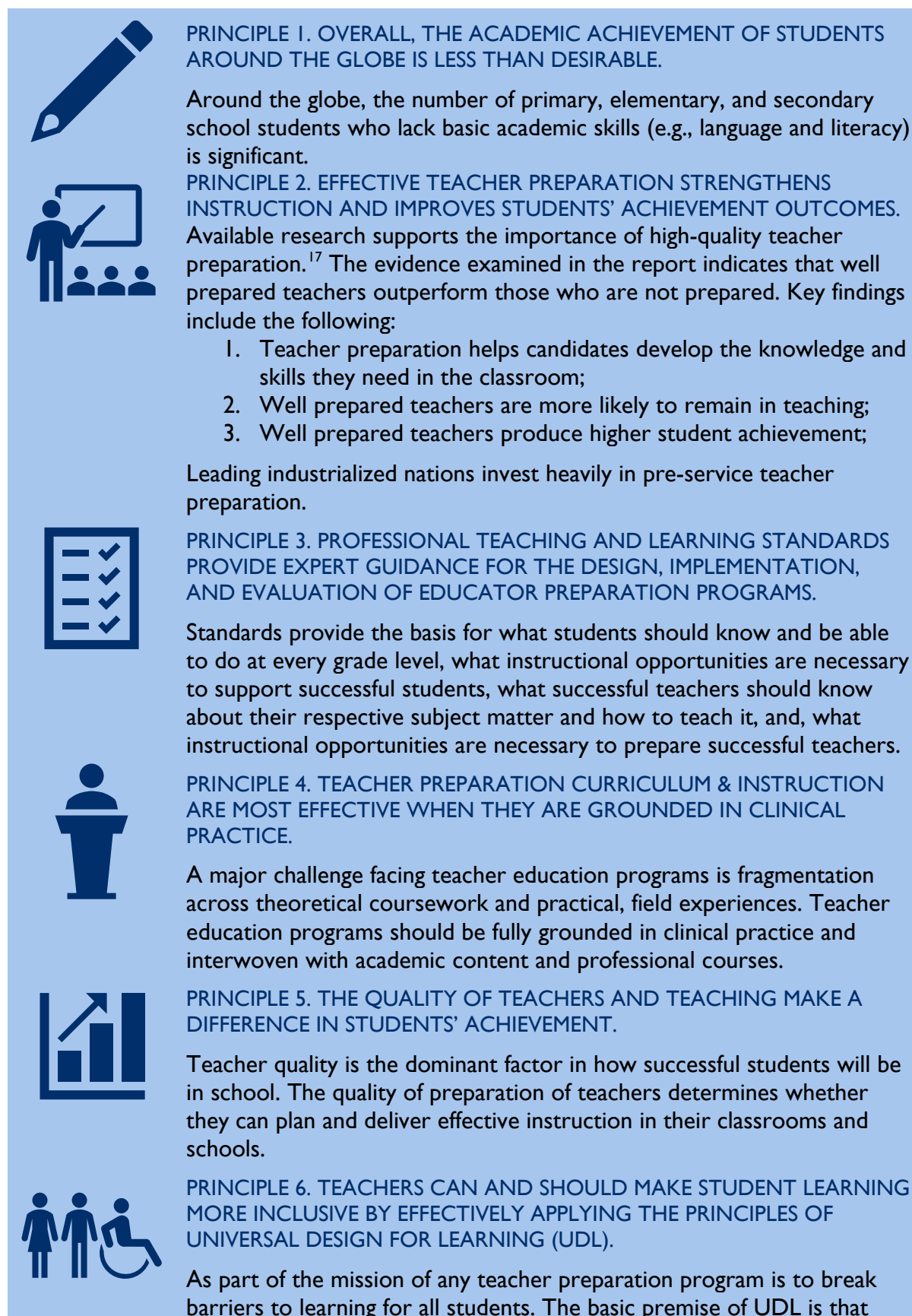
ANNEXES

Annex I includes a bibliography of documents reviewed during the Desk Review. Annex II then includes an assessment of guiding principles in primary teacher training, including a detailed review of BPE curricula by module. Annex III includes a detailed review of each of the 38 BPE modules along with guiding principles in teacher training.

GUIDING PRINCIPLES FOR EVALUATING TEACHER TRAINING

The following nine principles, shown in Figure 2, guided the evaluation of teacher training. Where applicable to addressing the AQs, these nine principles are incorporated into the Findings sections of the report.

Figure 2: Guiding Principles for Evaluating Teacher Training



¹⁷ "What makes a teacher effective," the National Council for Teacher Education (NCATE, 2006)

there is a great deal of variability in how children learn (Donovan & Bransford, 2005; Meyer, Rose, & Gordon, 2014); thus, it is important to develop learning environments, curricula, methods and materials that align with variability in student learning.



PRINCIPLE 7. TEAMWORK AND COLLABORATION AMONG TEACHERS ARE KEY TO SUCCESSFUL TEACHING AND LEARNING.

Effective teaching and student learning require teamwork and collaboration among teachers, school administrators, and curriculum leaders to significantly advance instructional practices, which in turn improve students' academic achievement outcomes. Research has shown that teacher learning teams improve school performance and student achievement beyond what teachers can accomplish on their own.



PRINCIPLE 8. THE “DOSE” OF INSTRUCTION MAKES A DIFFERENCE IN STUDENT LEARNING.

When teaching teachers to plan and organize instruction, it is critical to look at the scope and sequence of what is to be taught. One aspect of scope and sequence is the amount of time devoted to instruction necessary for students to effectively learn subject matter and/or skills.



PRINCIPLE 9. PROGRAMS OF STUDY ARE MOST EFFECTIVE WHEN THEY ARE IMPLEMENTED WITH FIDELITY.

Fundamental to the success of any type of curriculum and instruction program is that it is implemented as intended. Fidelity of program implementation is a key component in teacher preparation programs as it acts as a potential moderator of the relationship between what you intend to teach (intended or planned curriculum) and what you actually end up teaching (enacted curriculum) (Carroll et al., 2007).

LIMITATIONS AND RISKS

The RT mobilized data collection prior to the end of the 2018-2019 academic year. Within approximately one month of informally receiving a request for data collection, a team was assembled to begin data collection. In order to proceed rapidly, the Statement of Work (SOW) and workplan were combined into one collaboratively produced document. However, this process was not without risk, as the SOW/Workplan was not formally approved by USAID at the start of field work. To mitigate risk, the RT maintained a collaborative spirit, updating USAID/Morocco on progress throughout data collection.

SITE PERMISSION

Site permissions for field work were granted from the MOE through their collaboration with USAID/Morocco. Given the rapid nature of field team mobilization, the process of formally requesting access to data collection sites occurred less than a week prior to anticipated data collection as outlined in the field visit schedule. While this created stress among all involved parties, USAID/Morocco, the Moroccan MOE, and the RT all worked together to ensure that proper permissions at the national, regional, and local levels were approved to enable on-schedule data collection.

DATA COLLECTION PRIMARILY OCCURRED DURING RAMADAN

As some data collection took place during Ramadan, respondents' availability was limited for interviews and FGDs. Team meetings to complete daily reporting tasks were also condensed. Moroccan and international team members operated on different working schedules, which reduced time for full-team engagements apart from time prioritized for data collection activities. To mitigate risk, the RT

structured team meetings immediately before or after data collection at the least imposing times of the day and maintained a system of clear activity tracing so that work started in the afternoon by non-fasting team members could be completed in the middle of the night by team members following four (breaking of the fast) and resting time. The final week of data collection was postponed until after Ramadan following confirmation from sites that respondents would still be on campus and available for interviews in early June.

HE GRANT PARTNERSHIP PROGRAM

Though the RT informed all research participants that there was no direct benefit to their participation in this assessment, a few respondents were familiar with the open HE Grand Partnership call for solicitations and needed further assurance that the location of interviews and focus groups, as well as data collected for the study would have no bearing on their institution, nor their departments consideration in the HE Grant Partnership. To mitigate risks, the RT not only informed participants that there were no direct benefits to their participation, but also took time to respond to any related questions to the best of the RT's ability.

CURRICULA AND DEMOGRAPHIC DATA

The RT received a copy of the BPE curricula from the MOE as well as limited demographic data on professors and students in BPE and CRMEF primary teacher training programs. In terms of CRMEF curricula, while access to the teacher training MOOC site was granted, it did not provide detailed curricula (as was provided for the BPE). MOOCs are also intended for distance education rather than the core teacher training curricula; therefore, the RTs curricula review was focused on the new BPE curriculum.

The written curricula were reviewed by an expert in curricula review; however, researcher bias is possible when designing rubrics or evaluating curricula and judgements about gaps to “best practice.” The RT limited these risks by triangulating the findings of the review of curricula with primary data collection on how curricula are being implemented, the supplemental learning materials and methods used to introduce the curricula, and any assessment tools, standards, or benchmarks (formally or informally) used in primary teacher training.

PHONE SURVEY LIMITATIONS

The email survey required the RT to collect contact information from respondents selected for qualitative data collection activities. The intention of engaging the same participants is to secure greater participation, given their familiarity with the study and RT following the consent process and qualitative data collection. However, there are also limitations, particularly in that students selected to participate in qualitative FGDs may not represent all students in the BPE or CRMEF program. To mitigate this risk, the RT conducted both forms of qualitative and quantitative data collection across all institutions that initiated the BPE to achieve a diversity of responses.

SECTION I. SITUATIONAL ANALYSIS FINDINGS

Findings for AQ1: Current System for Primary School Teaching, AQ3: Human Resources (including professor/trainer and student profiles), and AQ5: Challenges Created by the Moroccan Learning Environment are all covered under Section I. This section lays out the current state of primary school training for teachers and learners in the system, as well as the Moroccan higher education context in which primary teacher training is taking place.

FINDINGS - AQ1

CURRENT SYSTEM OF PRIMARY SCHOOL TEACHER PREPARATION IN MOROCCO

The current situation of primary school teacher preparation in Morocco consists of multiple paths to becoming a public primary school teacher. The lack of clear progression through a uniform teaching program is challenging for students, trainers, and professors. This analysis specifically examines primary teacher training from the perspective of a newly introduced bachelor's in primary education (BPE), which is designed to be a clear path to primary teacher certification. There were eight university institutions (nine total departments) where the BPE was first introduced in the 2017-2018 academic year. These include: Four Ecoles Normales Supérieures (ENS), two Faculty of Letters and Humanities (FLSH), one Faculty of Letters, Arts and Humanities (FLASH), one poly-disciplinary faculty (FP), and one Faculty of Science in Education (FSE). While ENS has a history of teacher training at the secondary level, all other humanities faculties do not have prior experience directly preparing students to become teachers. Additionally, the current status of teacher training colleges (CRMEFs) that teach the two-year qualifying cycle of primary teaching training is also considered – though this analysis found no evidence of CRMEFs having been included in the design, planning, or implementation of the BPE. However, the progression of study for primary teacher training envisioned by the MOE includes three years of study in the BPE followed by a two-year qualifying cycle at CRMEF. Therefore, the transition between the two institutions of study, and the curricula across the entire five-year course of study has yet to be holistically conceptualized by key stakeholders. This report attempts to bridge this gap and includes recommendations for all institutions that impact primary teacher training in Morocco.

Where possible, and useful, distinctions are made between findings related to the BPE as it has been implemented in ENS, university humanities departments, or across all institutions. Similarly, system-wide findings, those implicating the BPE and CRMEF levels of study are likewise noted.

ENS WITH BPE

Administrators and professors at ENSs described their institutions' mission as "the trainers of future teachers." Until 2010, ENS institutions were separate from universities, however, their integration into the university system has led to new possibilities for teacher training to be considered within the realm of universities' mandates. At some universities, insertion of ENS into universities allows ENS students to benefit from university resources: e.g. in some cases, library access, online trainings, etc., and professors benefit in terms of research recognition and connectivity to university systems. With the MOE's focus on expanding specific tracks of study for pedagogic training at the BPE level, faculty and administrators from ENS see this as a natural extension of their research and teaching on pedagogy and practice.

An FGD of professors at ENS noted that "the idea of creation of a primary teaching BA program came out from the ENS... We developed an educational track project (architecture, content...) and we submitted it to the ministry, and it went through the university council. On the other side, they had another vision which is to be discussed." While, according to these ENS professors, the BPE was conceived by ENS, those currently involved in implementing the BPE didn't feel consulted in what materialized as the primary teaching program. Additionally, prior to the introduction of BPE, ENS focused exclusively on training at or above the secondary level. Therefore, primary teacher training is adjacent to their area of teaching and training expertise.

UNIVERSITY HUMANITIES DEPARTMENTS WITH BPE

In both ENS and humanities departments an administrative coordinator for the BPE was selected to spearhead its introduction. Those responsible for coordinating the introduction of the BPE in humanities department faced challenges in having this program recognized as a long-term, broadly mandated endeavor. KIIIs with program coordinators revealed challenges with teaching staff:

In one (FLSH) department teachers were teaching voluntarily; that is, in excess of required hours (though additional KIIIs revealed that this target - in a strict legal sense – may remain below the hours they can be asked to teach in their position). Respondents felt that additional demands beyond those placed on peers need to be budgeted for, even if these hours “officially” fall within their contractual teaching mandate. An administrator KII remarked that "At the faculty level, it's more about volunteering right now; teachers work outside the required hours and are not yet paid to do so. It takes a lot of effort on the part of the coordinator to attract the teachers to this license. Additionally, in terms of incentives: when we launched this new license, the professors were committed without having any incentives. But this is not sustainable because if there is no financial counterpart afterwards, they will withdraw from the program." At (FSE) teachers were teaching within their total required hours for this program, but with no extra pay for taking on the challenge of learning to teach a new curriculum. FSE coordinator: "our case is different than FLSH since our professors are working within their hourly volume. But still, we need incentives to keep them in the *licence*." These responses speak to humanities departments¹⁸ taking on the BPE as a point of commitment to the national need for more teachers – volunteering hours to learn and apply the BPE curriculum because it is seen as a means to increase the number of primary teachers in Morocco in the short-term.

While didactics training at the subject level was slated to be introduced in the second year of the BPE, each institution with a BPE was required to demonstrate adequate faculty for these subjects. This was not possible from the pool of professors in humanities departments – as didactics training is not an expected qualification. Trainers or professors listed in the BPE application included didactics professors from local CRMEFs who had varied levels of engagement with the university prior to the BPE. According to some CRMEF respondents their own names had been added to the teaching roster, but without any firm commitments to their time or any collaboration on curricula to be covered in the BPE. This practice of recruiting trainers from CRMEF to compliment the BPE teaching staff also occurred in ENS-operated BPE programs, but existing relationships between these teacher training institutions made this collaboration less novel than in humanities-housed BPE programs.

ACROSS ALL BACHELOR'S IN PRIMARY EDUCATION (BPE) PROGRAMS

According to many students, the 3 years of BPE are enough to prepare a good primary teacher. FGDs with first year students in both ENS and humanities department-housed BPE programs equally felt that three years of training was adequate, and they backed this view by pointing out the inclusion of practical training within the final semesters of the BPE and questioned why further training would be required at CRMEF.

Respondents both within and apart from ENS felt that ENS "is a natural place for this training," faculty FGD at ENS. Others, such as a university administrator from a humanities department felt that subjects like didactics should be the focus of teacher training colleges (CRMEF) - so the historic emphasis on ENS as the sole source for teacher training should not be a hurdle for humanities departments to also train students in the BPE. Humanities departments see the lack of primary teachers as a national need and are willing to take on the BPE due to this need. However, some administrators and faculty within humanities departments see their role as stepping in to fill the national shortage of teachers and, once met, do not anticipate continuing to offer the BPE.

The BPE was introduced in ENS and humanities faculties that were motivated to submit an application for the BPE, and able to document the necessary resources – including teaching staff – to teach the BPE curricula. Additional institutions were slated to add the BPE in the 2019-2020 academic year, again

¹⁸ The Faculty of Science and Education (FSE) is an educational track, rather than a traditional humanities track. It is the only such program in the Moroccan public university system.

according to their successful application to the program. No professional development was afforded for institutions taking up the BPE and any gaps in in-house teaching capabilities were fulfilled by indicating external professors or trainers who would be utilized to teach specific courses, e.g. didactics of Arabic. Arrangements with external teaching staff were largely seen as operating based on personal initiative and existing networks. Guiding principles of teacher training indicate that fidelity of implementation is key to a program's success. In order for implementation as planned, all institutions and individuals must know and buy-into the program within which they are expected to teach.



PRINCIPLE 9. PROGRAMS OF STUDY ARE MOST EFFECTIVE WHEN THEY ARE IMPLEMENTED WITH FIDELITY.

Fundamental to the success of any type of curriculum and instruction program is that it is implemented as intended. Fidelity of program implementation is a key component in teacher preparation programs as it acts as a potential moderator of the relationship between what you intend to teach (intended or planned curriculum) and what you actually end up teaching (enacted curriculum) (Carroll et al., 2007).

CRMEF PRIMARY TEACHER TRAINING

Regional teacher training centers (CRMEF) currently play an important role in primary teacher training nationally. The curricula at CRMEF consists of one-year of classroom-based course work and one-year of practicum training. Practicum experience was considered by all respondents as essential to students' preparedness to enter the teaching profession. A separate system of practicum training is included in the BPE, but this does not include full classroom responsibility as does the second year of study at CRMEF. Responses from some CRMEF administrators and trainers give the impression that they are unclear of the ongoing role of CRMEF in primary teacher training with the addition of the new BPE. For example, 10 of 22 remarks captured on conflicting views of who should deliver the BPE were from CRMEF respondents who expressed beliefs that the BPE should be within the domain of CRMEF "the professionals of the teaching profession" ...noting that: "This program has been implanted in the wrong place [speaking of the university] because university professors do not have the experience in the primary education that we have. ...How can these university professors know the shortcomings of the students? what they need? It's the CRMEF that knows. They just took the names of the trainers of the CRMEF in their files to get the accreditation, but they do not really deliver courses there."

It is important that CRMEF understand the MOE commitment to maintain both the BPE and the CRMEF qualifying cycle as essential to the five-year primary teacher certification. However, involving CRMEF in revisions to the BPE curriculum and its implementation so that it sequentially builds throughout students' five-years of training either has not happened to date, or respondents were not aware of any such collaborations in curricula design. This perceived oversight was lamented by CRMEF trainers. An FGD of CRMEF trainers noted that "if there is a change in teacher training, it must come out of the CRMEF. We know the needs and can prepare or advise on the appropriate training." A KII with Administration at CRMEF described the BPE saying "we just have official language without a foundation" and argued that CRMEF, ENS, and other university departments must all come together to discuss.

"National dialogue is illogical when you take away teacher training specialists." – Faculty, CRMEF

While the ENS is known for teacher training, the only institution with experience training teachers at the primary level has historically been at the CRMEF (and prior iterations of CFI). Coordination between not only humanities departments, but also the ENS and CRMEF is currently lacking. Multiple CRMEF trainers and administrators hope to see deeper integration of CRMEF into the university system, based on a desire for trainers – an increasing number of whom now have doctoral degrees due to recruitment changes - want to be faculty rather than associates of universities and find it

desirable for CRMEF professors to take on a greater role in improving teacher training (research and practice) across institutions.

“There is a vision that is shared by a group of people that CRMEFs are just centers where there are mere trainers. However, we have good trainer profiles, we publish articles in international scientific journals” – Faculty, CRMEF

Overall, efforts at the BPE level are seen as positive, but **CRMEF's exclusion - or inclusion only based on personal initiative or the pre-existence of ties between select CRMEFs and ENSs for example - is seen as an impediment to successful uptake and development of a strong BPE** that will lead to well-developed candidates who are ready to master teaching through pragmatic training at CRMEF.

When CRMEF respondents (administrators and trainers only) were asked in the follow-on survey if they had been adequately consulted in the design, planning and implementation of the BPE, 6 of 10 CRMEF respondents replied “no, my institution has not been adequately consulted” and zero respondents responded “yes, my institution has been fully consulted.” The residual respondents felt their institution had been “partially” or “mostly” consulted to an adequate degree.

In the follow-on survey with university administrators and professors in the BPE, respondents were similarly asked about their relationship with CRMEF under the framework of the BPE. Of 14 respondents, 50 percent (7 respondents) replied that their institution had “no relationship, we don’t have any relationship with them.” However, another 29 percent (4 respondents) replied that their institution had a “strong relationship, CRMEF trainers participate in our trainings and conference and we do the same. We organize events together and participate in common research.” These polarized responses from university respondents demonstrates the unequal relationships between different university departments and CRMEFs.

The relationships between CRMEF and university based ENSs currently report to separate entities, which may also complicate relationship building across these institutions. CRMEFs report to the Directorate of National Education and the Faculties of Letters, while ENSs report to the Department of HE. These two directorates do not have any official lines of collaboration.

While there were meetings to discuss the BPE program during the second semester of its launch year, e.g. Marrakesh in April 2019, only participating departments' staff were invited to send representatives, CRMEF was uninvolved in these national-scale meetings about the primary teaching license - though these candidates will be entering CRMEF with this new background. Clarity is needed in terms of the roles of each institution in the short-, medium-, and long-term. Finally, the engagement of the Regional Academies (AREF) is imperative to ensuring alignment from those who are closest to what is happening on the ground in terms of hiring, retention, and performance of primary level teachers.

The existing primary teacher training processes at CRMEFs have ongoing challenges, outlined in the sections below, that have not been adequately considered in the BPE. While the first students completing the BPE will enter the CRMEF in the 2021-2022 academic year, existing challenges with ownership of recruitment and the number of students recruited (detailed below) will only grow if not addressed at this early stage of the BPE.

Further, there is confusion among students and some faculty as to the possible paths of study and careers available to those starting the BPE. Currently access to CRMEF is done through an exam process, but it is unclear if BPE students will be required to pass this examination in addition to successfully completing the BPE. Most students have reported that they are looking forward to integrating master programs in (primary) education and then doctoral programs subsequently.

FINDINGS - AQ3

HUMAN RESOURCES WITHIN BPE BY INSTITUTION AND CRMEF FOR PRIMARY TEACHER TRAINING

The right profile of professors and trainers teaching in the BPE and CRMEF programs are critical to successful implementation of any new course of study. Those teaching have the power to shape students' learning and their motivation to become the primary school teaching corps of Morocco. The RT's analysis found diversity among the professors teaching in the BPE, which is expected given that the program has been implemented in ENS and humanities departments throughout the country. There are commonalities in BPE professors' educational backgrounds in that all professors that are recruited as permanent staff hold doctoral degrees. This is different from CRMEF where there has been an emphasis on trainers with pragmatic teaching experience at the levels of education about which they teach. However, the diversity in CRMEF teaching backgrounds has narrowed more recently as an increasing number of trainers also hold PhDs – which creates a divide among older trainers who mastered the art of teaching in primary school classrooms and (generally younger) trainers who are increasingly more likely to have completed higher levels of education, but at the trade-off for years of direct teaching experiences. Across both BPE and CRMEF faculty, there are gaps in subject-specific instructors and pedagogic instructors that are being filled by stretching current staff or taking on part-time faculty, as detailed below.

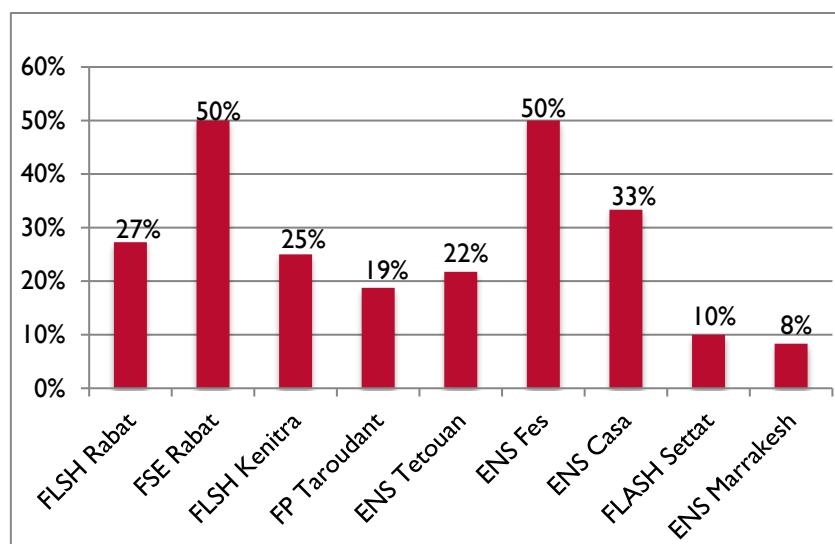
BPE PROFESSORS

First, a snapshot of BPE professors teaching in the eight initial institutions offering the BPE based on data provided from the MOE:

In total, there are 115 professors involved in BPE program. By institution, the minimum number of trainers is 8 (FSE Rabat) and the maximum is 23 (ENS Tetouan).

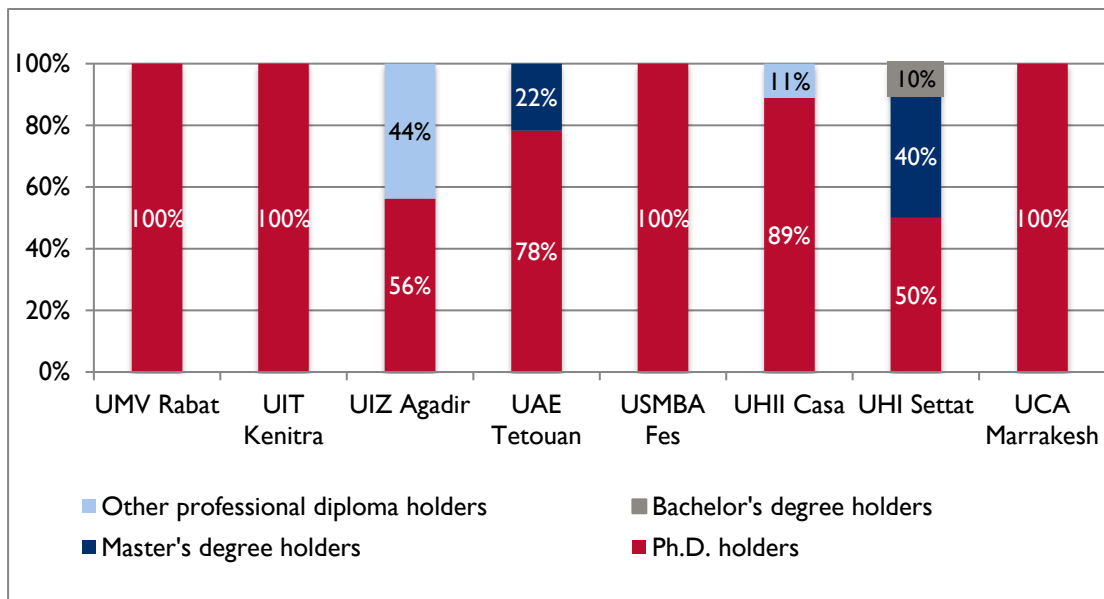
Gender: Three quarters of BPE professors are male. FSE of Rabat and ENS of Fes are the only universities at gender parity (50%) in terms of professors recruited to the BPE program. See Figure 3.

Figure 3: Percent of Female Professors by Institution



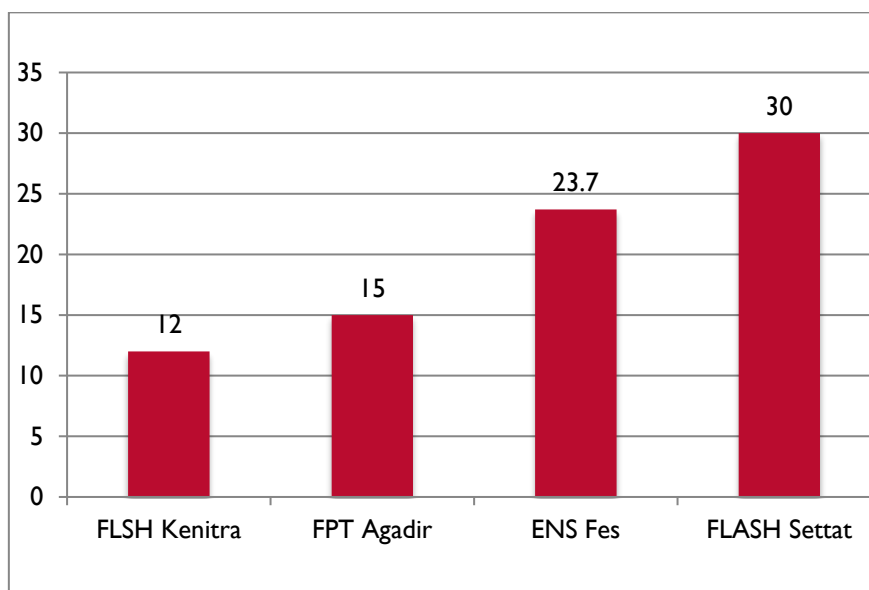
Diploma: 84 percent of faculty hold doctoral degrees. Only 8 percent hold a master's degree and the same proportion have another professional diploma. FP of Taroudant and FLASH of Settat departments have the fewest doctorates (50% to 56%), while ENSs has the highest percent of Ph.D. holders among their trainers (90%). See Figure 4.

Figure 4: Percent of Professors by Type of Diploma and by University



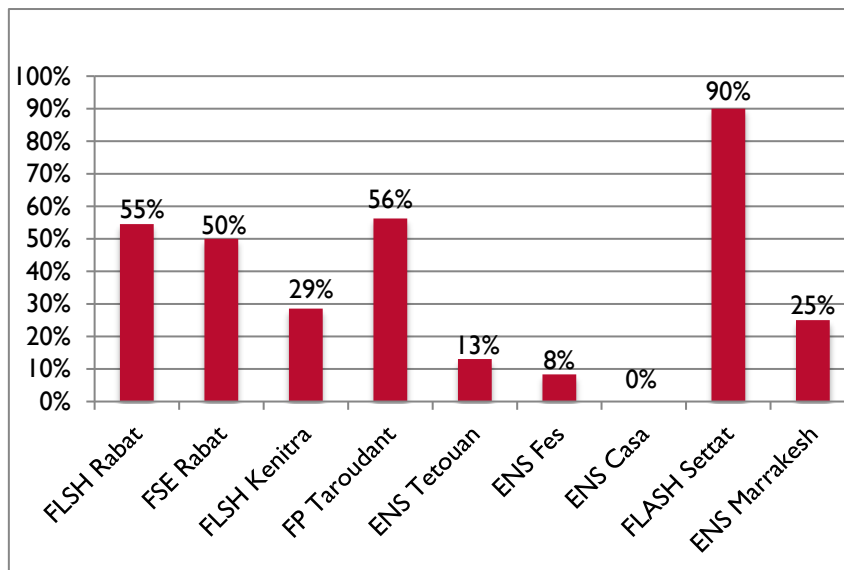
Experience: Faculty and trainers have many years of experience in teaching. The minimum is FLSH Kenitra which 50 percent of trainers have more than 12 years of experience and the maximum is FLASH of Settat which half of their trainers have more than 30 years of experience (Data available only for 4 institutions) See Figure 5.

Figure 5: Distribution of Professors' Median Teaching Experience by Institution (in years)



External faculty: Thirty-four percent of professors intervening in the BPE are external professors. Three out of eight universities (UMV of Rabat, UIZ of Agadir and UHI of Settat) recruit more than 50 percent of their BPE professors from outside their universities. In the case of FLASH of Settat, this percentage reach 90 percent. By type of institutions, ENS departments recruit the fewest external professors. See Figure 6.

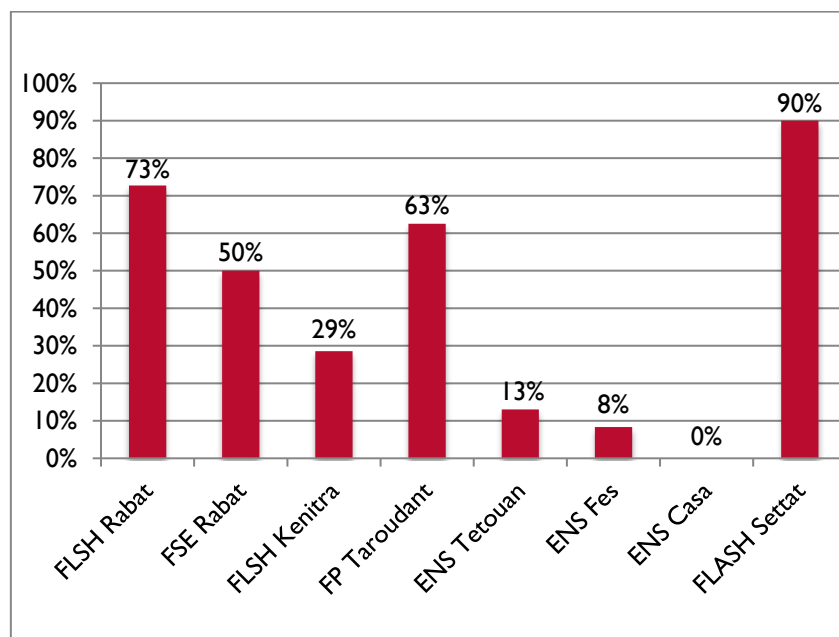
Figure 6: Percent of External Professors by Institution



Across all BPE programs there is a challenge of program coordination within institutions. The fact that professors do not exclusively belong to the institution in which the program is run can undermine the institutional mandate for the program. Top management to look after the BPE program is almost non-existent (in some institutions). This reflects a lack of ownership at the departmental level; for example, the RT found program coordinators that report to the university president instead of a dean of the school.

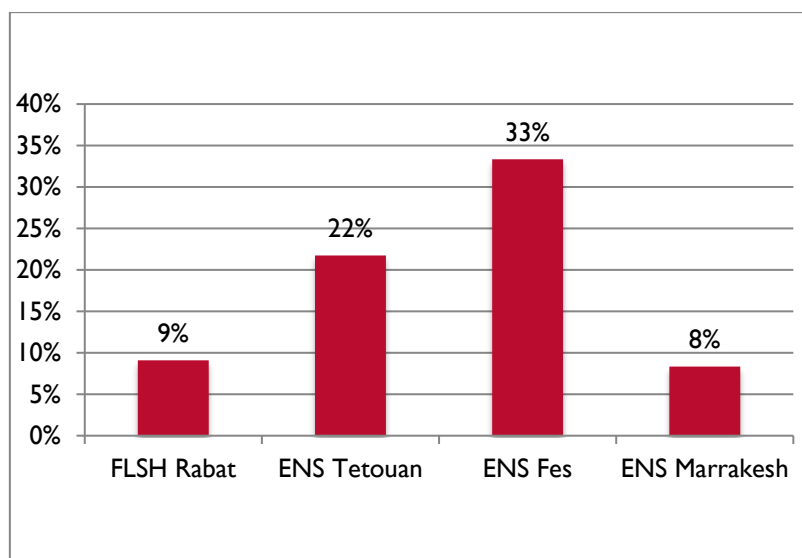
Part-time faculty: Some of the most enthusiastic professors behind the BPE are employed only part-time. All the institutions (except for ENS Casablanca) recruit part-time faculty/trainers. Half of these institutions have 50 percent or more of their teaching staff as part-time professors. By type of institutions, FLASH in Settat and FP in Taroudant are the institutions that have the highest proportion of part-time professors among their teaching staff. **In the case of FLASH, this proportion reached 90 percent.** On the contrary, ENS departments have the lowest proportion (13% and less) of part-time professors in their teaching staff. See Figure 7.

Figure 7: Percent of Part-Time Professors by Institution



Faculty close to retirement. Four institutions out of nine have some professors who will retire in the next 5 years. Among them, both **ENS of Fes and ENS of Tetouan have the highest percentage, respectively 33 percent and 22 percent.** This will present a challenge in maintaining high levels of senior qualified staffing in the near-term. See Figure 8.

Figure 8: Percent of professors who will be retired in the next five years, by institution



CRMEF PRIMARY TEACHER TRAINING TRAINERS

The RT had access to limited data on primary level trainers at CRMEF institutes located adjacent to the eight institutions that offered the BPE in its initial year. These included six CRMEFs (of 12 nationally) that cover the regions where the BPE program was implemented.

- In total, there are 1,136 trainers with a minimum of 100 trainers in CRMEF Agadir and 263 trainers in CRMEF Casablanca. The average number of trainers is 189.
- Among the trainers, 10 percent are part-time trainers. The percentage of **part-time trainers vary between the six CRMEFs from a minimum of three percent in CRMEF Rabat to a maximum of 17 percent in CRMEF Agadir.**

Qualitative data collected from CRMEF administrators, teaching staff, and students provided anecdotal evidence of current situation of primary level trainers.

As noted above, **CRMEF trainers are recruited for their in-classroom experience at the levels for which they train, as well as their education credentials.** The emphasis on teaching experience is positively perceived as CRMEF trainers are the best prepared for pedagogy – they are recognized as trainers who understand Morocco context of rural and urban schools. 10 responses (in seven KIIs and FGDs) remarked on the preference for teaching experience among CRMEF trainers, noting the range of specialties and levels of experience in CRMEF trainers: "Some are former secondary school teachers, former middle school teachers, and some aggregated teachers (discipline specialist)." Additionally, "more than 85 percent of our teachers are university teachers."

Specifically, for primary level curricula, "the profile of the selected trainers are not professors from university but rather trainers who have experience in the teaching primary and secondary levels" – as summarized by a CRMEF trainer. A CRMEF administrator similarly noted that "training at CRMEF is more related to experience than diploma." Older trainers have come through the multiple prior systems of teacher training; i.e. CFI, CPR, then CRMEF. The profile of trainers has changed in recent years, from recruiting only former school teachers to a mix of former school teachers and higher education professors – with doctoral degrees (the recruitment of higher education professors was

launched in the second cohort of 2011-2012). Friction now exists between the latter who lack the primary education experience and the “trainer” attitude, leading one CRMEF administrator to note “The professors only taught their subject as they do at university (giving lecture) and I told them that they are trainers. Here, it's professionalization not specialization.” Amongst CRMEF respondents **there is growing concern as the older cohort of trainers, those who became professors through mastery in the primary school classroom, are set to soon retire.** This will result in a greater percentage of trainers being those coming up as university professors “who have no idea of primary school” – Administrator KII, CRMEF – as the dominant trainer profile. Yet, the changing profile of CRMEF trainers also opens new possibilities of closer collaboration with universities, as trainers who are also associated with universities are keen to publish research and be recognized as peers among scholars become more common in the ranks of CRMEF.

Notably, the RT heard that **many trainers are teaching multiple subjects because of a lack of trainers with subject specific training.** In a total of five KIIs with administrators and faculty FGDs, respondents declared that they lack trainers in: French language, sciences of education, or school regulation. One CRMEF trainer remarked “We have three disciplines that lack trainers (Arabic, earth and life sciences, and sport).” Adding detail to how these gaps are handled this trainer continued that “Officially sport [curricula] exists, but we do not have a teacher who can deliver it. So what do we do with sports schedules/hours? The trainers who are retired are never replaced.” Workarounds are required, or subject may be omitted when adequate trainers to meet all subjects are not available at a regional teacher training center. In another FGD where the issue of “missing” faculty for certain modules was raised, in that instance: history geography, and Islamic studies were mentioned, trainers filled these gaps by distributing assignments to teach “missing” subjects among themselves.

Despite the short staffing in multiple subjects, students in the six different FGDs (one at each CRMEF included in the study) gave positive feedback – with recognition of limitations - on their trainers: “teachers are doing the best with what they have as means”, and another “Generally, most of them are competent and others do their best to teach well but they are not [all] successful.”

SYSTEMWIDE

Key factors to ensure qualified professors/ trainers: The CRMEF survey asked respondents to rank all options that they thought were important to ensure qualified trainings in the primary teaching program. The highest number of respondents gave the most important ranking to: “training in the foundation disciplines of primary education” (sociology, psychology of primary education, child development, inclusion and diversity, etc.), 9 of 23 (39%) of respondents. This was followed by 7 of 23 responses (30%) for “pedagogy/skills to teach not only the subject, but also how to deliver/transmit subjects to primary-level students.”

The same question asked of university respondents elicited the most important ranking to be: “pedagogy/skills to teach not only the subject, but also how to deliver/transmit subject to primary-level students” with 33 of 68 respondents selecting this as top option.

Having prior teaching experience in primary schools, historically a strength of CRMEF trainers, was selected as a top ranking option by 22 percent (5 of 23) respondents on the CRMEF survey, but only by less than 9 percent (6 of 68) respondent on the university survey, where it would be expected that academic credentials are more highly valued.

Professor/trainer evaluation and professional development: On a whole, there is little institutional practice of evaluating professors or trainers in the BPE or at CRMEF. However, recently an effort was made regarding teacher's continuous training, framework law 51.17, voted in August 2019, reinforced the importance of continuous training and made it compulsory and decisive in the career development of education stakeholders. These findings do not consider any changes that may have come in recent months following that law. It is encouraging that such laws are being introduced,

as guiding principles for evaluating teacher training indicate the importance of teacher quality, and without assessment and evaluation integrated into institutions, faculty cannot be evaluated and provided with appropriate professional development opportunities.



PRINCIPLE 5. THE QUALITY OF TEACHERS AND TEACHING MAKE A DIFFERENCE IN STUDENTS' ACHIEVEMENT.

Teacher quality is the dominant factor in how successful students will be in school. The quality of preparation of teachers determines whether they can plan and deliver effective instruction in their classrooms and schools.

Professors had wide autonomy in teaching and were expected to manage any further professional development independently. There was no formal process for evaluating professors' teaching. Professors in the BPE did not receive professional development to support their implementation of the new BPE curricula. Until national meetings about the BPE held in Marrakesh in April 2019, there had been no unified effort to provide a forum for discussion or guidance on implementing the BPE. Each BPE had a program coordinator, an existing professor within the host department, who spearheaded the introduction of the BPE at each institution.

In all CRMEF FGDs and KIIs, the participants highlighted a lack of trainers' evaluation. There were a few categories into which the concept of trainer evaluation and professional development fell:

- a. evaluation for determining promotions: "teacher evaluation is purely administrative, with no scientific criteria. It is only for promotional purposes, but it lacks a lot to be fair and encouraging" Faculty, CRMEF
- b. evaluation by personal initiative, i.e. requesting feedback: "The mechanism to get the trainers' feedback is not institutional. You can't inspect a trainer. We have the feedback from the students; I ask them questions about their studies / courses. We can get the feedback also from the validation of the modules." Director CRMEF
- c. no evaluation, but a forum for discussing teaching challenges: "We have meetings with the trainers where we share the difficulties encountered and we try to find solutions" vice-director, CRMEF
- d. no evaluation or professional development: " Personal Development: no! Never! We have never benefited from any training. There is much nepotism. Only those in the camp of the admin staff benefit from this type of training." faculty, CRMEF

In universities and CRMEFs infrequent in-service training support for existing professors/ trainers. Some initiatives are undertaken by the directors of some centers and universities that are more active than others, but overall there was little support provided to improve ongoing teaching efforts or to introduce new curricula such as the BPE. Other initiatives are taken on individual basis, as raised by some trainers, when they attend national or international conferences as speakers or participants or else when they produce scientific publications.

BPE STUDENTS

While students are not traditionally considered "human resources" of an educational program, the composition of students directly impacts program implementation and is therefore juxtaposed with the profile of professors and trainers in primary teacher training.

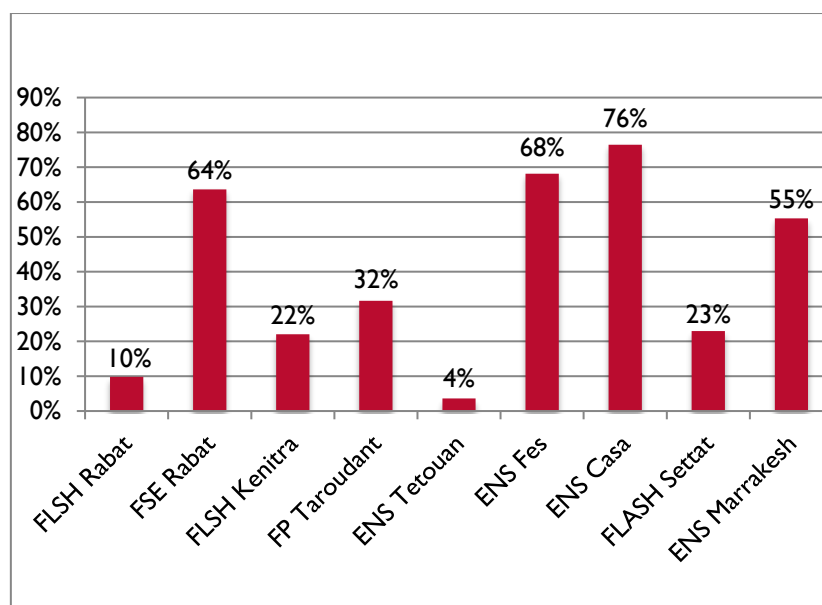
A key challenge observed across all eight institutions that initially introduced the BPE was student recruitment. Challenges related to rolling out the first year of the BPE meant that **students entering the program were not selected based primarily on set criteria: many students were selected on availability rather than merit.** This section of the report details the demographics of students who entered the BPE in its first year. These students do not match the profile desired by programs. Delays in the recruitment process meant that students, already winnowed to those not

accepted into other programs of study, did not have access to support structures such as scholarships or dormitory spaces – making their initial year of study challenging even before assessing the quality of the BPE curricula.

BPE student selection process: A high number of students registered online: 11,823 candidates completed the online application to enroll in the initial year of the BPE. The **fewest candidates to any program was 135 candidates to FLASH of Settat, and the greatest number of applications was ENS Tetouan with 6,047 candidates.**

- Among the eight BPE institutions, **three programs were essentially required to advance ALL online applications to the interview round of selection (FLSH of Kenitra, FP of Taroudant and FLASH of Settat).** However, other institutions could be much more selective in advancing candidates: FSE of Rabat proceeded with only eight percent of candidates and ENS of Casablanca selected 13 percent of candidates for in-person interviews.
- Low percentages of students showed up for their interview See **Error! Reference source not found.** After analyzing the candidates' application forms, 46 percent of candidates overall were selected for interviews. Among them, **only 17 percent of candidates were present at the interviews.**¹⁹

Figure 9: Percent of Candidates Present at the Interview Among the Candidates Selected by Institution



- Among the youth who were interviewed, **55 percent of students-candidates were selected.** Again, **the three institutions that had been forced to interview all online applicants, once again were in a position to accept all interviewees (in order to have enough students to run the BPE):** 100 percent of interviewees accepted in FP Taroudant, 94 percent in FLASH Settat, 88 percent in FLSH Kenitra. The FP Taroudant ran another round of recruitment to reach an approximate number that will fill the teaching staff shortage gap.

BPE professors were aware of recruitment challenges as they were happening. It was generally recognized that student had a poor level due to late recruitment and general difficulty in marketing primary teaching versus other disciplines of study.

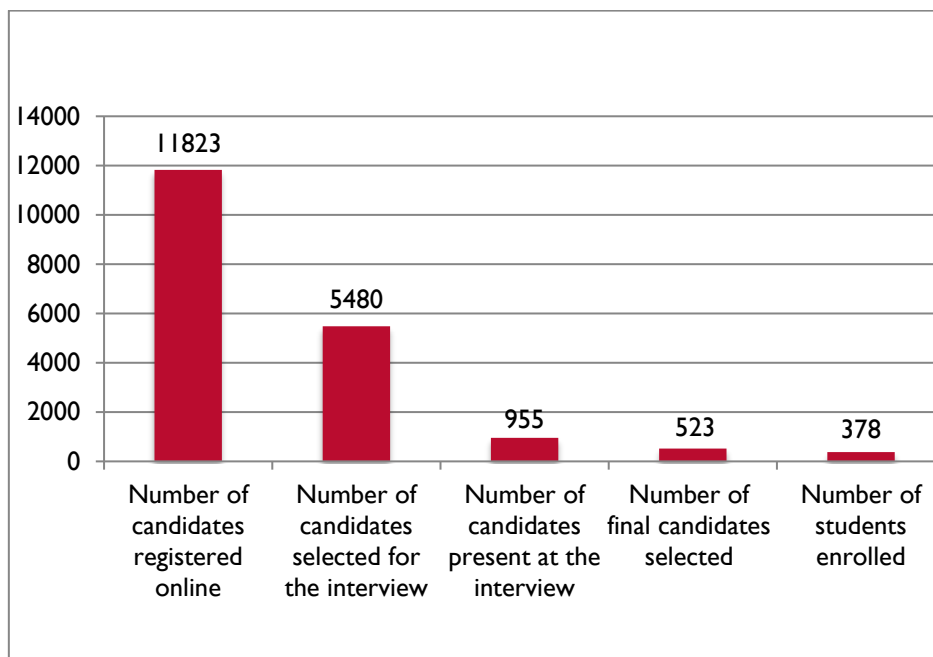
¹⁹ The case in Tetouan skews the overall percentage down to 17 percent (3,166 candidates selected for the interview and only 150 were present). Without Tetouan, the average percentage of students selected who were present at the interviews across other BPE programs averages 36 percent.

- Further diminishing the profile of first year BPE students, **only 72 percent of candidates who were selected after interviews enrolled in the BPE.** This may be partially attributable to BPE students' exclusion from scholarships and accommodations due to the late timing of their acceptance into the program, as described in the learning environment section below.

"The best students go elsewhere. We would like to have them, but they prefer other schools and institutions (engineering schools, management schools...). We have only students who come to the ENS as a last resort."
 - ENS Professor

A visual of the selection process as students exited the process (principally by their own accord) can be seen in Figure 10.

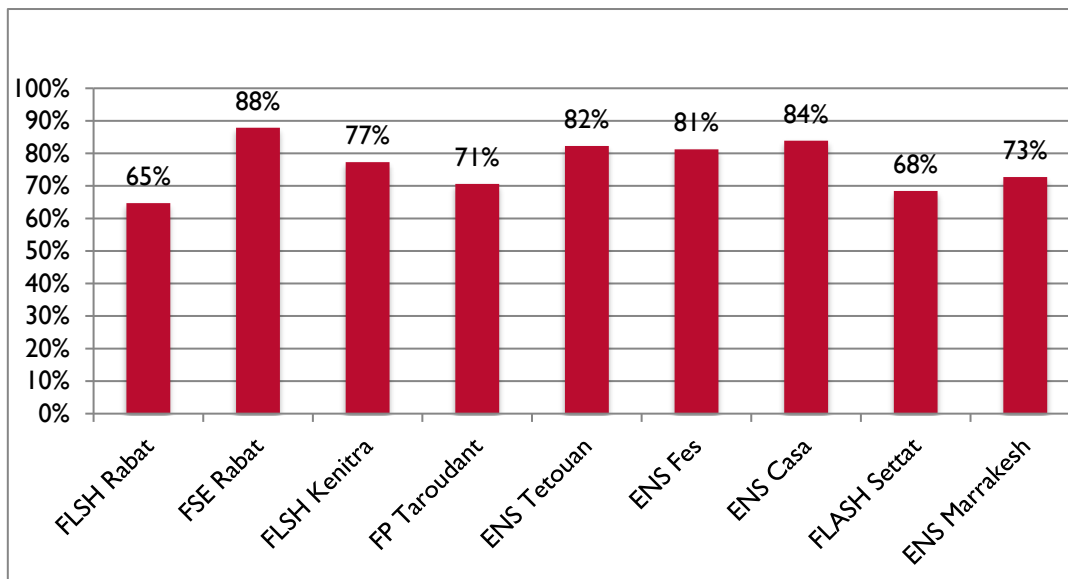
Figure 10: Students' Recruitment Process: Number of Candidates Remaining at Each Step



BPE first year student profile: In total, **378 students enrolled in the first year of the BPE program nationally.** The fewest students were enrolled at FLSH Rabat (17 students) and the greatest number at FP Taroudant (102 students).

Gender: More than three quarters of students enrolled in BPE are female. At all BPE institutions there are more female than male BPE students. In four (of nine) institutions' departments (FSE and ENSs of Casa, Fes and Tetouan), the percentage of female students exceeds 80 percent. See Figure 11.

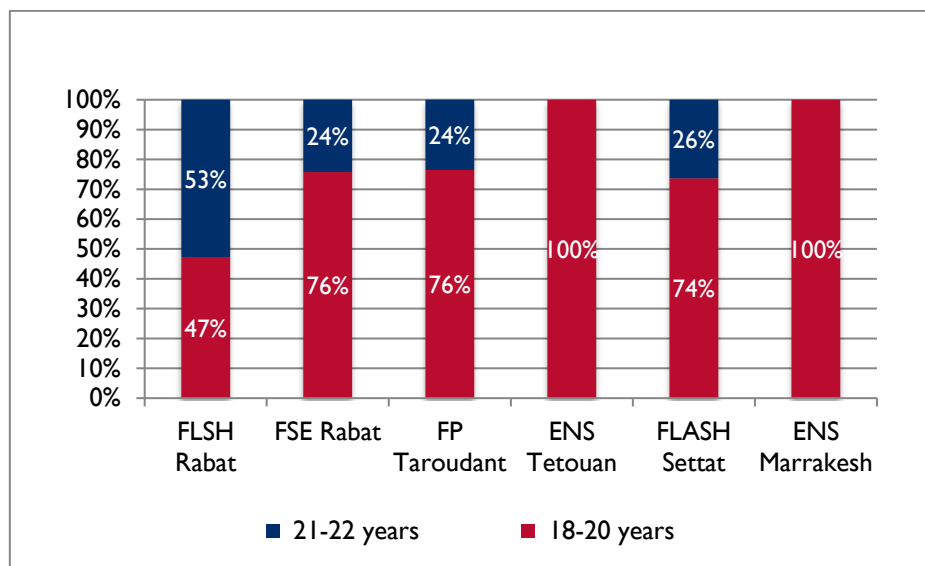
Figure 11: Percent of Female Students by Institution



Age: In eight out of nine institutions' departments, first year students' ages range between 16 and 22 years old.²⁰ Eighty-two percent of students are aged 20 years and under (data available for six institutions' departments). See Figure 12. In six institutions' departments out of eight, the median age of students is either 19 or 20 years old.

"The age of the candidates is an obstacle. It is limited in 21 years max by the Ministry. The students beyond that age are excluded by the platform" – Coordinator, FP Taroudant

Figure 12: Distribution of Students by Age and Institution*



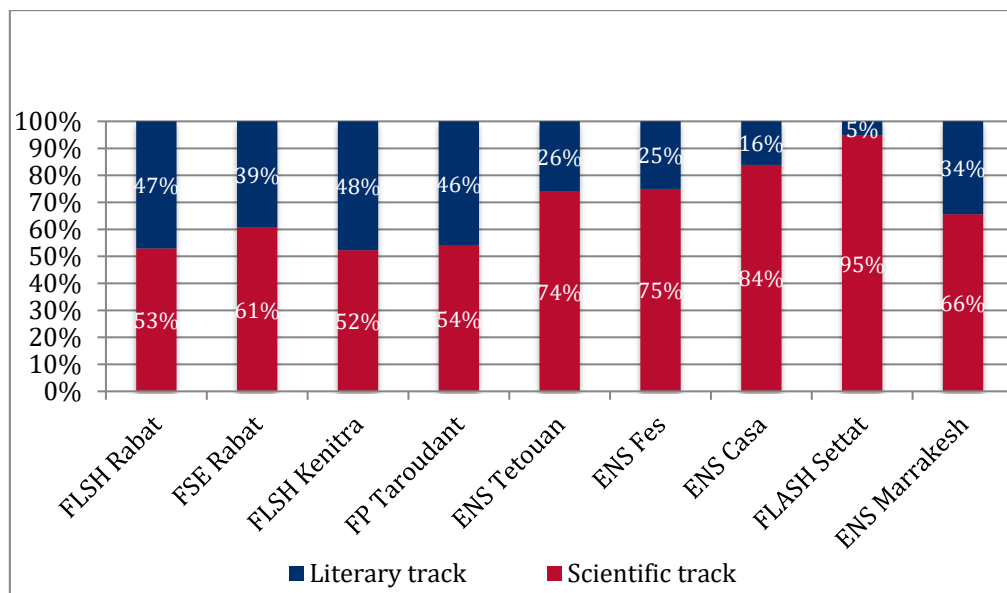
* In the case of ENS Marrakesh, the minimum age of students enrolled is 16 not 18 years old.

Disability: The RT did not meet with or find evidence of any students with disabilities enrolled in the BPE or in the primary teaching program at CRMEF.

²⁰ Data taken in spring 2019, some 2018 students who entered at 21 years old are now 22 years old.

Diploma: The majority of students (97%) who enrolled in BPE have a high school diploma. Only 2 percent have BAC +2 year diploma, and 1 percent have bachelor's degrees. **65 percent of students received a scientific (SVT) BAC as their high school diploma.** Across all institutions, the proportion of students from scientific background constitute the majority. See **Error! Reference source not found.**

Figure 13: Distribution of Students by Type of High School Diploma and by Institution



That students arrived in the BPE with different subject-specialization backgrounds resulted in many teaching challenges for BPE professors. Specifically, literary students had more difficulties in both science subjects and in the language of instruction – coordinator, ENS.

"The science students adapt better than literary ones. As you know, the education system generally favors sciences and selects good students for them. Holders of PC and SVT Baccalaureate adapt more easily than literary Bac holders who have challenges even in literary subjects like French" - ENS coordinator

Of 24 comments around the quality of BA students made by students, faculty, and administration at universities departments and ENS: 14 directly mentioned that students, especially those from the literary track were not adequately prepared in base subjects, particularly Arabic and French. A few additionally emphasized that some incoming students were unable to present themselves well - an important skill for a teacher.

In terms of student who did enroll in the BPE, professors described students as "smart" "hard working" "full of imagination," however other faculty noted an "absence of motivation" among some students.

CRMEF PRIMARY TEACHER TRAINING STUDENTS

The RT received limited data on enrolled primary track students in the six CRMEFs in the regions where the BPE was introduced. In these six CRMEFs there are 5,983 students registered in the qualifying cycle of primary teachers (2018-2019). The average number of students is 997, with the lowest enrollment (649 students) in CRMEF Rabat and the highest enrollment (1,700) in CRMEF Marrakesh.

Regardless of the BPE program starting in the 2018-2019 academic year there are existing challenges at CRMEF in terms of student recruitment. CRMEF does not draw primary teaching candidates from any specific BA program and responsibility for recruitment is currently held by Regional Academies (AREF). According to CRMEF administrators and trainers, the loss of command over candidate recruitment to AREF has resulted in an influx of students with widely varying backgrounds.

In the same primary education track program CRMEF now trains:

- a. students with prior private sector teaching experience;
- b. students with a BA in any subject;
- c. students with a BA from ENS (specialized in teaching, but not at the primary level);
- d. students from FSE (department of education at Mohammed 5 Rabat).

Speaking of the prior year recruitment process, one CRMEF administrator reported that "25,000 students passed the competition; 2,670 students were recruited in the region Casa-Settat (1,300 students in primary). With the mass effect, the quality decreases. When there was the CPR, we had fewer students, the quality was good."

Another CRMEF trainer reflected on the impact of recent changes to student recruitment:

"Before 2016: it was the CRMEF who preselected the candidates based on their registration file and selected them during the exam process (concours). This is an oral exam in the presence of a jury. I always tell the members of the jury that the selection must be well done and that we must be precise about what we want. Now it is the AREF that makes the selection and preselection. The consequence is that the selected profiles are not good and do not meet our requirements." – CRMEF Trainer

Trainers remarked that languages are a challenge for their primary track students, noting the gap between desired performance level and students' abilities: "We need trainees that are good at languages (Arabic and French), math and sciences. But the trainees hardly respond to these because there is no excluding mark. This is the last resort for students and those who join do not meet any basic requirements; rather, they are taken because they are the only ones who applied." Another trainer remarked that "Islamic students have never read a word in French for almost 10 years, and we ask him to be a bilingual teacher! It's a disaster!" Recruitment of students who can meet basic standards across all subjects within the domain of primary teaching remains elusive.

The volume and mix of student backgrounds into CRMEF has made it challenging to accommodate all students. Because of this CRMEFs conduct diagnostic testing in core subjects (e.g., math, science, Arabic, French, etc.) in order to better place students in appropriately leveled classes. The result of increased focus on remedial subjects was that the professionalization of students' profiles, the qualifying work CRMEF is intended to do, is greatly reduced in the curricula or elements are eliminated. Trainers lamented that students should come to CRMEF with the subject knowledge in place to allow time for teaching and reflection on teaching practices. Three CRMEF trainer FGDs and one student FGD specifically commented on students need for time on remedial subjects.

Similar to challenges in student profiles described above in the BPE program, eight different KIIs and FGDs (3 KIIs and 5 FGDs) with CRMEF administrators, faculty, and students raised the challenge of accommodating students varied abilities across all subjects. Particularly students with literary backgrounds struggle to keep up with students who studied math and science at the high school and/or university levels.

While students entering the BPE are expected to be better prepared to succeed at CRMEF given the BPE's targeted focus of preparing primary teachers, it is unclear if students who are successful in the BPE will automatically advance to the primary teacher training track of CRMEF or if they will need to also pass an entrance exam. If so, the path for students who complete the BPE but are unable to pass this exam has yet to be elaborated (at least not to BPE students who participated in this study). Considerations of how BPE students will be streamlined into the existing mix of CRMEF students has yet to be codified.

CRMEF students the RT met were optimistic about their future. They recognized that they were weak in some areas due to a long gap between high school studies and CRMEF. Other students had prior teaching experience in private schools but wanted more professional training and to be qualified to teach in public schools.

"Strengths and weaknesses are to be considered. There is hope and potential! We are determined to teach well! Because we are a product of public school and therefore we want to improve provisions in the public sector." – CRMEF student

SYSTEMWIDE

What ensures training will yield a good/qualified teacher? The CRMEF follow-on survey demonstrated that of a list of options (annex X) to ensure success of CRMEF training in preparing a good/qualified teacher, respondents (23 total) included in their top three rankings:

1. **Selection of students should be done by CRMEF [11 respondents ranked in top three options]**
2. **Having enough qualified trainers [11 respondents ranked in top three options]**
3. Good selection process/selection criteria [10 respondents ranked in top three options]

The lowest responses were for: "Direct recruitment in the CRMEF after the completion of the [BPE] training," which received only one top three ranking.

The university follow-on survey had 68 respondents who each selected the top three options to ensure the success of the BPE program. The options most cited were:

1. **Good selection process/selection criteria [44 respondents ranked in top three options]**
2. Having enough and qualified trainers/professors [31 respondents ranked in top three options]
3. Incentives for students to enroll in this BA (scholarship, dormitories, etc.) [28 respondents ranked in top three options]
4. More practice / internships [28 respondents ranked in top three options]

The lowest responses were for: "More advertisement on the new primary teaching BA (orientation module, radio and television ads, high school career counsellors are aware of this track and include it in their counselling advice, etc.)," which receive only five top three rankings.

"Teacher quality might be thought of as the bundle of personal traits, skills, and understandings an individual brings to teaching, including dispositions to behave in certain ways. Teaching quality refers to strong instruction that enables a wide range of students to learn." (Darling-Hammond, 2012, p. 2).

FINDINGS – AQ5

CHALLENGES CREATED BY THE MOROCCAN LEARNING ENVIRONMENT

The BPE has been introduced into an educational system with existing challenges and opportunities across various universities and departments within those universities. Additionally, teacher training colleges struggle to meet the increasing national demand for qualified teachers. Implementing a new stream of primary level teacher training must factor in existing conditions to give it the best opportunity for success. There are complex and shifting contextual considerations that are presented below that reflect key areas related to the learning environment and available materials that most directly seem to impact BPE and CRMEF students training to be primary teachers. Naturally, there are broader considerations to the social, political, and economic realities of the existing Moroccan HE system that are critical to many other factors concerning different students' educational access, equity, safety, satisfaction and success.

BPE LEARNING ENVIRONMENT

Not all had access to library or WIFI, but students felt they had "adequate" resources and infrastructure. Students were situated among other teacher trainees at ENS and among scholars studying education. University humanities departments with the BPE students' learning environment

was markedly different. Except for FSE, students in other humanities departments replied that they “don’t feel at home” in departments where BPE is delivered. Some students felt like “intruders” as they were the only students studying to be teachers in that department. Their feelings were exasperated by the lack of laboratories and books related to the sciences of education in the library or adequate building space specifically designated for the program, e.g. FLASH students are hosted in Faculty of Economics and Law and Social Sciences buildings until independent FLASH buildings are constructed. Some BPE coordinators and professors highlighted the fact that the BPE students are different from the others and they treat them differently – using greater discipline with BPE students.

In terms of learning materials, one student summarized the situation of learning materials in terms that fit what the RT heard from students and teachers, “input is delivered by all means: PowerPoint, Black board, notetaking, presentations, course packs ... and delivered on platforms: Padlet, WhatsApp, Scratch ... but there is no institutional platform that can be used by everyone.”

CRMEF LEARNING ENVIRONMENT

While learning materials came up as an area that could be improved across all institutions, it was in CRMEF that most comments to this effect arose. Learning material challenges were brought up in 22 different KIs and focus groups, with 34 separate comments. Of these, 13 (40%) were from CRMEF respondents who noted lacks in libraries - or adequate supplies of relevant books in libraries, instructors were noted to print out needed copies for students - but the timeliness of these resources was often close to exams. Trainers and students felt that more equipment for mock training, video recording training, etc. was required to implement practical training exercises. Some centers had online platforms - but these had varying challenges in terms of access and were thought to require a lot of personal initiative, in sum, materials made available to students varied by regional teacher training center. That CRMEFs are located apart from universities makes sharing of teaching and learning resources more difficult than for students and teachers within the national university system.

CLASS SIZE

Class sizes were an issue in BPE institutions and at CRMEFs. Within BPEs, **50 percent of institutions have more than 33 students in a class**, which is not ideal for practical work. Large classes prevent faculty from using (and demonstrating to future teachers) interactive approaches. Instead, professors in some cases are forced to limit themselves to delivering lectures. This is especially true in the amphitheater style classroom for 102 students (at FP Taroudant). As a professor in the FP Taroudant program remarked: “I give lectures in the amphitheater. Even if it's done in an amphitheater, we try to encourage students' participation.” Other BPE programs had limited enrollment of students and did not experience the same issue of large classes, but class size could present an issue if recruitment is smoother and attracts larger cohorts of students in future years.

“I requested the courses to be delivered in classrooms instead of amphitheatres. That way, I can be closer to my students and can ensure their participation.” – Faculty, FP Taroudant

At CRMEF class size have increased in recent years, making some pedagogic practices difficult to implement and has especially created challenges in running effective student practicums. The ratio of students to trainers has ballooned since recruitment was taken out of the hands of CRMEF and with the inclusion of students selected at the AREF level to become contract teachers. The RT did not hear of any considerations of the potential increase in BPE students who will proceed to CRMEF being considered in infrastructure and trainer resourcing forecasts.

ACCESS TO SCHOLARSHIPS AND DORMITORIES

Across all Bachelor’s in Primary Education (BPE) programs **student struggled to gain access to scholarships and institutionally provided student accommodations**. Most first year students had not benefited from advantages such as scholarships and dormitories mainly due to the delay in the start of the school year. The MOE stated that incentives such as scholarships and dormitories that encourage students to enroll in the BPE program are the same as other programs/licenses but the

reality is that BPE are underprivileged as most of them do not benefit from these advantages due to the delay in the start of the school year.

In the case of dormitories, BPE students found all dormitories occupied by students whose academic program started on schedule. **Students in only two institutions (out of seven), benefited from dormitories.** The percent of these students within each institution was low: 27 percent of students in ENS Tetouan and 18 percent in FSE Rabat.

Student respondents reported based on their personal experiences:

"We did not benefit from the boarding school because we started the lessons late and all places were taken. some students like me come from other cities. Currently, we pay rent in a private boarding school"
–Student FLASH of Settat

"As faculty members, we cannot handle both cognitive and personal issues. Take the example of accommodation, how can someone coming from a remote place with no accommodation concentrate on studies. If the admin intervened in finding accommodation, the problem might be solved." – Faculty FLSH of Rabat

Regarding scholarships, in eight institutional departments out of nine (FLSH of Rabat did not offer any students scholarships), only 46 percent of students enrolled in BPE benefited from scholarships. The proportion of students who benefited from scholarships varies from one institution to another, the greatest percentage of student scholarship beneficiaries were at ENS of Tetouan where three-quarters of students were scholarship recipients. Even those who received scholarships struggled with limited financial resources, "The first scholarship reached us late but, generally, it is not enough to cover the expenses incurred in a big city like Casablanca". student- ENS of Casablanca. Another student from ENS of Fes, who did not receive a scholarship, reflected on the challenge this poses for students from rural areas: "There is no scholarship even for students who live far away. We have students who live in Tifelt [150km from Fes], it's a lot of transportation fees."

A lot of burden is put on the students as they seem to struggle with basic conditions. Given youths' limited opportunities for waged employment or educational loans in Morocco, these basic considerations of lodging and stipends, as well as the environment for teaching and learning all impact students' interest in the BPE and their achievement in the program. Students need better life and school conditions. Although students have taken some good initiatives of interacting with classmates and with the outside world, they still need further coaching in soft skills to develop self-learning practices and other institutional backups such as scholarships, grants, accommodation, etc., to help them devote more time to overcome their weaknesses. Their feeling of being guests in an institution which is not theirs deprives them from identifying with their parent institution.

PREPARATION THAT RESPONDS TO THE NEEDS OF 21ST CENTURY PRIMARY SCHOOL TEACHERS

At present there are competing viewpoints among stakeholders in the primary teacher training as to whether the current system is on course to prepare students to become 21st century primary school teachers. As detailed in the methods section, this topic was asked as a perception question based on the current context of needs for living in 21st century Moroccan society, rather than a comparison against a global standard of what constitutes 21st century preparedness.

Overall, the RT recorded 15 comments highlighting that the current system of primary teacher training was developing students into teachers prepared for the 21st century classroom. However, 25 responses noted inadequate preparations to achieve this goal. Of those 25 responses, eight noted lagging technology as a hindrance to students' preparation, with other respondents commenting that certain critical skills were lacking, such as an ENS professor who noted an ongoing lack of critical thinking skills among students. These findings point to quite disparate sentiments about how well the current primary teaching curricula will prepare students, many ultimately felt the results would depend on new teachers' personal motivation and initiative to integrate learnings and technological tools into their teaching.

Preparation for the 21st century thus evoked two streams of responses, technology and how it is used in teaching and learning; and, skills and competencies required to navigate life and career decisions competently. In the first case, 21st century skills are reduced to the use of technologies. Whereas in the second, communication, cooperation, inquiry-based approach, critical thinking, and life skills need more focus. Importantly, some professors and trainers reported that the students themselves needed critically these “soft” skills. For example, a BPE professor noted that students “lack a scientific mindset. Students need critical thinking skills, synthesis...students are full of information, but they lack the know-how of processing knowledge. In short, they lack scientific thought and inquiry-based approach.” However, the majority of respondents considered 21st century preparation in light of technology integration.

Technology in the Classroom

In the BPE program student classroom learning was aided by professors connecting to technology and social media, e.g. using smartphones. But in other classrooms phones were forbidden – defeating their potential for use as a learning tool.

In the CRMEF survey, “Better equipped classrooms (computers, Internet, interactive whiteboard, projectors, etc.)” was the top ranked (most important) option (of seven choices) of how the use of technology can be improved in the primary training program, with 7 respondents ranking this the top choice and 14 respondents ranking this option as among the top three options for improving technology use. Similarly, the university survey had the same response ranked in the most top three rankings of respondents, selected by 61 percent (40 of 66) of respondents. These unified responses indicate a desire for better equipped classrooms throughout the HE system. Despite that application of technology in Moroccan classrooms is difficult as the classrooms that students (future teachers) will eventually teach in are not currently fitted with technologies that support BPE students’ learning. Students and faculty highlighted the fact that even if they know how to use technology in teaching, the reality of schools’ infrastructure –that lack the basics like toilets and chairs, especially in rural areas– will not allow them to do it. One example is the interactive whiteboard that is scarcely available in Moroccan schools but was present in some institutions with the BPE. Even if these technologies are not available in basic education classrooms, they can play an important role in training HE students.

Online Tools, Software, Platforms and Distance Learning

Within the BPE and at CRMEF instructors and institutions had varied online tools that were not uniformly used. These fell into a few categories:

Online tools for uploading and sharing lessons and resources. Based on teachers’ familiarity with online system and their personal initiatives online tools, such as the learning management system Moodle, are sometimes used. According to a BPE administrator, “we can find timid initiatives here and there” – that is, teachers who start using Moodle or another professor who used a QR code scanning system where students could use their smartphone to scan a code, which gave them access to a repository of course resources the instructor had curated online. However, other professors and trainers who are not versed in these technologies cannot leverage these platforms, meaning that students have varied experiences with online tools at their disposal.

Electronic learning software. In BPE students used a lot more specialized software (e.g. “Scratch, Gimp, etc.”) in learning than at CRMEF, which focused on students’ abilities to use core software programs: PowerPoint, Excel, Word.

Online learning platforms. In the BPE institutions, Marrakech is a leader in their efforts to integrate e-learning, however, despite the many MOOCs that are delivered by the university (that can be helpful to improve their learning on some subjects – e.g. French), “the students are barely aware of them and no one is using them.” At CRMEF a series of MOOCs offered through an “e-Takwine” platform was produced by a group of trainers and covers planning, management, and evaluation. The platform is managed by CNIPE. These online trainings are intended for second year students during their practicum with classroom responsibility. While access has been granted to students, use of the platform is unknown: one CRMEF director commented that “we do not know if they use it or not.”

The RT did not directly inquire about this online platform, nor did it hear about this program actively being used by students or CRMEF respondents.

SECTION I – SITUATIONAL ANALYSIS CONCLUSIONS

BPE

Current situation of primary teaching

Smooth implementation and BPE sustainability are still in doubt as the recruitment and collaborative use of institutional strengths have not been leveraged. All institutions implicated in the BPE are not equally informed, nor able to provide inputs per their professional experience in teaching and/or teacher training. Each institution included respondents who felt that their institution was not adequately consulted on the new BPE curricula design and process for students' selection and progression through primary teacher training. Ambiguity remains as to the vision for BPE; that is, what constitutes the “best model” of BPE for the short-, medium-, and long-term both in terms of overall quality and fulfilling the national need for additional primary school teachers.

Human resources (faculty and students)

Faculty members boast a diversity of profiles that can be complementary, however, they need closer coordination to work as a team. There are risks to the current strategy of relying on part-time faculty coming from the CRMEF or other institutions that may affect the sustainability of the BPE. Lack of incentives for the existing faculty/trainers that are involved in BPE might threaten the sustainability of the program.

Student recruitment is an issue. The selection process in the 2018-2019 academic year led to challenges in recruiting enough students and students with strong academic achievement. Some of this related to timing and related impacts (lack of scholarships, accommodations – important incentives for students), but there is also a lack of clarity on the pathway(s) available to students entering the BPE – as will be detailed in subsequent sections that adds challenges to recruiting students who match desired selection criteria.

Learning environment for 21st century teaching

Four key areas of findings relate to the learning environment in which the BPE has been introduced. First, some students in the BPE programs housed in humanities departments feel like outsiders or unwelcomed by others in the department. Students in these programs lack specialized resources or knowledge about how to locate relevant learning materials. Second, class sizes were not always adapted to allow the use of more interactive approaches, which can encourage students' participation. Scientific exercises and experiments are better supervised when the class size is adequate. Third, materials accessible to students vary across institutions and by professor leading to divergent learning experiences. Finally, while technology is only one set of skills needed for students to be successful teachers, it is an important factor in training. Technology was not used uniformly: few of faculty/trainers use ICT in their teaching or as a platform for resources (e.g. Moodle).

CRMEF

Current situation of primary teaching

Administrators and trainers at teacher training colleges consider themselves to be the “professionals of the teaching profession.” Training emphasizes pragmatic learning by hiring teachers with in-classroom experience at the primary level and through the incorporation of practicum experiences for students. CRMEF has yet to be systematically involved in the introduction of the BPE though students are expected to enter CRMEF on completion of their PBE diploma.

Human resources (faculty and students)

Changes in trainer recruitment appear to prioritize educational credentials over in-classroom mastery of teaching; a shift from historic emphasis at CRMEF. Gaps in specialized subject instructors, even in relatively core subject areas (history, Arabic, French, etc.) makes teaching and learning more

challenging for trainers and students. It went without mention that further subject specialization, e.g. inclusive education, are not covered by existing staff – though when prompted, their exclusion at this time was said to be more related to the limited time and students’ need for remedial subject study (before they could advance to professional teacher training).

CRMEF administrators and trainers expressed discontent at the lack of control over student recruitment. While the need for additional primary teachers is real and immediate, CRMEF quality is at risk with the continued growth of student populations without equal attention to resourcing to deal with the increasingly disparate learners entering CRMEF.

Learning environment for 21st century teaching

CRMEF lagged in technology incorporation. Training centers are also not directly connected to university resources, making the lack of specialized online (and paper) resources more acute. The e-Takwine MOOC system is intended to increase online resources for students, but its reach and effectiveness could not be assessed as this system was not brought up by CRMEF respondents. Its possibilities should be further investigated since recent increases in enrollment have stretched existing technologies and resources across ever more students.

SYSTEMWIDE

Current situation of primary teaching

Overall stakeholders were supportive of the BPE, it is viewed as a needed stream for increasing the number of primary teachers in the country. However, critical decisions need to be made on where, how, and by whom the program is to be implemented, as well as its impact on CRMEF qualifying studies.

Curricula have yet to be considered in terms of what students will learn across their five-years of training to ensure that each institution prioritizes its strengths and students do not yet clearly understand the path and progression of learning involved when they begin the BPE. After one year of the BPE, engagement of CRMEF in the BPE remains at the level of personal initiatives and CRMEF administration and trainers feel excluded from the BPE.

SECTION II. EVALUATIVE ANALYSIS

Section II includes the findings for AQ2: Teaching Practices and Pedagogy in Moroccan Primary Teacher Training Programs, AQ4: Characteristics of Teacher Preparation Course Work Content (as implemented), and AQ6: Gaps in the System. Expected exit profile of BPE students and current exit profile of CRMEF graduates are included as well. This section also assesses the implementation of BPE and teacher training at CRMEF within the context detailed in Section I. The section concludes with gaps in the system identified through missing elements or areas that lack clarity in the (expected) exit profiles of BPE and CRMEF students.

FINDINGS – AQ2

TEACHING PRACTICES, PEDAGOGY OF TEACHERS IN MOROCCAN PRIMARY TEACHER TRAINING PROGRAMS

The current state of teaching practices and pedagogy varies across BPE programs stemming from the qualifications and prior experience of professors at ENS and in humanities departments. Overall, more cooperation is needed across faculty members especially those who teach the same module. Faculty have different approaches to pedagogy. Some focus more on delivering the subject itself while others focus on the teaching of how to teach their subjects. CRMEF primary-track trainers bring a distinct approach to teaching practices due to the presence of trainers who have experience as primary school teachers across Morocco prior to their role as a trainer at CRMEF. However, across all primary teacher professors and trainers there is a gap in systematized pedagogy due to the lack of primary level didactics training or certification offered in Morocco. That is, there is no official mechanism for becoming formally recognized as specializing in primary school pedagogy at the subject level (e.g. Arabic, math, etc.) or in general primary pedagogies.

Looking more closely at the experiences with the BPE curricula in its first year of implementation, the RT found that ENS professors related the need for improvisation in the BPE curricula. This was a welcome challenge as ENS' traditional role as secondary level teacher trainers meant they had a lot of subject and didactic experience on which to draw innovation to "improve on" initial BPE modules: some added more hours, e.g. French, when they realized that students needed more time in these subjects. Certain ENS professors openly questioned whether humanities professors were able to make such adjustments in their teaching of the BPE.

"The nature of the ENS mission is to train teachers. We already know the ABCs of training." – ENS Professor

For students, this on-the-spot modification of didactics was at times confusing. "We have 2 didactics professors; each has his/her own method, which is completely different from the other. Between those professors, we feel lost. We don't know which method to follow, which is better," an ENS BPE student shared.

Despite sometimes conflicting teaching practices, 12 ENS students in four FGDs described their positive view of professors in the BPE program, noting that professors were "humble with us," "help us to grasp the lessons and coach us," "they place us in real-life professional situations. They use micro-teaching instead of lectures." These anecdotes speak to some ENS professors' success in translating their foundation for teacher training to the new BPE curricula.

Within humanities departments (apart from FSE), there was agreement that their specialty is subject-based teaching and that they had to recruit heavily from CRMEF to complete requirements for opening license in education. Apart from the need for didactics instructors, there is a lack of adequate trainers to fulfill some of the teaching positions of BPE (French language, Islamic education, and history/geography trainers for ENS and didactics and Arabic and French languages trainers for the other institutions).

This does not mean that innovative means of supporting BPE students are not taking place within humanities departments. The RT identified one initiative from FP Taroudant to help students who fall behind in some modules – especially French language – to be on track again. Student-tutors are the best students from an advanced level in scientific or literature bachelor’s program and are supervised by a teacher.

Additionally, 17 students in six different FGDs positively remarked on professors in the BPE faculty, noting their effective communication with students, their supportiveness, competence, approachability, and positive orientation towards teaching. For example, one student shared, "I did not want to be a teacher, but due to my faculty members’ attitude and behavior, I look forward to becoming one."

There is an absence of primary level didactics training. Lack of specialized didactics instructors is an issue that will continue to grow if unresolved. As one ENS BPE coordinator stated, "I already anticipate challenges next year because we have the didactics of all subjects. I wonder whether we can find enough specialists to cover all modules." In a separate ENS KII, another BPE program coordinator said, "In the next years, the problem will be more acute; almost all the next year program [Year 2] is about didactics and we don't have any didactic trainers."

Even current CRMEF trainers teaching students in primary level pedagogy are not specialized in pedagogy for the primary level. In two KIIs and three FGDs with CRMEF administration and faculty, respondents raised the topic of didactic training. As one respondent in an FGD of trainers remarked, "I have no prerequisites to handle the teaching for all levels, namely primary (basic) and secondary; those in charge of teaching the primary level retired some time ago. Trainers who taught in secondary level are asked to cover the courses of the primary training." At other CRMEF institutions, trainers responded that those with primary teaching experience were tasked with teaching primary level didactics, though they themselves may have only pragmatic experience but no theoretical knowledge of didactics at the primary level. At all levels, primary level pedagogy is an area that requires further attention.

BEST PRACTICES FOR TEACHING MODULES AND PEDAGOGY TO USE WITH BPE

This section of the report reviews the gaps in global best practice principles and the desired outcomes of each module in the BPE curriculum. Notably, professors and trainers will only be able to assess their students’ and their own ability to meet the teaching and learning objectives of the BPE curriculum when these standards and benchmarks are made more explicit.



PRINCIPLE 3. PROFESSIONAL TEACHING AND LEARNING STANDARDS PROVIDE EXPERT GUIDANCE FOR THE DESIGN, IMPLEMENTATION, AND EVALUATION OF EDUCATOR PREPARATION PROGRAMS.

Standards provide the basis for what students should know and be able to do at every grade level, what instructional opportunities are necessary to support successful students, what successful teachers should know about their respective subject matter and how to teach it, and, what instructional opportunities are necessary to prepare successful teachers.

The sequencing of the cumulative five-year training for students, especially the practical experience students are expected to receive at each level, remains opaque to students, professors, and administrators. This makes the assessment of teaching practices challenging.

Assessment remains a challenge across the Moroccan education system, which is reflected in the lack of universal assessment criteria for the BPE program. Though professors and students noted that formative and summative assessments were incorporated into the curricula, students also responded that the key indicator of their performance was whether they had to re-take any courses due to not passing at the end of term. In a system with strong formative assessment practices, students should be aware of their progress throughout the semester.



PRINCIPLE 6. TEACHERS CAN AND SHOULD MAKE STUDENT LEARNING MORE INCLUSIVE BY EFFECTIVELY APPLYING THE PRINCIPLES OF UNIVERSAL DESIGN FOR LEARNING (UDL).

As part of the mission of any teacher preparation program is to break barriers to learning for all students. The basic premise of UDL is that there is a great deal of variability in how children learn (Donovan & Bransford, 2005; Meyer, Rose, & Gordon, 2014); thus, it is important to develop learning environments, curricula, methods and materials that align with variability in student learning.

The RT did not hear any evidence of modifications to teaching methods based on students' formative assessment results. Beyond assessment, the best teacher preparation programs leverage information gained through formative assessment to structure classroom lessons varied to different learners' needs.

FINDINGS – AQ4

CHARACTERISTICS OF TEACHER PREPARATION COURSE WORK CONTENT (AS IMPLEMENTED)

This section of the report reviews the BPE curriculum (38 distinct modules) by module and compares it to global best practice principles of primary teacher training and curricula. In terms of the development of the BPE curriculum, respondents in this study noted an unclear chain of involvement in the development of BPE modules. Through conversations with MOE officials, the RT was aware that some professors from ENS and select humanities departments were involved. However, this information had not reached respondents, who critiqued the current program as uninformed by those “involved in day-to-day teaching.” Additionally, while there was a national day of training related to the BPE in April 2019 (*Note de Cadrage des Premières Journées Nationales sous le thème: le Cycle de Licence en Education: Enseignement Primaire*), which was well received, invited representatives were from only the central offices of the MOE, FSE, CNIPE, and ENS. While BPE was also introduced in humanities departments, representatives from these departments were not invited to provide feedback and to learn from others implementing the BPE curricula. Nonetheless, the overall intention of preparing students for primary teaching was lauded; all respondents recognized the existing teacher shortage and need for solutions to the current challenge.

Guiding best practices in teacher preparation reinforce the value of setting a collaborative environment.



PRINCIPLE 7. TEAMWORK AND COLLABORATION AMONG TEACHERS ARE KEY TO SUCCESSFUL TEACHING AND LEARNING.

Effective teaching and student learning require teamwork and collaboration among teachers, school administrators, and curriculum leaders to significantly advance instructional practices, which in turn improve students' academic achievement outcomes. Research has shown that teacher learning teams improve school performance and student achievement beyond what teachers can accomplish on their own.

This section discusses three key factors related to the curricula raised through qualitative data analysis. All three factors apply across the BPE programs as well as CRMEF, though the specific challenges and opportunities differ by institution. These areas are (1) students' need for remedial subject instruction, (2) sequencing and time needed to implement the curricula, and (3) practicum-based learning. While these three separate areas are detailed below, they are interrelated; the need to focus on remedial subjects left little time to sequence more professional and situational learning, which manifested as students jumping into practicum work without comprehensive preparation.

REMEDIAL SUBJECT INSTRUCTION

In both the first year BPE students and students entering CRMEF primary teaching programs, all respondents noted weaknesses in students' grasp of subjects needed for primary teaching (math, science, French, and Arabic). Research conducted by the Moroccan Government and National Observatory of Human Development (2017) tested 1,270 Moroccan teachers' level of French, Arabic, and math and found extremely low performance in both Arabic and French, but good performance in math. That study was on current teachers, but the same trend appears to hold true for students (future teachers) today. At the BPE level, students and faculty wanted French to be taught across all three years and there was agreement that students were universally underprepared in the required languages. These findings align with the global findings on primary teacher preparation that student achievement is lower than ideal, which impacts students' ability to master a subject and eventually learn to teach those subjects (World Bank, 2018).



PRINCIPLE I. OVERALL, THE ACADEMIC ACHIEVEMENT OF STUDENTS AROUND THE GLOBE IS LESS THAN DESIRABLE.

Around the globe, the number of primary, elementary, and secondary school students who lack basic academic skills (e.g., language and literacy) is significant.

Primary teachers in Morocco are expected to teach all subjects and therefore must master multiple languages – Arabic, French, and some additionally instruct in Amazigh – in addition to math and sciences. As described in the student profiles above, BPE students are recruited from both literature and science high school tracks meaning that students enter the BPE with differing levels of instruction in these core subjects.

TIME ALLOTTED FOR SUBJECTS

Students' low levels of entry knowledge in core subjects was not fully factored into the module content nor the time given to modules (each module is allotted 50 teaching hours). KIIs with BPE institutional administrators and two faculty FGDs in humanities departments specifically noted that students in their institutions required more time on remedial subjects. One administrator who noted, "Scientific modules like math are difficult for literary students, so they need more time (50 hours is not enough for course content)."

The issue of insufficient hours allocated to lessons arose in 21 KIIs and FGDs. Of these, eight conversations were among those at CRMEFs (including three student FGDs), and there were eight discussions among respondents at ENS (including four student FGDs), while four mentions were in university KIIs and FGDs. The outstanding reference to insufficient hours was among MOE respondents.

Respondents considered the level BPE subjects were taught at as too advanced. Some faculty/trainers found the lessons too challenging and overloaded. Specifically, the number of hours per modules were not adequate for the content and the sequencing was problematic. All 38 modules are allotted an even 50 teaching hours. Professors described modifying their teaching to focus on the actual content that the students will teach in schools. Some professors said they reviewed primary school manuals to help them narrow the focus of their training on the subjects that the students will teach afterwards. Their objective was to avoid overloading students with content that they will not teach.

The same challenges were evident at CRMEF where students expressed that more attention should be paid to the actual content that the students will teach in schools. Trainers and professors across universities and CRMEF made 18 separate remarks on the challenges their students experienced in certain modules. CRMEF students in two focus groups also noted challenges in material that didn't match their prior training (whether in French, Arabic, math, or science). To address these challenges, CRMEF conducts diagnostic testing of new students so student groupings can be with similar levels of subject mastery.

“The training should focus on the modules/content that we are going to teach” – Student, CRMEF

SEQUENCING CHALLENGES

The BPE curricula are intended to cover three years with six semesters of study (example of courses by semester in Figure 14 below). The first two semesters (Year 1) of study are intended for subject-area learning, while didactics training is reserved for Year 2. However, qualitative interviews with faculty revealed that BPE students were learning didactics in Year 1 of the BPE. The Year 1 BPE curriculum is designed to lead to mastery of core subject prior to learning how to teach these subjects, except for one semester of “*didactique generale.*” BPE professors were interpreting their subjects for future teachers based on their own initiative and without formal training on how to do so. Best practice guidance recognizes that timing and sequencing of teacher preparation coursework is often a challenge for teacher training programs.



PRINCIPLE 8. THE “DOSE” OF INSTRUCTION MAKES A DIFFERENCE IN STUDENT LEARNING.

When teaching teachers to plan and organize instruction, it is critical to look at the scope and sequence of what is to be taught. One aspect of scope and sequence is the amount of time devoted to instruction necessary for students to effectively learn subject matter and/or skills.

Figure 14: Courses in BPE Curricula

Architecture générale de la filière

Initiation					
Semestre 1	Module	VH	Semestre 2	Module	VH
	M01 : Sciences de l'éducation	50		M08 : Didactique	50
M02 : Histoire et géographie	50	M09 : Éducation islamique	50		
M03 : Mathématiques 1	50	M10 : Mathématiques 2	50		
M04 : Sciences 1	50	M11 : Sciences 2	50		
M05 : Arabe 1	50	M12 : Arabe 2	50		
M06 : Français 1	50	M13 : Français 2	50		
M07 : TICE 1	50	M14 : TICE 2	50		
Approfondissement					
Semestre 3	Module	VH	Semestre 4	Module	VH
	M15 : Psychologie de développement et psychopédagogie	50		M21 : Méthodes et approches 1 (PPO)	50
M16 : Didactique de l'Histoire-géographie	50	M22 : Didactique de l'éducation islamique	50		
M17 : Didactique des mathématiques 1	50	M23 : Didactique des mathématiques 2	50		
M18 : Didactique de l'éveil scientifique 1	50	M24 : Didactique de l'éveil scientifique 2	50		
M19 : Didactique de la langue arabe 1	50	M25 : Didactique de la langue arabe 2	50		
M20 : Didactique de la langue française 1	50	M26 : Didactique de la langue française 2	50		
Accomplissement					
Semestre 5	Module	VH	Semestre 4	Module	VH
	M27 : Méthodes et approches 2 (APC)	50		M33 : Sociologie de l'éducation	50
M28 : Éducation plastique et développement psycho-socio-moteur	50	M34 : Langue et culture amazighes	50		
M29 : Éducation physique et sportive et développement psycho-socio-moteur	50	M35 : Anglais	50		
M30 : Techniques d'animation	50	M36, M37, M38 : Stage en milieu professionnel et projet de fin d'études	150		
M31 : Docimologie, évaluation et remédiation	50				
M32 : Déontologie du métier d'enseignement et éducation aux valeurs	50				

Within CRMEF sequencing, challenges largely reflect a mandatory trade-off between focusing on students' remedial subject needs and progressing to the central tenants that distinguish qualified teachers from others with only subject-area expertise. Due to the amount of time spent on French, Arabic, math, and sciences, there is not enough time to cover the CRMEF's curricula as intended. In practice, the 14 modules that comprise the primary teacher training curriculum are not being used as designed in any of the six CRMEF institutions included in data collection for this study. Further, MOE officials did not share these modules for the RT to review, as these modules are intended for use with students who arrive at CRMEF with an existing mastery of core subjects. The BPE may bring this into reality in the future, but this is not the case at present.

Additionally, recruitment changes have reduced CRMEF's ownership of the process and have resulted in delayed starts to the CRMEF academic year across regions, but with variation in the severity of delays. These challenges have shortened the nine-month academic year and further squeezed the required content into an increasingly limited window of time – often with a larger number and greater diversity of students to teach. Four FGDs of CRMEF students, two FGDs of CRMEF teaching faculty, and one KII with a CRMEF deputy director all expressed the shared concern that not enough time was allotted to training students at CRMEF. As one student in an FGD noted, "The big challenge is time. The training that used to be delivered in 2 years, is delivered now in 6 months."

BPE and CRMEF respondents were concerned about specialized teaching subjects, including inclusive education and multilevel classrooms. Professors and trainers felt it was important to cover these topics. However, these specialized teaching subjects are not covered in the BPE curriculum and at CRMEF due to limited teaching time and the need to focus on remedial subjects. Additionally, a CRMEF trainer reflected that, "Inclusive education, mixed-level classes and other specific education areas are not explicitly taught because we do not have specialists. The irony is that the current candidates are very likely to be appointed to teach in places that require what we do not provide here. The mixed-level classes are the norm, but the training is not provided."

It is possible to construct a cohesive plan with this five-year training program for students to master remedial subjects and enter CRMEF with the appropriate curricula and amount time to receive training that prepares them for the real-life challenges of primary teaching for Morocco. However, the sequencing across years has yet to be effectively constructed.

PRACTICUM-BASED LEARNING

Teacher training programs must incorporate practical, classroom-based, teaching experiences for students to be prepared for success in their future classrooms. Guiding principles for teacher preparation highlight the critical role of practice in teacher preparation.



PRINCIPLE 4. TEACHER PREPARATION CURRICULUM & INSTRUCTION ARE MOST EFFECTIVE WHEN THEY ARE GROUNDED IN CLINICAL PRACTICE.

A major challenge facing teacher education programs is fragmentation across theoretical coursework and practical, field experiences. Teacher education programs should be fully grounded in clinical practice and interwoven with academic content and professional courses.

Presently, both BPE and CRMEF incorporate practicum opportunities within their curricula, however the practicum-based learning implementation requires revision.

BPE offered no immediate practical application of theoretical concepts to students in their first and second year of training: KII, trainers, and students agree on the necessity of adding more practice (visit to school, attend a lesson in school, etc.) to the BPE from the first year. Several trainers and administrators took personal initiative in taking students for visits to schools so they could have a better idea about their future job and the teaching conditions. Practicum-based learning is slated for the final year of the BPE. However, respondents were unable to articulate what this would entail or how it would scaffold to CRMEF practicum experiences.

Practical application of pedagogy is a major component of CRMEF curricula. Giving students an opportunity to spend time with practical application and progressively teach in structured, guided settings is important, but also incredibly challenging to organize well. The current two years of study at CRMEF include the following practicum experiences.

Year 1: Introduction to School Life

Students (student-teachers) take on a range of roles in local classrooms selected by CRMEF and/or in local community organizations. Local classrooms were the ideal setting for student learning, however, access to schools and classrooms depended entirely on the willingness of the administration and teaching staff at local schools. Neither the schools nor the teachers who worked with student-teachers were allotted time in their required teaching schedule to provide this additional support, nor were they given additional remuneration for this work. Time spent working with local community organizations is intended to provide the student-teachers with a greater understanding of school communities and broader social needs.

"The teachers in charge of receiving trainees need incentives. They work hard to help but they receive nothing in return. If they are not paid, they can be rewarded with being granted light timetables." – Trainer, CRMEF

Several challenges were raised about Year 1 practicum experiences:

- a. Student-teachers' experiences were not uniform across CRMEFs. These experiences depended mainly on the cooperation of school administration and teachers, the quality of the teacher, the trainees' initiatives, and the opportunities for the trainees to attend/experience different lessons, subjects, and teachers.
- b. The program operated based on the willingness of school administrators and teachers to receive student-teachers. School administrators and teachers did not receive compensation for their work with student-teachers.
- c. Due to the voluntary nature of the arrangements, there was also no quality control over which teachers were working with student-teachers.
- d. Student-teachers were responsible for arranging their own transportation and housing when placed at a local school or community organizations. There was administrative support from staff assigned to general administration, but not through special administrators assigned to support logistics of the practicum.

Year 2: Classroom Responsibility

Students-teachers are expected to take on full classroom responsibility for a primary level class during Year 2. They perform essentially the same work as teachers but with no specialized guidance, no visits or direct support from trainers at CRMEF, and visits from the inspector for performance observation (without a coaching role). Students are required to plan and conduct an "action research" study during Year 2. The success or failure of their active learning project depends on its review at the end of their second year at CRMEF. However, after the first semester of classroom responsibility at the end of the calendar year, successful students are offered a chance to sign a formal contract as full-time primary school teachers and expected to teach the second semester in the same classroom, but as a certified teacher. Due to this ambiguity in timing, it is not clear if student-teachers' performance is under the control or responsibility of CRMEF or AREF during this second year.

Respondents agree that practicum-based training is important for students entering the teaching profession. In addition to gaining familiarity with general teaching practices, students also experience first-hand the realities of classroom with diverse students. For example, one FGD with CRMEF students described that in their practicum they visited an inclusive class that was taught by a specialized trainer. Others noted that their practicum was very useful to see realities like multilevel classrooms. One male respondent noted that in their training covered the theoretical side of multilevel classrooms, however, "it was different in the field, we faced more than four levels in one classroom." Another respondent noted that during their practicum they observed a student with autism who was part of a regular classroom. However, these practicum experiences are based on chance rather than a

systematized effort to incorporate experiences with students with disabilities into students' practicum experiences.

The CRMEF follow-on survey asked respondents to rank the top three options they believe are most critical to provide student-teachers' practical experiences during their time at CRMEF? Top results are as follows, out of 24 respondents:

1. **Co-teaching with an experienced teacher (with the feedback of the teacher and peers)** [14 – rankings in the top three]
2. **Observation of an experienced teacher** [12 – rankings in the top three]
3. **Teaching under the guidance of an experienced teacher (with the feedback of the teacher)** [10 – rankings in the top three]
4. Mock peer teaching or other didactic exercises with peers (i.e. simulation, micro-teaching)
5. Engagement in community organizations (non-school settings)
6. Engagement in school life – within or outside the classroom
7. Video recording of teaching with critical review
8. Full-classroom responsibility

When asked of university BPE respondents, survey responses were similar with 62 percent (42 of 68 respondents) selecting “Co-teaching with an experienced teacher” and “Teaching under the guidance of an experienced teacher” within their top three choices.

FINDINGS – AQ6

GAPS IN THE SYSTEM: STUDENTS' (EXPECTED) EXIT PROFILES

Based on curricula review, an analysis of the first year BPE students' experience, and CRMEF's current system of primary teacher training, this section provides key observations of the expected exit profile of BPE students – the first of whom will graduate with their initial BA degree in spring 2021 – and the current exit profile of CRMEF students. Students' exit profiles demonstrate gaps in the primary teacher training system between an ideal state of well-trained primary teachers and current (and anticipated BPE) students' preparedness to teach in the Moroccan context.

Similar to challenges in recruiting top students into the BPE described above, the exit profile of students is highly dependent on the caliber of students entering the program. Respondents did not believe there is adequate time for students to master remedial subjects. Current teachers' lack of knowledge and skills was identified in the literature review as a key concern of teacher training in Morocco at present. It does not appear that this gap will be fully addressed through the new BPE program. Best practice guidance on teacher preparation highlights the benefits of effective teacher preparation, starting with students mastering the subjects and pedagogic practices necessary to succeed and persist in the teaching profession.



PRINCIPLE 2. EFFECTIVE TEACHER PREPARATION STRENGTHENS INSTRUCTION AND IMPROVES STUDENTS' ACHIEVEMENT OUTCOMES.

Available research supports the importance of high-quality teacher preparation.²¹ The evidence examined in the report indicates that well prepared teachers outperform those who are not prepared. Key findings include the following:

1. Teacher preparation helps candidates develop the knowledge and skills they need in the classroom;
2. Well prepared teachers are more likely to remain in teaching;
3. Well prepared teachers produce higher student achievement; and
4. Leading industrialized nations invest heavily in pre-service teacher preparation

Some respondents noted that even if the program receives strong candidates, the expectation for mastery across multiple languages (i.e. Arabic and French), as well as all other subjects required of primary teachers, may be an unrealistic expectation. Eight KIs and FGDs elicited twelve remarks on the need for specialized primary teachers, citing that it is too much material for one person to master both Arabic and French at the level necessary to successfully teach. Others cited that coursework in each of these subjects and sciences and math are all quite high level and it is very challenging for one individual to excel across all subjects. As one professor noted, “students that are motivated to become great teachers are often stymied by lack of mastery across *all* required subjects.” This desired profile of BPE students may fit a few students, while the majority will leave the program with continued deficiencies in at least one subject.

BPE administrators and professors lamented the lack of marketing for the BPE at the national level, with one ENS faculty saying that “students must have a good perception about this license. This is the role of the ministry.” Recruitment of high achieving high school students will result in a stronger cadre of graduates from BPE. In order to attract top students, respondents felt that the BPE course of study and pathways on graduation must be clearer to potential students.

PRIMARY TEACHING AS A SHORT- OR MEDIUM-TERM CAREER

Students who participated in this study appeared to not be interested in remaining primary school teachers for the duration of their careers. Training to become a primary school teacher was a step towards advanced studies in education (i.e. master’s and doctorates) for some, while others anticipated teaching, but only for a limited number of years before they would move onto other positions within the educational system. This study did not detail students’ rationale for these attitudes towards primary teaching as a liminal career choice.

TRANSITION PROCESSES (BPE TO CRMEF; CRMEF TO TEACHER) ARE ILL-DEFINED

Currently the recruitment into CRMEF is based on selecting candidates from their region and they will be appointed to teach in their region, before AREFs were responsible for recruitment this had been a national process. However, BPE was introduced with a national recruitment process. It is therefore not yet clear whether the graduates’ CRMEF and eventual teaching appointments will be national or regional.

CRMEF PRIMARY TEACHER TRAINING STUDENTS’ EXIT PROFILE

The RT received only a few data points on current CRMEF students, which are incorporated into the analysis of qualitative data collected from CRMEF respondents. Considering the challenges related to condensing trainers’ references (above) that two years of training have essentially been condensed into six months, CRMEF trainers struggle to prepare students to be fully capable teachers. This is compounded by the fact that many incoming students still need remedial work, so even the curricula in this shortened classroom time are crowded with remedial work.

²¹ “What makes a teacher effective,” the National Council for Teacher Education (NCATE, 2006).

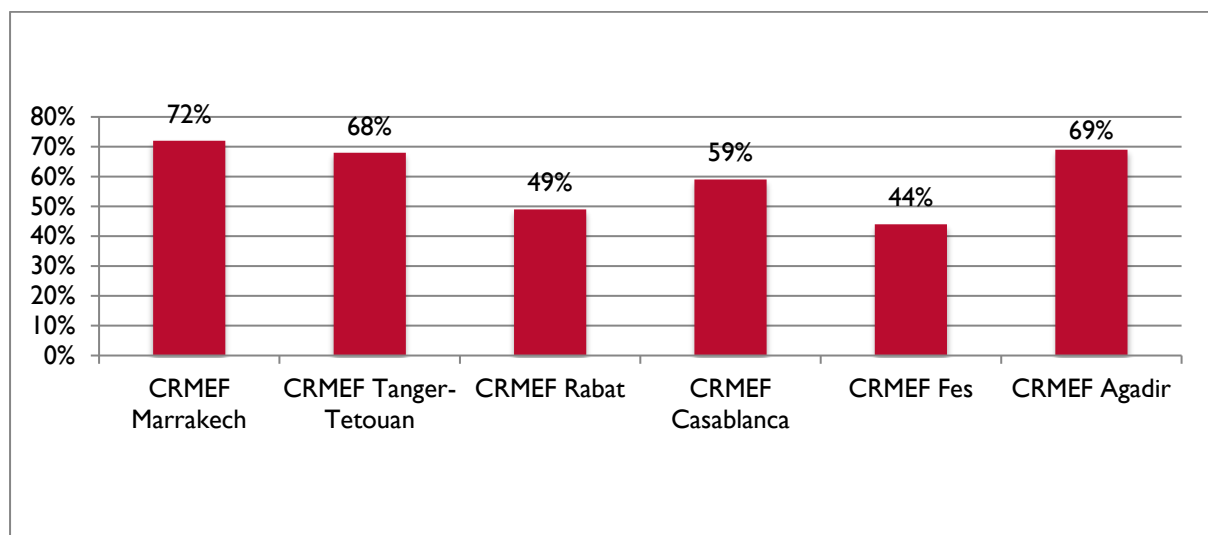
Practicum training is a critical component of student learning and their confidence and motivation to teach. Trainers remarked that “the practicum will reveal many drivers that can motivate trainees to get more engaged.” However, practicum experiences were uneven across CRMEFs and among students within the same CRMEF. The lack of systematized method of organizing practicums and ensuring that students are placed with teachers who model best practices leads to questions about whether the practicum is benefiting students to its full potential.

Despite these limitations, many trainers were optimistic that “a large percentage of them [students] will be well prepared to teach in primary school. Those who have the will (they are numerous here) will certainly succeed.” Likewise, students were optimistic that they were learning new teaching practices and pedagogies that would strengthen their teaching as compared to the public-school teaching many of these students received in their school experience. One female student at the CRMEF noted, “We don’t use a lot of authority as our former teachers used to do (we used to be scared of our teachers). We will not teach using the old ways teaching as our former teachers did [such as] lecture, learning by heart, learning for the exam instead of developing children’s competencies. We will use modern tools too (technology).” Students felt they were learning appropriate skills and tools to be successful teachers themselves.

Contractual teachers. A few respondents voiced opinions that students, particularly those hired under the status as contractual teachers, are seen as second-class teachers – particularly by older tenured teachers who advanced through prior teacher training systems with smaller and more selective training classes. For example, one CRMEF student articulated his desire to be recognized as a public-school teacher: “We need a status in society which will enable us to have a role in this society. Society looks down on us and distinguish us from the teachers who work for government. We are often scornfully labelled *Moutaakid* [those under contract] and this should change.”

Teacher recruitment rates. Within the six CRMEFs in which data was collected for this study, the percent of students registered in 2017-2018 that were recruited as primary teachers varies between 44 percent in CRMEF Fes to 72 percent in CRMEF Marrakesh. See Figure 15. In years prior to 2015, recruitment rates matched training rates, however, the amendment of a law in August 2015 separated training from recruitment.²²

Figure 15: Percentage of Students, registered in 2017/2018, that were recruited as primary teachers in 2018/2019



²² https://www.men.gov.ma/Ar/Documents/CFormation/crmef_mondatSFond-recrutement.pdf

UNCLEAR SEQUENCE OF LEARNING ACROSS FIVE-YEARS

Presently, there is a lack of clarity on the profile of current BPE students once they complete their full five-year course of study, since the RT found no evidence of efforts to sequence the curriculum across all five years of training.

As presented earlier, there are a wide variety of subjects and practical learning that should be included in primary teacher training. This applies to first year students in the BPE as well as current CRMEF students, both of which required additional time for remedial subject learning. Practical learning experiences should accompany student learning across all years and courses covering important topics including inclusive education, multi-level classroom teaching, and engagement with parents, should be required learning. Presently, these subjects and objectives are not clearly laid out between learning in the BPE and at CRMEF.

The lack of clear sequencing is confusing to students and undermines the need for a five-year course of study in students' views. For example, three FGDs with BPE students included conversations in which students expressed their belief that three years of training in the teaching BA would be adequate for them to be well-prepared to teach.

"Why do I have to study five years to be a contractor?" – BPE Student

The BPE program includes pedagogical and practical training, making the additional time at CRMEF seem duplicative and unnecessary, as a clear sequence from the BPE to the CRMEF qualifying certification had not been explained to them.

The RT found more uniform views from BPE professors:

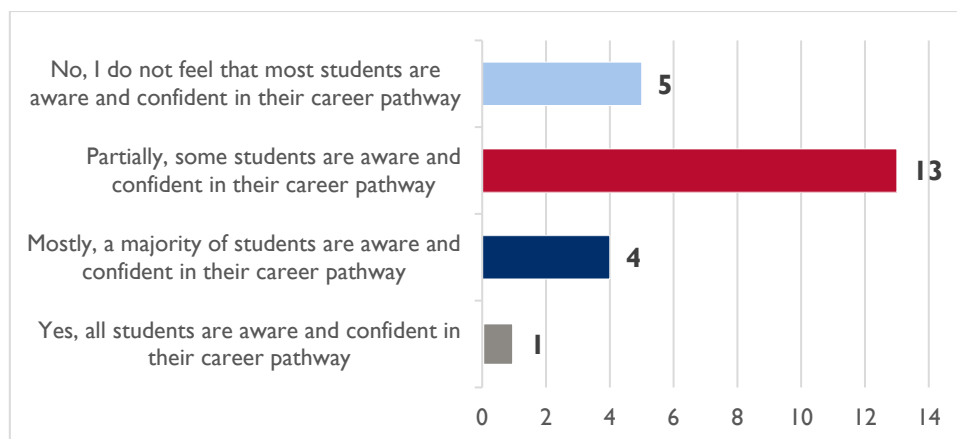
"I think this license is sufficient to help students become good primary teachers." – Trainer

"I think that 5 years are enough to prepare a good teacher." – ENS Professor

"Three years is not enough due to the profiles of the students we have in this cohort. New competencies are needed especially those of the 21st century such as creativity, problem solving etc. The ICT is limited to MS Office suite; however, integrating ICT in education requires adequate knowledge about the subject to be taught. In our case, students are still in the process of learning their subjects." – Humanities Professor

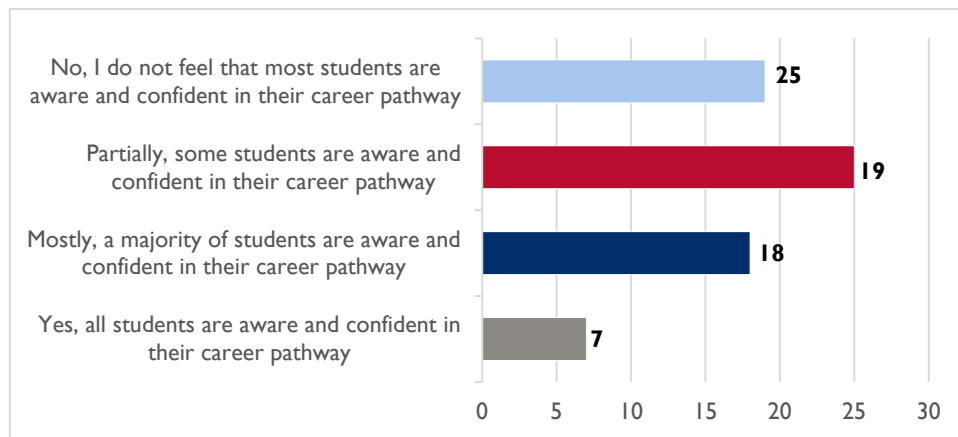
Students have limited knowledge and understanding of career pathways. In the CRMEF follow-on survey, respondents were asked, "Do you believe that students in the primary teacher training program at CRMEF are aware and confident in their career pathway?" Figure 16 shows the responses of 23 respondents.

Figure 16: CRMEF Respondents' Perception of Student Awareness and Confidence in Career Pathways



University BPE respondents were asked the same question and demonstrated a similar pattern of responses, where the majority fell into the “partially” or “no, ...not aware and confident” categories. Figure 17 shows the responses of 69 respondents.

Figure 17: University Respondents’ Perception of Student Awareness and Confidence in Career Pathways



SECTION II – EVALUATIVE ANALYSIS CONCLUSIONS

BPE

Teaching practices and pedagogy

There is a diversity of backgrounds reflected in professors teaching the BPE and by extension a variety of teaching practices. ENS faculty have a strong foundation in instructing future teachers, however not at the primary level. There were cases of different professors introducing conflicting pedagogic practices within the same institution. Other non-ENS humanities professors are recognized as subject specialists but they do not experience instructing future teachers (except for the faculty of sciences in education (FSE)). Differences in how trainers/professors teach didactics is confusing to students. Standardization of best practice in primary teaching pedagogy is needed.

Characteristics of teacher preparation coursework

Professors tended to self-modify the curriculum when they noticed a need for additional time or to provide their perspectives on how subjects could be taught – the didactics behind subject they were teaching. Individual teachers’ modifications point to the continued need to revise aspects of the BPE curriculum.

Gaps visible through students’ (expected) exit profile

The exit profile of BPE students will mirror the profile of entrance into the program: if top students are recruited, students with mastery across subjects can be expected. As the system currently exists, primary teaching is very demanding and favors bilingual students who can teach math and science. It is difficult to expect one student to master multiple disciplines as well as their associated pedagogies. Many first year BPE students did not anticipate remaining in primary education for the duration of their careers, yet the potential pathways starting with the BPE are ill-defined.

CRMEF

Teaching practices and pedagogy

CRMEF faculty are best positioned for teaching the pragmatic aspects of primary teaching in Morocco based on trainers’ own experience in primary school classrooms. However, there is no formal certification or training in primary level pedagogy beyond these pragmatic experiences.

Characteristics of teacher preparation coursework

Practical teaching experiences, especially those that prepare students to teach children with disabilities and to teach in rural settings, are critical to students' learning at CRMEF. However, students must arrive at CRMEF having already mastered subject areas at the BA level to allow time for time to be spent on these specialized skill sets.

Additionally, at CRMEF, detailed procedures of how to manage the process of CRMEF practicum, and resources to implement well, are badly needed.

Gaps visible through students' exit profile

Challenges including limited time for coursework and widely varied practicum experiences results in uneven graduate profiles. The mix of contractual teachers at CRMEF leads to inequities and status issues for students and graduates. Recruitment rates vary widely across regional institutes and result in a significant percent of primary teachers without teaching posts at the end of their course of study.

SYSTEMWIDE

Teaching practices and pedagogy

A major gap in teaching practice is the lack of pedagogic training specific to the primary level in both universities and CRMEFs. Additionally, student assessment remains a challenge for BPE professors and CRMEF trainers. Assessment must begin with clear teaching and learning standards and benchmarks that are then shared with students and teachers. Learners should know their progress to these markers throughout the term, not only when they receive their final exam scores.

Characteristics of teacher preparation coursework

The BPE and CRMEF curricula need practical time for remedial work. The BPE offers an opportunity to prepare students well in the core subject areas so that they can sequentially transition to professional and pragmatic learning at CRMEF. To do this, the intention of where the BPE curricula begins, its foci and where it ends – for CRMEF to pick up – need to be clearly laid out and shared with all stakeholders. Sequencing curricula goes beyond remedial work to ensure that students also learn to teach in inclusive classrooms, in classes with multiple levels, and to manage other realities of Moroccan classrooms.

Gaps visible through students' (expected) exit profile

BPE students were unclear as to why certification as a primary level teacher requires a full five-years of training. Students entering the BPE were also unsure of what options were available after the BPE, if, for example, one determined that primary teaching was not their desired career. In CRMEF, students also had limited knowledge and understanding of the pathways available to them after graduation. This is a critical gap as there is a significant percentage of graduates who were not recruited to teaching posts in the 2018-2019 academic year.

RECOMMENDATIONS

The following short- and medium-term “potential high-reward” recommendations are prioritized by two key criteria. The first is the time horizon to enact, and the second criteria is the human and financial resources required. These are defined as follows:

Criteria 1: Time Horizon to Enact	Criteria 2: Human and Financial Resources Required
Short-term: Within the next year	Resource-light: Key stakeholders only, minimal cost
Medium-term: Between 1-3 years	Moderate resources: More complex stakeholder structure, significant cost
	Resource-intensive: Very complex stakeholder structure, potentially prohibitive cost

SHORT-TERM AND RESOURCE-LIGHT

Short-term	Resource-light
Medium-term	Moderate resources
	Resource-intensive

#1 Clarify the objectives and institutional involvement in BPE

Universities

- While individual departments can apply to open a BPE course of study, the overall vision for the program should be articulated. For example, define and clarify for all institutions the terms of each institutions’ involvement in primary teacher training: Are both ENS and humanities departments to take up BPE, per their ability to fulfill the requirements of the program? If so, will both continue to offer the BPE for the long-term? After a critical mass of primary teachers are trained, will long-term responsibilities fall to ENS only?
- Existing departments with the BPE should be part of a “model testing” process to identify the best model based on select characteristics; such as, ability to recruit students who match desired criteria, adequate staff and resources, commitment and motivation, future perspectives, collaboration with other institutions, etc.
- Universities that are offering BPE (or considering adding the program) should have a long vision about this program and not think about it as a tentative program. Having a vision will increase the motivation and commitment of university staff and faculty.

#2 Institutionalize learning-based collaboration and peer-led professional development

Systemwide

- Sustained collaboration between BPE institutions and CRMEFs is a must as this collaboration can help the universities benefit from CRMEF expertise and fulfill the teaching positions related to didactics which require more experience in the field. This collaboration should, however, be institutionalized rather than based on personal initiatives.
- Create institutional links and increase communication between professors, program coordinators, and administrators in the different institutions involved in BPE (ENS, FLSH, FSE, FP, FLASH) and CRMEF. Set up a steering committee composed of representatives of all institutions to discuss the current state of BPE, the challenges faced and to propose improvements.
- Regular meetings between CRMEF and BPE professors/ trainers involved in primary teaching program to identifying main issues/challenges that they face and help in finding adequate solutions.

- These meetings can also be an occasion for professors/ trainers to exchange good practices – i.e. an opportunity for professional development and peer teaching.
- Lessons can be learned from the CRMEF, as they have also faced the challenging situation of teaching students from disparate backgrounds. For example, CRMEF does diagnostic testing of students’ levels on entry in order to better tailor remedial classes to students at similar levels.

Universities

- Institutionalize an exchange of practices and experiences between PROFESSORS within the same institution, and across different institutions involved in BPE.
- Given that STUDENTS enter BPE from different subject backgrounds, there should be room for collaborative peer learning. Some students strive to cope with the requirements of the subjects to which they did not have adequate prerequisites by themselves. The mixed types of their baccalaureates enable them to work together to overcome their weaknesses. A collaborative learning approach should be initiated in the pedagogy adopted by faculty members.
- Consider strategies for purposeful inclusion of BPE students into the general humanities department student bodies and ensure relevant specialized materials are also available for their use.

CRMEF

- Consider ways that CRMEF students might be able to leverage nearby university’s libraries and other resources (if funding for separate resources and technologies is not available in the short-term).

SHORT-TERM AND MODERATE RESOURCES REQUIRED

Short-term	Resource-light
Medium-term	Moderate resources
	Resource-intensive

#3 Revise recruitment throughout the system

Universities

- Review STUDENT recruitment process: ensure timing of all steps in recruitment will be completed in advance of scholarship and dormitory deadlines, define and stick to set criteria for selection, etc.

CRMEF

- Review TRAINER recruitment practices to ensure that in-classroom mastery remains an important credential of primary level trainers. It is critical that students have opportunities to learn from trainers who are experienced in the realities of teaching in the Moroccan classroom – especially as questions arise during their practicum experiences.
- Consider a collaborative STUDENT recruitment process that involves AREF and CRMEF as both entities are involved in training (CRMEF) and recruitment of trained teachers (AREF).

#4 Promote value of teaching and clarify student career pathways starting from BPE

Systemwide

- Closely related to recruitment, retention incentives for teachers and future horizons for promotions within primary schools and across the education system may attract young people to take up and remain in teaching. Further investigation into primary school teacher attrition, to identify drivers and how it could be stemmed, is recommended due to BPE students’ lack of conviction towards remaining in the profession long-term. Within this assessment of teacher motivation and retention strategies, consider ways to make contractual teachers feel

more included in training and as teachers, such as a sensitizing campaign towards the role these teachers are playing in reducing national teacher shortages.

- A clear statement of rationale for why primary teacher preparation is a five-year program (rather than a three-year BPE only) would go a long way to ensuring alignment and buy-in among multiple stakeholders, especially BPE students.
- University administration, professors, and students themselves, are not aware of students in the BPE’s future options for ongoing study to become a primary school teacher or other routes to further study and research on education. Communication on this matter should be made to avoid speculations and wrong, and sometimes contradictory, information. For example, clarifying whether students can transfer to master’s or doctoral programs from the BPE?, confirming if entry into CRMEF (in student’s local region) is guaranteed for successful graduates?, if there are opportunities for students completing the BPE, but unable or uninterested in proceeding to CRMEF?, etc.

#5 Stimulate professor/trainer engagement in BPE

Universities

- Set up incentives for faculty/ trainers that are involved in BPE to keep them motivated and more committed to their new responsibilities. The incentives will also attract more faculty/trainers to the BPE.
- Ensure core BPE faculty are fully engaged (rather than part-time engagement) in the institution running the BPE program.

#6 Sequence curricula across three years of bachelors and two years at CRMEF

Systemwide

- Refine curricula for stronger focus on core subject learning at the BPE level and emphasize didactic training at CRMEF, especially while BPE is operated in both ENS and humanities departments to ensure pragmatic primary teaching skills are taught where trainers are best prepared to teach this material.
- Alongside curricular modifications, assessment should be aligned and strengthened so that students have a clear understanding of whether they are on track to pass the course in advance of receiving their marks on the final exam. Diagnostic testing of students should always be conducted and continuous assessment needs to more directly help students realize when they are not doing well before the final exam.
- Review practicum design, sequencing across five-years, and its implementation – including systems to ensure students are supported in practicum classroom settings. Designating specific schools or classrooms as models for student-teachers’ practicums – and appropriately incentivizing them to serve as models for teacher trainees, could institutionalize these relationships and result in more uniform and beneficial practicum experiences.
 - Even in initial years of study, BPE professors should be given freedom to organize outings, visits to schools, and to organize extra-curricular activities that will motivate students.
- Additional specific recommendations for coursework modifications for the five-year course of study can be found in Annex II, based on the module-by-module review of BPE curriculum using guiding principles in teacher preparation.

MEDIUM-TERM AND MODERATE RESOURCES REQUIRED

Short-term	Resource-light
Medium-term	Moderate resources
	Resource-intensive

#7 Review class sizes and revise teaching methods for large classes

Systemwide

- Class sizes should be examined to determine if mixes of lecture and small class discussions/activities can be combined in cases where a limited number of professors increases the teacher-pupil ratio.
- In recent years, growth of students enrolled in CRMEF must be met with increased resources (human and infrastructural) if quality is to be maintained.

#8 Develop system of instructor assessment for professional development

Systemwide

- A system to assess the performance of, and support the professional development of, existing professors and trainers (not related to promotion) should be developed with their input and guidance on the process.
- Establish in-service training for trainers/faculty to motivate them, improve their performance, and to ensure they are up-to-date with what is new in teaching practices. Incentives should be provided to faculty members who are willing to undertake professional development. On the other side, trainers should be “obliged” to attend trainings deemed critical by the MOE, or at the institutional level. Consider tying a mandated number of in-service trainings to promotion criteria.

MEDIUM-TERM AND RESOURCE-INTENSIVE

Short-term	Resource-light
Medium-term	Moderate resources
	Resource-intensive

#9 Institutionalize a process to ensure specialized trainers/ training is available to all students

Systemwide

- Standardize procedures to ensure students receive training across all subjects from trainers specialized to teach those subjects. Where this is not feasible, consider leveraging distance education to enhance student learning.

#10 Layer lessons and resources to incorporate technology and soft-skill development

Systemwide

- An in-service teacher sensitizing campaign on the importance of developing 21st century soft skills (not only technology), and methods to do so will elevate current preparation of students with 21st century skills. Additionally, having classrooms set up for learning that incorporates soft skill development can also support students’ preparedness for work.
- Technology in education is a transversal subject that should be delivered through the BPE and CRMEF training. ICT should include up-to-date teaching software and MASSAR (online school information management).
- ICT should be given more importance at the institutional level. In practice this means institutionalizing common technology access for all students. Standardize basic skills, tools, and software for student learning and for managing course content. Adopt a platform with sharing and task assigning options and a tracking for assessment system. E-learning can then be part of the training content and assessment strategies.
- Additionally, students should be aware of – and have access to - the electronic resources (e.g., e-education MOOCs) that are available for them whether on basic subjects (French language, Math) or didactic lessons (e-Takwine), or soft skills.

#11 Establish a process of accreditation/ training specific to primary-level didactics

Systemwide

- Research and training specific to primary-level didactics should be established in a set of institutions that offer pre-service training and in-service professional development (in-person or via distance education), where new teachers and existing trainers/professors can be trained in this specialized skill set.

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ANNEX II: PRINCIPLES FOR REVIEW OF BPE MODULES

INTERNATIONAL BEST PRACTICES AND NORMS FOR TEACHER PREPARATION AND ACCREDITATION

“It is now widely agreed that teachers are among the most, if not the most, significant factors in children’s learning and the linchpins in educational reforms of all kinds. Despite the growing consensus that teachers matter, however, there are many debates about why and how they matter or how they should be recruited, prepared, and retained in teaching.” (Cochran-Smith & Zeichner, 2009, p. 1).

WHAT MAKES TEACHING AND LEARNING EFFECTIVE: KEY RESEARCH, POLICY, AND PRACTICE INSIGHTS

This research summary report highlights important intersections between curriculum development and the practice of educating teachers. Those responsible for the design, implementation, and evaluation of programs of study aimed at preparing primary and elementary grade teachers should keep these findings in mind, at all times, when thinking about strengthening teaching and learning within teacher preparation programs and improving student achievement outcomes.

The research, policy, and practice insights outlined in this report underscore the significant role of teachers in promoting student learning as expressed in the quote above. When teacher preparation programs are designed and delivered effectively, teacher educators should see curriculum theories, approaches, and methods come to life when they interact with teacher candidates in their teacher education courses and when they observe them in schools.

The overall goal of a teacher preparation program such as the one proposed here is to transform teacher candidates from students of their chosen subject disciplines into professional educators with the capacity to stimulate their subject teachings through deep knowledge of subject matter taught (what to teach), pedagogy (how to teach), and students (who to teach). These insights are designed to inform the effective design, implementation, and evaluation of programs of study.

Rather than providing a conventional review of the literature on what makes teaching and learning effective, this report provides an outline of key research, policy, and practice findings that will assist in designing, implementing, and evaluating a constructive teacher preparation program of study. The report below is organized topically using the headings addressing specific research, policy, or practice issues, will help facilitate access to key research findings and recommendations from international research on teacher preparation. Building from this research synthesis is a subsequent framework against which two rubrics were developed to assess the standards and curricular design of the 38 modules that comprise Morocco’s newly established primary teaching bachelor’s degree.

PRINCIPLE I. OVERALL, THE ACADEMIC ACHIEVEMENT OF STUDENTS AROUND THE GLOBE IS LESS THAN DESIRABLE.

Around the globe, the number of primary, elementary, and secondary school students who lack basic academic skills (e.g., language and literacy) is significant: Millions of U.S. students in kindergarten (K) through Grade 12 are struggling readers. It is estimated that one in four adolescents cannot read well enough to identify the main idea in a passage or to understand informational text (RAND, 2002). ACT, a leading producer of college admission tests, reports that approximately 50 percent of high school graduates in 2005 did not have the reading skills they needed to succeed in college (Arenson, 2005).

Moroccan students rank among the lowest achievers in reading in regional, national, and international assessments. In the Progress in International Reading Literacy Study (PIRLS) assessments of 2001, 2006 and 2011, Moroccan students in Grades 4 and 8 showed substantially weak performance in reading skills. In the most recent evaluation (PIRLS, 2016), they were ranked at the bottom on a list of 45 participating countries, scoring 310 points, which is significantly below the estimated mean of 500.

This level of underachievement is consistent with the results obtained on Morocco’s national assessment known as ‘Programme National d’Evaluation des Acquis’ (PNEA, 2009, 2016), undertaken by the Higher Council for Education, Training and Scientific Research. In these assessments, Moroccan primary-, and middle- and high-school students earned below average mean scores on language achievement tests in which reading was a major component.

A 2011 early grade reading assessment conducted in the region of Doukkala-Abda in Morocco showed that only 34 percent of students in Grades 2 and 3 read well enough to fully comprehend a Grade 2 level text. Boys and girls equally lack basic letter naming skills and are not able to decode simple words. Thirty-three percent of Grade 2 students and 17 percent of Grade 3 students could not read a single word of text in Modern Standard Arabic (MSA) (RTI, 2011, 2014).

PRINCIPLE 2. EFFECTIVE TEACHER PREPARATION STRENGTHENS INSTRUCTION AND IMPROVES STUDENTS’ ACHIEVEMENT OUTCOMES.

In a 2006 report entitled “*What makes a teacher effective,*” the National Council for Teacher Education (NCATE) presented five key findings from existing research on teacher preparation and effectiveness. While some critics question the role of teacher preparation as a key to teacher effectiveness, this report contends that available research supports the importance of high-quality teacher preparation. The evidence examined in the report indicates that well prepared teachers outperform those who are not prepared. The five key findings include the following:

1. Teacher preparation helps candidates develop the knowledge and skills they need in the classroom;
2. Well prepared teachers are more likely to remain in teaching;
3. Well prepared teachers produce higher student achievement;
4. Leading industrialized nations invest heavily in pre-service teacher preparation; and
5. The NCATE makes a difference in teacher preparation.

The evidence presented indicates that high quality teacher preparation produces increased student achievement. In support of these five key research findings, members of the National Research Council offered the following eight conclusions and policy recommendations:

1. “High quality pre-service teacher preparation provides beginning teachers with the knowledge and skills needed for effective teaching in today’s heterogeneous classrooms;
2. Programs that circumvent high quality pre-service teacher preparation place the beginning teachers at a disadvantage;
3. High quality pre-service preparation should enjoy strong support from federal, state and local policy;
4. All preparation programs should provide evidence that they prepare candidates with the foundational knowledge and skills to positively affect student learning, or they should be closed—NCATE accredited institutions must provide such evidence;
5. All pathways to teaching should undergo review according to national standards;
6. Professional development schools should become the norm for teacher induction;
7. Many hard-to-staff schools should be re-configured as professional development schools; and
8. More comprehensive assessments of teacher knowledge and performance are needed for teacher licensing.” (NCATE, 2015).

PRINCIPLE 3. PROFESSIONAL TEACHING AND LEARNING STANDARDS PROVIDE EXPERT GUIDANCE FOR THE DESIGN, IMPLEMENTATION, AND EVALUATION OF EDUCATOR PREPARATION PROGRAMS.

Professional organizations for the preparation of teachers and school leaders such as the Interstate Teacher Assessment and Support Consortium (InTASC), the Council for Accreditation of Educator Preparation (CAEP), as well as specialty organizations such as the National Association for the Education of Young Children (NAEYC), the International Literacy Association (ILA), the National Council for Teaching or Mathematics (NCTM), and the National Science Teachers Association (NSTA)

have drawn on available research and their own intellectual traditions and experience as educators to develop content and achievement standards for students and for teachers and, in some cases, for teacher education.

These standards provide the basis for what students should know and be able to do at every grade level, what instructional opportunities are necessary to support successful students, what successful teachers should know about their respective subject matter and how to teach it, and, what instructional opportunities are necessary to prepare successful teachers.

For instance, it is important for teachers of reading to “(a) understand and incorporate in their teaching essential elements of reading such as phonemic awareness, phonics, reading fluency, vocabulary, and reading comprehension, and (b) possess a range of strategies and approaches for helping all students develop and/or strengthen these skills.”

In mathematics, it is important for teachers to have “(a) an understanding of the core elements of mathematical proficiency, which include conceptual understanding, procedural fluency, and how mathematics learning develops, and (b) have the capacity to plan, deliver, and evaluate instruction to support student learning.”

In science, teachers are expected to have “(a) a grounding in college-level study of the science disciplines suitable to the age groups and subjects they intend to teach, and (b) a command of an array of instructional strategies aimed at developing students’ learning of science content along with intellectual conventions, and other attributes essential to science proficiency.”

PRINCIPLE 4. TEACHER PREPARATION CURRICULUM & INSTRUCTION ARE MOST EFFECTIVE WHEN THEY ARE GROUNDED IN CLINICAL PRACTICE.

A major challenge facing teacher education programs is fragmentation across theoretical coursework and practical, field experiences. The NCATE (2010) report *Transforming teacher education through clinical practice: A national strategy to prepare effective teachers* called for teacher preparation programs to “shift away from a norm which emphasizes academic preparation and course work loosely linked to school-based experiences.” (p. ii). NCATE recommends that teacher education programs be fully grounded in clinical practice and interwoven with academic content and professional courses. In other words, these programs should provide opportunities for candidates to develop a knowledge base of subject matter to be taught, a broad range of effective instructional approaches and practices, and the ability to integrate theory to practice in support of professional decision-making (NCATE, 2010).

PRINCIPLE 5. THE QUALITY OF TEACHERS AND TEACHING MAKE A DIFFERENCE IN STUDENTS’ ACHIEVEMENT.

Teacher education experts have known for some time that teacher quality matters. Teacher quality is the dominant factor in how successful students will be in school. It is more important than money, family circumstances, class size, or cultural background (Darling-Hammond, 2005, 2010; Knight, 2007). Teachers make a difference. A poor teacher can be detrimental to your children’s learning; a great teacher inspires them forever.

The quality of preparation of teachers determines whether they can plan and deliver effective instruction in their classrooms and schools. Research has shown consistently that well prepared and motivated teachers are the most important variable in student learning and in ensuring whether instructional reforms succeed (Darling-Hammond, 2012). Research in the United States indicates there are characteristics that can predict whether a teacher will be effective before they even get in the classroom. Linda-Darling-Hammond, a leading expert on teaching and learning, offers these general characteristics of great teaching that can be used across grades and disciplines.

“Teacher quality might be thought of as the bundle of personal traits, skills, and understandings an individual brings to teaching, including dispositions to behave in certain ways. Teaching quality refers to strong instruction that enables a wide range of students to learn.” (Darling-Hammond, 2012, p. 2).

PRINCIPLE 6. TEACHERS CAN AND SHOULD MAKE STUDENT LEARNING MORE INCLUSIVE BY EFFECTIVELY APPLYING THE PRINCIPLES OF UNIVERSAL DESIGN FOR LEARNING (UDL).

As part of the mission of any teacher preparation program is to break barriers to learning for all students. This may be accomplished by putting in place innovative solutions to make education more inclusive and effective using principles of UDL, a framework rooted in scientific insights about how humans learn (e.g., CAST, 2018; Meyer, Rose, & Gordon, 2014; National Academy of Sciences, 2018) to improve and optimize teaching and learning. The basic premise of UDL is that there is a great deal of variability in how children learn (Donovan & Bransford, 2005; Meyer, Rose, & Gordon, 2014); thus, it is important to develop learning environments, curricula, methods and materials that align with variability in student learning. Teacher education programs of study should incorporate UDL principles across their curricula to support access, engagement, and higher quality instruction for all students. Research on the benefits of UDL to support student learning in literacy, math and science indicates that early grade students who received instruction using UDL principles and multi-sensory practices made significant gains in basic reading, motivation, and reading comprehension skills (e.g., Brand & Dalton, 2012; Coyne, Pisha, Dalton, Zeph, & Cook Smith, 2012; Rao et al., 2014).

PRINCIPLE 7. TEAMWORK AND COLLABORATION AMONG TEACHERS ARE KEY TO SUCCESSFUL TEACHING AND LEARNING.

Effective teaching and student learning require teamwork and collaboration among teachers, school administrators, and curriculum leaders to significantly advance instructional practices, which in turn improve students’ academic achievement outcomes. Research has shown that teacher learning teams improve school performance and student achievement beyond what teachers can accomplish on their own. In a recent report aimed at examining what research and practice reveal about engaged, school-based teacher learning teams, the National Commission on Teaching and America’s Future (NCTAF, 2010) showed that teachers who collaborate in learning teams hold themselves to a higher standard, improve their practice, and accelerate student achievement. According to OECD (2015), school leadership must also focus on stimulating teacher cooperation in order to develop quality teaching and to support inexperienced teachers. Consequently, it is critical for beginning as well as experienced teachers to have ongoing and regular opportunities to learn from each other, and this peer work can begin in teacher training. Continuing professional development keeps teachers current on new research on how children learn, new and emerging technologies for the classroom, new curriculum resources, and new ways of effectively reaching and teaching all students.

PRINCIPLE 8. THE “DOSE” OF INSTRUCTION MAKES A DIFFERENCE IN STUDENT LEARNING.

When teaching teachers to plan and organize instruction, it is critical to look at the scope and sequence of what is to be taught. One aspect of scope and sequence is the amount of time devoted to instruction necessary for students to effectively learn subject matter and/or skills. For instance, the amount of time needed to bring a struggling reader who may be two or three grade levels behind, up to par with peers depends on the gap between his or her grade placement and her or his current reading ability. For students who are judged to be among the 20 to 25 percent most at-risk for reading problems at the beginning of kindergarten, Grade 1, or Grade 2 experts recommend a range between 30 and 80 hours of instruction depending on the severity of need.

Successful early literacy programs such as Reading Recovery suggest a range of twelve to twenty weeks assuming 30 minutes per day, five days a week. This equates to a range of 30 to 50 hours of instruction

needed to bring a struggling reader to grade level. Similarly, reading interventions curricula such as the Fountas and Pinnell Leveled Literacy Interventions, for instance, requires a range of 14 to 18 weeks or 35 to 45 hours for students in Grades K-2, and 18-24 weeks or 45-60 hours for Grades 3 and higher. Other programs working with students who have reading disabilities have higher estimates of instructional time needed to address student needs.

PRINCIPLE 9. PROGRAMS OF STUDY ARE MOST EFFECTIVE WHEN THEY ARE IMPLEMENTED WITH FIDELITY.

Fundamental to the success of an any type of curriculum and instruction program is that it is implemented as intended. This concept of implementing a curriculum as designed is known as fidelity

EVALUATION OF THE NEW FIVE-YEAR TEACHER PREPARATION AND PROFESSIONAL DEVELOPMENT CERTIFICATION PROGRAM

of implementation, which refers to how closely the procedures and components of a given program are followed by those delivering it (Carroll, Patterson, Wood, Booth, Rick, & Balain, 2007; Mellard & Johnson, 2008; O'Donnell, 2008). Fidelity of program implementation is a key component in teacher preparation programs as it acts as a potential moderator of the relationship between what you intend to teach (intended or planned curriculum) and what you actually end up teaching (enacted curriculum) (Carroll et al., 2007).

The following section includes an evaluation of the new five-year Teacher Preparation and Professional Development Certification Program, including university study toward a BA degree (three-years) and a two-year qualification in teaching.

OVERVIEW

Educator preparation professionals need to be able to determine whether curriculum and instructional materials are aligned with effective teaching and learning research, standards, and best practices. The following two complimentary rubrics, developed for purposes of reviewing the 38 curriculum modules, are designed to assist in the curriculum evaluation review process.

The first rubric, *Educator Preparation Standards-Based Rubric*, evaluates the extent to which the proposed curriculum aligns with research, policy, and best practices standards for the preparation of beginning primary and elementary grade teachers. This rubric, Table 4 below, is holistic in nature and was used to evaluate the overall quality and suitability of the curriculum for its intended purposes.

The second rubric, *Curriculum and Instructional Design Rubric*, evaluates three curriculum design elements, namely instructional design (e.g., scope and sequence, goals and objectives, module organization, and alignment and assessment), content knowledge (i.e., what is actually taught), and pedagogical knowledge (i.e., how content and skills are taught). This rubric, module one is included as Table 5 below (the other 37 modules are in Annex) was used to evaluate each of the 38 modules individually.

The design of the two rubrics to evaluate the overall quality and usability of the 38 curriculum modules is informed by two main sources of information.

1. Converging evidence from research on curriculum design and educator preparation. This evidence consists of a compilation of research from the nation's leading scholars, along with references to their work (see literature review above). This research represents the collective knowledge base on curriculum development, *Universal Design for Learning (UDL)*, and educator preparation with particular emphasis on pre-service teacher preparation. This research delineates the core knowledge, skills, and dispositions that a beginning teacher should have to effectively reach and teach students with diverse learning needs.
2. Established evidence-based professional teaching and learning standards for the preparation of primary and elementary grade teachers. These standards consist of InTASC, CAEP, as well as specialty organizations such as the NAEYC, ILA, NCTM, and NSTA.

The rubrics are designed to evaluate the overall quality of the curriculum to help (a) determine the extent to which particular aspects of the curriculum are aligned with research and professional standards, (b) identify gaps in the curriculum, particularly with respect to providing opportunities to develop teacher knowledge, skill, and/or dispositions, and (c) make recommendations for strengthening the design, implementation, and evaluation of the new five-year teacher preparation and professional development certification including university study toward a Bachelor of Arts degree (three-years) and a two-year qualification in teaching.

EDUCATOR PREPARATION STANDARDS-BASED RUBRIC

The following rubric evaluates the extent to which the proposed curriculum aligns with research, policy, and best practices standards for the preparation of beginning primary and elementary grade teachers. Because the specificity of the 38 curriculum modules varies, the degree to which specific aspects of the curriculum align to elements and/or teaching or learning standards is an approximation only. The findings derived from this alignment analysis is designed to provide formative feedback regarding the quality and usability of the curriculum modules and their refinement for implementation in teacher preparation programs.

This rubric is designed to evaluate the curriculum based on the extent to which it aligns with educator preparation research, policy, and best practices standards using a rating scale from 1 (Standard Not Met) to 5 (Standard Completely Met).

Table 4: Education Preparation Standards Basic Rubric

Research, Policy, and Practice Standards InTASC, CAEP, and UDL		Extent to Which Curriculum Aligns with Research, Policy, and Practice Standards				
The Learner and Learning	InTASC Standard 1: Learner Development CAEP Standard I: Understanding and Addressing Each Child’s Developmental and Learning Needs	1 Standard Not Met	2 Standard Partially Met	3 Standard Adequately Met	4 Standard Completely Met	Comments
	The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.			✓		
	InTASC Standard 2: Learning Differences CAEP Standard I: Understanding and Addressing Each Child’s Developmental and Learning Needs	1 Standard Not Met	2 Standard Partially Met	3 Standard Adequately Met	4 Standard Completely Met	Comments
	The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards. Part II. The teacher ensures that key information is provided through different		✓			See recommendation #8 below

	modalities and tools that allow for adjustability by learners depending on their sensory and perceptual (auditory and visual) abilities. <i>Representation/Action and Expression- level: Access.</i>					
	InTASC Standard 3: Learning Environments CAEP Standard 3: Assessing, Planning, and Designing Contexts for Learning	1 Standard Not Met	2 Standard Partially Met	3 Standard Adequately Met	4 Standard Completely Met	Comments
	The teacher works with others to create environments that support individual and collaborative learning, minimize threats and distractions, and encourage positive social interaction, active engagement in learning, and self-motivation. <i>Engagement – level: Access.</i>			✓		
Content	InTASC Standard 4: Content Knowledge CAEP Standard 2: Understanding and Applying Content and Curricular Knowledge for Teaching	1 Standard Not Met	2 Standard Partially Met	3 Standard Adequately Met	4 Standard Completely Met	Comments
	The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.			✓		
	InTASC Standard 5: Application of Content CAEP Standard 2: Understanding and Applying Content and Curricular Knowledge for Teaching	1 Standard Not Met	2 Standard Partially Met	3 Standard Adequately Met	4 Standard Completely Met	Comments
	The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues. The teacher anchors instruction by linking to and activating relevant prior knowledge (e.g., using visual imagery, concept anchoring, or concept mastery routines) and bridges concepts with relevant analogies and metaphors. <i>Representation- level: Internalize.</i>			✓		

Instructional Practice	InTASC Standard 6: Assessment CAEP Standard 3: Assessing, Planning, and Designing Contexts for Learning	1 Standard Not Met	2 Standard Partially Met	3 Standard Adequately Met	4 Standard Completely Met	Comments
	<p>The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.</p> <p>Part II. The teacher provides feedback that is frequent, timely and specific, encourages self-awareness and is substantive to identify patterns of errors and incorporate into positive strategies for future success.</p> <p><i>Engagement- level: Build.</i></p>		✓			See recommendation s #4 and 7 below
	InTASC Standard 7: Planning for Instruction CAEP Standard 3: Assessing, Planning, and Designing Contexts for Learning	1 Standard Not Met	2 Standard Partially Met	3 Standard Adequately Met	4 Standard Completely Met	Comments
	<p>The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.</p>			✓		
	InTASC Standard 8: Instructional Strategies STANDARD 4 – Supporting Each Child's Learning Using Effective Instruction	1 Standard Not Met	2 Standard Partially Met	3 Standard Adequately Met	4 Standard Completely Met	Comments
<p>The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.</p> <p>Part II. The teacher provides differentiated and customized models, mentors and gives feedback to support and enable individual learners to synthesize their learning in personally relevant ways.</p>			✓			

	<i>Action & Expression – level: Build</i>					
Professional Responsibility	InTASC Standard 9: Professional Learning and Ethical Practice STANDARD 5- Developing as a Professional	1 Standard Not Met	2 Standard Partially Met	3 Standard Adequately Met	4 Standard Completely Met	Comments
	The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.		✓			See recommendation #9 below
	InTASC Standard 10: Leadership and Collaboration STANDARD 5- Developing as a Professional	1 Standard Not Met	2 Standard Partially Met	3 Standard Adequately Met	4 Standard Completely Met	Comments
	The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.			✓		See recommendation #9 below

CURRICULUM AND INSTRUCTIONAL DESIGN RUBRIC

In reviewing the teacher preparation curriculum program with respect to its rationale, objectives, learning outcomes, and coursework as delineated in the 38 modules, particular emphasis was placed on the following guiding questions:

1. Is the curriculum/program structurally and conceptually coherent (i.e., informed by a cohesive vision of teaching and learning)? Or does it consist of disconnected individual courses and isolated field experiences?
2. Are the curriculum content and experiences of sufficient intellectual rigor and quality?
3. Are there curriculum gaps, redundancies, and/or misalignments relative to curriculum and instruction design and educator preparation research and standards?
4. Is there consistency among curriculum/program outcomes, learning experiences, and assessments?
5. Does the program have the right core courses and experiences that effectively prepare teacher candidates for their roles as primary grade teachers?
6. Does the program have a healthy balance between theory and practice?
7. Are high-impact educational practices implemented across the program of study?
8. Are teacher candidates provided feedback across the program?
9. Are there improvements that can be made to make the curriculum/program more effective?
10. Is there evidence for curriculum/program faculty collaboration and teamwork?

The completed *Curriculum and Instructional Design Rubric* for Module I: Arabic Curriculum & Instruction, is included below to demonstrate the rubric criteria and how each module was individually assessed. The additional 37 modules that constitute the complete primary teacher-training BA curriculum are included in Annex .

This rubric evaluates modules based on the extent to which they meet specific curriculum and instructional design features using a rating scale from 1 (Standard Not Met) to 5 (Standard Completely Met).

Table 5: Curriculum & Instructional Design Review Rubric, MOI: Arabe I

Curriculum & Instructional Design Elements	1 Criterion Not Met	2 Criterion Partially Met	3 Criterion Adequately Met	4 Criterion Completely Met	Comments
1. Module is informed by a <i>conceptual framework</i> that guides curriculum development and instruction and grounds them in research, policy, and best practices.		✓			CF not clearly articulated
2. Module provides opportunities for candidates to <i>develop and/or expand professional knowledge, skills, and dispositions</i> .			✓		
3. Module provides opportunities for candidates to engage in assessment and <i>instructional practices that</i> strengthen teaching and improve student learning.		✓			Unclear how teachers are taught to determine student needs
4. Module provides opportunities for candidates to develop and/or strengthen <i>subject matter</i> knowledge		✓			See recommendation re: teaching of reading & writing
5. Module provides opportunities for candidates to develop and/or strengthen <i>pedagogical</i> knowledge.			✓		Addressed in didactic modules
6. Module content and pedagogical knowledge and skills are meaningfully <i>integrated across the module</i> .			✓		
7. Module provides opportunities for candidates to <i>apply what they learn</i> .			✓		Addressed in Didactic de Langues
8. Module provides opportunities for educator preparation professionals to <i>assessing candidate knowledge, skills, and dispositions before, during, and after program completion</i> .			✓		
9. Module provides opportunities for candidates to <i>receive feedback and guidance</i> about their learning and growth.			✓		

10. Module provides opportunities for candidates to engage in structured field-based and clinical experiences enabling them to <i>demonstrate and showcase what they learn.</i>			✓	See recommendation Re: clinical experiences
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Overall, while there are opportunities for improvements, which are outlined in the recommendations section below, the following are salient strengths of the proposed curriculum/program of study.

1. The curriculum has a framework aimed at preparing well-qualified teachers in primary grade classrooms.
2. The curriculum has merit for its simplicity, targeted content scope, and degree of integration.
3. The curriculum is based upon a defined core of knowledge that supports the initial preparation of beginning primary grade teachers.
4. The curriculum is goal oriented, emphasizing objectives and outcomes.
5. The course content and the program of study, overall, is of sufficient intellectual rigor and quality to prepare well-qualified teachers in primary grade classrooms.
6. The curriculum provides teacher candidates with opportunities to apply their knowledge and skills through immersion experiences during the last two semesters of the program.
7. The program of study has consistency among program outcomes, learning experiences, and assessments.

TEACHER PREPARATION COURSEWORK RECOMMENDATIONS

The following recommendations are designed to offer suggestions for improvements to make the curriculum/program of study more effective in terms of preparing well-qualified teachers in primary grade classrooms.

1. **Consider incorporating a conceptual framework that informs the design, implementation, and evaluation of the proposed program of study whose goal is to prepare well-qualified primary grade teachers.** The materials reviewed for purposes of this evaluation lack a clearly articulated conceptual framework or overall vision for the preparation of qualified primary grade teachers. This framework should be guided by educator preparation research, policy, and standards for curriculum development, preparation of teachers, and UDL.
2. **At the outset and throughout the program of study, ensure that teacher candidates know and understand what they are expected to know and be able to do after successful completion of the proposed program of study.** For example, in the U.S. these expectations are spelled out in teacher preparation standards for specific subject areas or disciplines: <http://caepnet.org/accreditation/caep-accreditation/spa-standards-and-report-forms>. For instance:

FINDINGS

- a. In **reading, writing, and oral Language**, teacher candidates are expected to “demonstrate a high level of competence in use of English language arts and they know, understand, and use concepts from reading, language and child development, to teach reading, writing, speaking, viewing, listening, and thinking skills and to help students successfully apply their developing skills to many different situations, materials, and ideas.”
- b. In **science**, teacher candidates are expected to “know, understand, and use fundamental concepts of physical, life, and earth/space sciences. They are also expected to know how to design and implement age-appropriate inquiry lessons to teach science, to build student understanding for personal and social applications, and to convey the nature of science.”

- c. In **mathematics**, teacher candidates are expected to “know, understand, and use the major concepts and procedures that define number and operations, algebra, geometry, measurement, and data analysis and probability. In doing so they consistently engage problem solving, reasoning and proof, communication, connections, and representation.”
 - d. In **social studies**, teacher candidates are expected to “know, understand, and use the major concepts and modes of inquiry from the social studies—the integrated study of history, geography, the social sciences, and other related areas—to promote elementary students’ abilities to make informed decisions as citizens of a culturally diverse democratic society and interdependent world.”
 - e. In the **arts**, teacher candidates are expected to “know, understand, and use—as appropriate to their own understanding and skills—the content, functions, and achievements of the performing arts (dance, music, theater) and the visual arts as primary media for communication, inquiry, and engagement among elementary students.”
 - f. In **health education**, teacher candidates are expected to “know, understand, and use the major concepts in the subject matter of health education to create opportunities for student development and practice of skills that contribute to good health.
 - g. In **physical education**, teacher candidates are expected to “know, understand, and use—as appropriate to their own understanding and skills—human movement and physical activity as central elements to foster active, healthy life styles and enhanced quality of life for elementary students.”
- 3. Balance content and pedagogical knowledge across modules.** Throughout the program of study, perhaps this is intentional, there seems to be a clear demarcation between modules that teach content knowledge and modules that teach pedagogical knowledge or knowledge of how to teach specific subject matter. At the BA phase of the program, an emphasis should be placed on strengthening teacher candidates’ knowledge relative to subjects matter to be taught (e.g., mathematics, science, reading, etc.). At the teacher training (TT) phase, emphasis should be placed on preparing teacher candidates to teach content and how to make it comprehensible to students. Research indicates that preparation in a given subject or discipline does not necessarily help teachers develop understanding of how particular concepts and procedures related to that subject are best learned or taught.
- 4. Strengthen the evaluation of instruction throughout the program of study by providing instruction to teaching teacher candidates on how to balance the assessment of learning and assessment for learning.** In addition to established evaluation strategies modules have in place (e.g., Examen de fin de semestre, Epreuves orales, etc.), consider engaging teachers in collecting summative (e.g., capstone projects) and formative assessments (e.g., projects that allow them to use assessment data to make informed instructional decisions). The brief article referenced in the footnote²³ below (Edwards, Turner, and Mokhtari, 2008) has suggestions for literacy teachers and other subject areas teachers about how to balance these two types of assessments in the classroom.
- 5. Organize instruction within specific segments of each module so that instructional time incorporates the teaching of key concepts as well as the application of what teacher candidates learn.** Consider increasing the amount of time devoted to the application of what teacher candidates learn. This can be done by organizing the lesson in a tiered instructional format whereby a portion of instructional time (e.g., 50-60%) is devoted to whole group instruction introducing key concepts, then transitioning to an application phase (e.g., 30-40%) where students work in small groups of 3-4 facilitated by the instructor, and eventually, as needed, to assisting individual students who may need assistance in learning concepts and/or skills taught. Instructors will find the Gradual Release of Responsibility

²³ Edwards, P.A., Turner, J.D., & Mokhtari, K. (2008). Balancing the assessment of learning and for learning in support of student literacy achievement. *The Reading Teacher*, 61(8), 682–684.

framework for organizing instruction and documenting progress with regard to student learning and engagement.²⁴ In this approach, instructors hold the majority of responsibility in teaching at the beginning of the lesson, but then slowly release that responsibility over to the students until learning is fully controlled by students. The steps of explicit instruction typically include direct explanation (instructor provides a verbal explanation of key concepts), modeling (instructor demonstrates key concepts), guided practice (instructor guides students to fill in gaps in understanding of key concepts), and application (students work independently or in small groups, giving them the opportunity to apply what they learn).

6. **Teach not just about language and its grammar, but more importantly about how to read and write in that language.** Consider incorporating into language-focused modules (i.e., Arabic and French) instruction aimed at teaching students to read and write in these languages. For instance, in the area of language arts and reading, it is important for teachers to understand that students must master the foundational skills of reading, which include a firm grasp of language and literacy skills, as well as comprehension strategies, and to possess a range of tools and strategies for helping all students develop these important skills and strategies.²⁵
7. **Promote teacher candidates' mastery of assessment literacy knowledge and competencies by including course work focused on assessment, embedding assessment topics in content and methods courses, and providing real-world opportunities to enable them to apply what they have learned.** In most modules, the coverage of assessment literacy in course work and practica seems incomplete and somewhat superficial, potentially leaving teacher candidates unprepared to effectively meet the demands of today's school environments. In appropriate modules, flesh out the domain of assessment literacy into objectives and learning targets to provide the specificity needed to design effective curricula, instructional materials, practica, and formative and summative performance measures.
8. **Prepare teacher candidates to identify the needs of students with reading and other learning disabilities and design instruction aimed at effectively addressing those needs.** Consider adding a module or incorporating into one or more existing modules key understandings as well as skills about how to identify students with learning and other reading disabilities such as Dyslexia, and how to design instruction aimed at effectively reaching and teaching these students in all classrooms. One approach is to teach teacher candidates about how to organize instruction using a "Response to Instruction" (RTI) approach. RTI uses three tiers of instruction at increasing levels of intensity starting with teaching core curriculum for all students (whole classroom setting), providing supplemental instruction to targeted students in small group settings, and intensive one-on-one interventions for underachieving students who may need additional support. Particularly at the TT level, teachers can be taught strategies (e.g. cooperative learning) for managing large classrooms while attending to most, if not all, student needs. Cooperative learning strategies allow teachers to attend to a student's needs while other students are engaged in some type of group activity.
9. **Teacher preparation curriculum & instruction are most effective when they are grounded in supervised and mentored clinical practice.** Consider integrating supervised field experiences early and throughout the program of study and offer them in phases with the successful completion of one phase being a prerequisite for beginning the next phase. *Phase 1* is the basis or foundation for each teacher candidate's certification program and incorporates classroom observation at each grade level of certification. Research indicates that observation of teachers' interactions and classroom processes helps identify effective practices and can be a valuable tool in building capacity for teaching and learning. *Phase 2* builds on this foundation and begins to prepare teacher candidates to perform in the classroom by assuming teaching tasks with small groups, individuals in a classroom, and eventually whole group instruction.

²⁴ Pearson, P.D., & Gallagher, M.C. (1983). The instruction of reading comprehension. *Contemporary Educational Psychology*, 8, 317-344.

²⁵ Boyle, H. (2019). *Arabic Literacy and Numeracy State of the Art Conference Desk Review*. USAID publication.

Phase 3 builds on Phases 1 and 2 as teacher candidates have more experiences related to using assessment data to inform instruction, planning lessons, implementing them, and evaluating the impact of instruction in student achievement outcomes. *Phase 4* provides teacher candidates with a clinical teaching experience as a capstone for the certification process as they spend a full semester in the classroom with a certified teacher.

- 10. Leadership, teamwork and collaboration among educator preparation professionals are key to successful preparation of well-qualified teachers.** It is difficult to determine the extent to which faculty involved in teaching the various modules communicate and collaborate with one another when designing, implementing, and evaluating the impact of the program of study in teacher learning and growth. Consider working in teams when designing and implementing curricula, which will help advance instructional practices, which will in turn improve learning outcomes. Research has shown that teacher learning teams improve academic performance and student achievement beyond what teachers can accomplish on their own. Consider also engaging teacher candidates in seeking leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth and to advance the profession.

ANNEX III: COMPLETED CURRICULUM AND INSTRUCTIONAL DESIGN RUBRICS FOR EACH MODULE

This rubric evaluates modules based on the extent to which they meet specific curriculum and instructional design features using a rating scale from 1 (Standard Not Met) to 5 (Standard Completely Met).

MOI: Arabe I					
Curriculum & Instructional Design Elements	1 Criterion Not Met	2 Criterion Partially Met	3 Criterion Adequately Met	4 Criterion Completely Met	Comments
1. Module is informed by a <i>conceptual framework</i> that guides curriculum development and instruction and grounds them in research, policy, and best practices.		✓			CF not clearly articulated
2. Module provides opportunities for candidates to <i>develop and/or expand professional knowledge, skills, and dispositions</i> .			✓		
3. Module provides opportunities for candidates to engage in assessment and <i>instructional practices that strengthen teaching and improve student learning</i> .		✓			Unclear how teachers are taught to determine student needs
4. Module provides opportunities for candidates to develop and/or strengthen <i>subject matter knowledge</i>		✓			See recommendation re: teaching of reading & writing
5. Module provides opportunities for candidates to develop and/or strengthen <i>pedagogical knowledge</i> .			✓		Addressed in didactique modules
6. Module content and pedagogical knowledge and skills are meaningfully <i>integrated across the module</i> .			✓		
7. Module provides opportunities for candidates to <i>apply what they learn</i> .			✓		Addressed in Didactic de Langues
8. Module provides opportunities for educator preparation professionals to <i>assessing candidate knowledge, skills, and dispositions before, during, and after program completion</i> .			✓		
9. Module provides opportunities for candidates to <i>receive feedback and guidance about their learning and growth</i> .			✓		
10. Module provides opportunities for candidates to engage in structured field-based and clinical experiences enabling them to <i>demonstrate and showcase what they learn</i> .			✓		See recommendation Re: clinical experiences

This rubric evaluates modules based on the extent to which they meet specific curriculum and instructional design features using a rating scale from 1 (Standard Not Met) to 5 (Standard Completely Met).

MO2: Francais					
Curriculum & Instructional Design Elements	1 Criterion Not Met	2 Criterion Partially Met	3 Criterion Adequately Met	4 Criterion Completely Met	Comments
1. Module is informed by a <i>conceptual framework</i> that guides curriculum development and instruction and grounds them in research, policy, and best practices.		✓			CF not clearly articulated
2. Module provides opportunities for candidates to <i>develop and/or expand professional knowledge, skills, and dispositions</i> .			✓		
3. Module provides opportunities for candidates to engage in assessment and <i>instructional practices that strengthen teaching and improve student learning</i> .		✓			Unclear how teachers are taught to determine student needs
4. Module provides opportunities for candidates to develop and/or strengthen <i>subject matter knowledge</i>		✓			See recommendation re: teaching of reading & writing
5. Module provides opportunities for candidates to develop and/or strengthen <i>pedagogical knowledge</i> .			✓		Addressed in didactique modules
6. Module content and pedagogical knowledge and skills are meaningfully <i>integrated across the module</i> .			✓		
7. Module provides opportunities for candidates to <i>apply what they learn</i> .					Addressed in Didactic de Langues
8. Module provides opportunities for educator preparation professionals to <i>assessing candidate knowledge, skills, and dispositions before, during, and after program completion</i> .			✓		
9. Module provides opportunities for candidates to <i>receive feedback and guidance about their learning and growth</i> .			✓		
10. Module provides opportunities for candidates to engage in structured field-based and clinical experiences enabling them to <i>demonstrate and showcase what they learn</i> .			✓		See recommendation Re: clinical experiences

This rubric evaluates modules based on the extent to which they meet specific curriculum and instructional design features using a rating scale from 1 (Standard Not Met) to 5 (Standard Completely Met).

MO3: Mathematiques					
Curriculum & Instructional Design Elements	1 Criterion Not Met	2 Criterion Partially Met	3 Criterion Adequately Met	4 Criterion Completely Met	Comments
1. Module is informed by a <i>conceptual framework</i> that guides curriculum development and instruction and grounds them in research, policy, and best practices.		✓			CF not clearly articulated
2. Module provides opportunities for candidates to <i>develop and/or expand professional knowledge, skills, and dispositions</i> .			✓		
3. Module provides opportunities for candidates to engage in assessment and <i>instructional practices that strengthen teaching and improve student learning</i> .					Unclear how teachers are taught to determine student needs
4. Module provides opportunities for candidates to develop and/or strengthen <i>subject matter knowledge</i>				✓	Can one teach the proposed “Continu du module” in one semester?
5. Module provides opportunities for candidates to develop and/or strengthen <i>pedagogical knowledge</i> .			✓		Addressed in didactique modules
6. Module content and pedagogical knowledge and skills are meaningfully <i>integrated across the module</i> .			✓		
7. Module provides opportunities for candidates to <i>apply what they learn</i> .					Consider increasing “Activites pratiques” to 30% or higher?
8. Module provides opportunities for educator preparation professionals to <i>assessing candidate knowledge, skills, and dispositions before, during, and after program completion</i> .				✓	
9. Module provides opportunities for candidates to <i>receive feedback and guidance about their learning and growth</i> .			✓		
10. Module provides opportunities for candidates to engage in structured field-based and clinical experiences enabling them to <i>demonstrate and showcase what they learn</i> .			✓		See recommendation Re: clinical experiences

This rubric evaluates modules based on the extent to which they meet specific curriculum and instructional design features using a rating scale from 1 (Standard Not Met) to 5 (Standard Completely Met).

MO4: Science de la Vie					
Curriculum & Instructional Design Elements	1 Criterion Not Met	2 Criterion Partially Met	3 Criterion Adequately Met	4 Criterion Completely Met	Comments
1. Module is informed by a <i>conceptual framework</i> that guides curriculum development and instruction and grounds them in research, policy, and best practices.		✓			CF not clearly articulated
2. Module provides opportunities for candidates to <i>develop and/or expand professional knowledge, skills, and dispositions</i> .			✓		
3. Module provides opportunities for candidates to engage in <i>assessment and instructional practices that strengthen teaching and improve student learning</i> .			✓		Unclear how teachers are taught to determine student needs
4. Module provides opportunities for candidates to develop and/or strengthen <i>subject matter</i> knowledge				✓	Can one effectively teach the proposed “Continu du module” in one semester?
5. Module provides opportunities for candidates to develop and/or strengthen <i>pedagogical knowledge</i> .			✓		Addressed in didactique modules
6. Module content and pedagogical knowledge and skills are meaningfully <i>integrated across the module</i> .			✓		
7. Module provides opportunities for candidates to <i>apply what they learn</i> .				✓	Consider increasing “Activites pratiques” to 25-30%?
8. Module provides opportunities for educator preparation professionals to <i>assessing candidate knowledge, skills, and dispositions before, during, and after program completion</i> .			✓		
9. Module provides opportunities for candidates to <i>receive feedback and guidance</i> about their learning and growth.			✓		
10. Module provides opportunities for candidates to engage in structured field-based and clinical experiences enabling them to <i>demonstrate and showcase what they learn</i> .			✓		See recommendation Re: clinical experiences

This rubric evaluates modules based on the extent to which they meet specific curriculum and instructional design features using a rating scale from 1 (Standard Not Met) to 5 (Standard Completely Met).

MO5: Historei et Geography					
Curriculum & Instructional Design Elements	1 Criterion Not Met	2 Criterion Partially Met	3 Criterion Adequately Met	4 Criterion Completely Met	Comments
1. Module is informed by a <i>conceptual framework</i> that guides curriculum development and instruction and grounds them in research, policy, and best practices.		✓			CF not clearly articulated
2. Module provides opportunities for candidates to <i>develop and/or expand professional knowledge, skills, and dispositions</i> .			✓		
3. Module provides opportunities for candidates to engage in <i>assessment and instructional practices that</i> strengthen teaching and improve student learning.			✓		Unclear how teachers are taught to determine student needs
4. Module provides opportunities for candidates to develop and/or strengthen <i>subject matter</i> knowledge				✓	Can one effectively teach the proposed “Continu du module” in one semester?
5. Module provides opportunities for candidates to develop and/or strengthen <i>pedagogical knowledge</i> .			✓		
6. Module content and pedagogical knowledge and skills are meaningfully <i>integrated across the module</i> .			✓		
7. Module provides opportunities for candidates to <i>apply what they learn</i> .			✓		Consider increasing “Activites pratiques” to 25-30%?
8. Module provides opportunities for educator preparation professionals to <i>assessing candidate knowledge, skills, and dispositions before, during, and after program completion</i> .			✓		
9. Module provides opportunities for candidates to <i>receive feedback and guidance</i> about their learning and growth.			✓		
10. Module provides opportunities for candidates to engage in structured field-based and clinical experiences enabling them to <i>demonstrate and showcase what they learn</i> .			✓		See recommendation Re: clinical experiences

This rubric evaluates modules based on the extent to which they meet specific curriculum and instructional design features using a rating scale from 1 (Standard Not Met) to 5 (Standard Completely Met).

MO6: Science De L'education					
Curriculum & Instructional Design Elements	1 Criterion Not Met	2 Criterion Partially Met	3 Criterion Adequately Met	4 Criterion Completely Met	Comments
1. Module is informed by a <i>conceptual framework</i> that guides curriculum development and instruction and grounds them in research, policy, and best practices.		✓			CF not clearly articulated
2. Module provides opportunities for candidates to <i>develop and/or expand professional knowledge, skills, and dispositions</i> .			✓		
3. Module provides opportunities for candidates to engage in <i>assessment and instructional practices that</i> strengthen teaching and improve student learning.			✓		Unclear how teachers are taught to determine student needs
4. Module provides opportunities for candidates to develop and/or strengthen <i>subject matter</i> knowledge			✓		Can one effectively teach all proposed "Continu du module" in one semester?
5. Module provides opportunities for candidates to develop and/or strengthen <i>pedagogical knowledge</i> .			✓		
6. Module content and pedagogical knowledge and skills are meaningfully <i>integrated across the module</i> .			✓		
7. Module provides opportunities for candidates to <i>apply what they learn</i> .			✓		Consider increasing "Activites pratiques" to 25-30%?
8. Module provides opportunities for educator preparation professionals to <i>assess candidate knowledge, skills, and dispositions before, during, and after program completion</i> .			✓		How is candidate knowledge assessed at start of semester?
9. Module provides opportunities for candidates to <i>receive feedback and guidance about their learning and growth</i> .			✓		
10. Module provides opportunities for candidates to engage in structured field-based and clinical experiences enabling them to <i>demonstrate and showcase what they learn</i> .			✓		See recommendation Re: clinical experiences

This rubric evaluates modules based on the extent to which they meet specific curriculum and instructional design features using a rating scale from 1 (Standard Not Met) to 5 (Standard Completely Met).

MO7: TICE					
Curriculum & Instructional Design Elements	1 Criterion Not Met	2 Criterion Partially Met	3 Criterion Adequately Met	4 Criterion Completely Met	Comments
1. Module is informed by a <i>conceptual framework</i> that guides curriculum development and instruction and grounds them in research, policy, and best practices.		✓			CF not clearly articulated
2. Module provides opportunities for candidates to <i>develop and/or expand professional knowledge, skills, and dispositions</i> .			✓		
3. Module provides opportunities for candidates to engage in <i>assessment and instructional practices that</i> strengthen teaching and improve student learning.			✓		Unclear how teachers are taught to determine student needs
4. Module provides opportunities for candidates to develop and/or strengthen <i>subject matter knowledge</i>				✓	Can one effectively teach all proposed “Continu du module” in one semester?
5. Module provides opportunities for candidates to develop and/or strengthen <i>pedagogical knowledge</i> .			✓		Addressed in “Didactiques” modules
6. Module content and pedagogical knowledge and skills are meaningfully <i>integrated across the module</i> .			✓		
7. Module provides opportunities for candidates to <i>apply what they learn</i> .			✓		Consider increasing “Activites pratiques” to 25-30%?
8. Module provides opportunities for educator preparation professionals to <i>assess candidate knowledge, skills, and dispositions before, during, and after program completion</i> .			✓		How is candidate knowledge assessed at start of semester?
9. Module provides opportunities for candidates to <i>receive feedback and guidance about their learning and growth</i> .			✓		
10. Module provides opportunities for candidates to engage in structured field-based and clinical experiences enabling them to <i>demonstrate and showcase what they learn</i> .			✓		See recommendation Re: clinical experiences

This rubric evaluates modules based on the extent to which they meet specific curriculum and instructional design features using a rating scale from 1 (Standard Not Met) to 5 (Standard Completely Met).

MO8: Arabic 2

Curriculum & Instructional Design Elements	1 Criterion Not Met	2 Criterion Partially Met	3 Criterion Adequately Met	4 Criterion Completely Met	Comments
1. Module is informed by a <i>conceptual framework</i> that guides curriculum development and instruction and grounds them in research, policy, and best practices.		✓			CF not clearly articulated
2. Module provides opportunities for candidates to <i>develop and/or expand professional knowledge, skills, and dispositions</i> .			✓		
3. Module provides opportunities for candidates to engage in <i>assessment and instructional practices that strengthen teaching and improve student learning</i> .		✓			Unclear how teachers are taught to determine student needs
4. Module provides opportunities for candidates to develop and/or strengthen <i>subject matter knowledge</i>		✓			See recommendation re: teaching of reading & writing
5. Module provides opportunities for candidates to develop and/or strengthen <i>pedagogical knowledge</i> .			✓		Addressed in “Didactique de langue”
6. Module content and pedagogical knowledge and skills are meaningfully <i>integrated across the module</i> .			✓		
7. Module provides opportunities for candidates to <i>apply what they learn</i> .			✓		Addressed in “Didactique de Langue”
8. Module provides opportunities for educator preparation professionals to <i>assess candidate knowledge, skills, and dispositions before, during, and after program completion</i> .			✓		
9. Module provides opportunities for candidates to <i>receive feedback and guidance about their learning and growth</i> .			✓		
10. Module provides opportunities for candidates to engage in structured field-based and clinical experiences enabling them to <i>demonstrate and showcase what they learn</i> .			✓		See recommendation Re: clinical experiences

This rubric evaluates modules based on the extent to which they meet specific curriculum and instructional design features using a rating scale from 1 (Standard Not Met) to 5 (Standard Completely Met).

MO9: Francais 2

Curriculum & Instructional Design Elements	1 Criterion Not Met	2 Criterion Partially Met	3 Criterion Adequately Met	4 Criterion Completely Met	Comments
1. Module is informed by a <i>conceptual framework</i> that guides curriculum development and instruction and grounds them in research, policy, and best practices.		✓			CF not clearly articulated
2. Module provides opportunities for candidates to <i>develop and/or expand professional knowledge, skills, and dispositions</i> .			✓		
3. Module provides opportunities for candidates to engage in <i>assessment and instructional practices that</i> strengthen teaching and improve student learning.		✓			Unclear how teachers are taught to determine student needs
4. Module provides opportunities for candidates to develop and/or strengthen <i>subject matter</i> knowledge		✓			See recommendation re: teaching of reading & writing
5. Module provides opportunities for candidates to develop and/or strengthen <i>pedagogical knowledge</i> .			✓		Addressed in didactique modules
6. Module content and pedagogical knowledge and skills are meaningfully <i>integrated across the module</i> .			✓		
7. Module provides opportunities for candidates to <i>apply what they learn</i> .			✓		Addressed in Didactic de Langues
8. Module provides opportunities for educator preparation professionals to <i>assess candidate knowledge, skills, and dispositions before, during, and after program completion</i> .			✓		
9. Module provides opportunities for candidates to <i>receive feedback and guidance</i> about their learning and growth.			✓		
10. Module provides opportunities for candidates to engage in structured field-based and clinical experiences enabling them to <i>demonstrate and showcase what they learn</i> .			✓		See recommendation Re: clinical experiences

This rubric evaluates modules based on the extent to which they meet specific curriculum and instructional design features using a rating scale from 1 (Standard Not Met) to 5 (Standard Completely Met).

M10: Mathematics 2

Curriculum & Instructional Design Elements	1 Criterion Not Met	2 Criterion Partially Met	3 Criterion Adequately Met	4 Criterion Completely Met	Comments
1. Module is informed by a <i>conceptual framework</i> that guides curriculum development and instruction and grounds them in research, policy, and best practices.		✓			CF not clearly articulated
2. Module provides opportunities for candidates to <i>develop and/or expand professional knowledge, skills, and dispositions</i> .			✓		
3. Module provides opportunities for candidates to engage in <i>assessment and instructional practices that</i> strengthen teaching and improve student learning.		✓			Unclear how teachers are taught to determine student needs
4. Module provides opportunities for candidates to develop and/or strengthen <i>subject matter</i> knowledge			✓		Can one teach the proposed “Continu du module” in one semester?
5. Module provides opportunities for candidates to develop and/or strengthen <i>pedagogical knowledge</i> .			✓		Addressed in didactique modules
6. Module content and pedagogical knowledge and skills are meaningfully <i>integrated across the module</i> .			✓		
7. Module provides opportunities for candidates to <i>apply what they learn</i> .			✓		Consider increasing “Activites pratiques” to 30% or higher?
8. Module provides opportunities for educator preparation professionals to <i>assess candidate knowledge, skills, and dispositions before, during, and after program completion</i> .			✓		
9. Module provides opportunities for candidates to <i>receive feedback and guidance</i> about their learning and growth.			✓		
10. Module provides opportunities for candidates to engage in structured field-based and clinical experiences enabling them to <i>demonstrate and showcase what they learn</i> .			✓		See recommendation Re: clinical experiences

This rubric evaluates modules based on the extent to which they meet specific curriculum and instructional design features using a rating scale from 1 (Standard Not Met) to 5 (Standard Completely Met).

M1 I: Physique et Chimie					
Curriculum & Instructional Design Elements	1 Criterion Not Met	2 Criterion Partially Met	3 Criterion Adequately Met	4 Criterion Completely Met	Comments
1. Module is informed by a <i>conceptual framework</i> that guides curriculum development and instruction and grounds them in research, policy, and best practices.		✓			CF not clearly articulated
2. Module provides opportunities for candidates to <i>develop and/or expand professional knowledge, skills, and dispositions</i> .			✓		
3. Module provides opportunities for candidates to engage in <i>assessment and instructional practices that</i> strengthen teaching and improve student learning.		✓			Unclear how teachers are taught to determine student needs
4. Module provides opportunities for candidates to develop and/or strengthen <i>subject matter</i> knowledge			✓		Can one effectively teach the proposed “Continu du module” in one semester?
5. Module provides opportunities for candidates to develop and/or strengthen <i>pedagogical knowledge</i> .			✓		Addressed in didactique modules
6. Module content and pedagogical knowledge and skills are meaningfully <i>integrated across the module</i> .			✓		
7. Module provides opportunities for candidates to <i>apply what they learn</i> .			✓		Consider increasing “Activites pratiques” to 30% or higher?
8. Module provides opportunities for educator preparation professionals to <i>assess candidate knowledge, skills, and dispositions before, during, and after program completion</i> .			✓		Unclear how this is actually done.
9. Module provides opportunities for candidates to <i>receive feedback and guidance</i> about their learning and growth.			✓		
10. Module provides opportunities for candidates to engage in structured field-based and clinical experiences enabling them to <i>demonstrate and showcase what they learn</i> .			✓		See recommendation Re: clinical experiences

This rubric evaluates modules based on the extent to which they meet specific curriculum and instructional design features using a rating scale from 1 (Standard Not Met) to 5 (Standard Completely Met).

M12: Etude Islamiques					
Curriculum & Instructional Design Elements	1 Criterion Not Met	2 Criterion Partially Met	3 Criterion Adequately Met	4 Criterion Completely Met	Comments
1. Module is informed by a <i>conceptual framework</i> that guides curriculum development and instruction and grounds them in research, policy, and best practices.		✓			CF not clearly articulated
2. Module provides opportunities for candidates to <i>develop and/or expand professional knowledge, skills, and dispositions</i> .			✓		
3. Module provides opportunities for candidates to engage in <i>assessment and instructional practices that</i> strengthen teaching and improve student learning.			✓		
4. Module provides opportunities for candidates to develop and/or strengthen <i>subject matter</i> knowledge			✓		Can one effectively teach the proposed “Continu du module” in one semester?
5. Module provides opportunities for candidates to develop and/or strengthen <i>pedagogical knowledge</i> .			✓		Addressed in didactique modules
6. Module content and pedagogical knowledge and skills are meaningfully <i>integrated across the module</i> .			✓		
7. Module provides opportunities for candidates to <i>apply what they learn</i> .			✓		Consider increasing “Activites pratiques” to 30% or higher?
8. Module provides opportunities for educator preparation professionals to <i>assess candidate knowledge, skills, and dispositions before, during, and after program completion</i> .			✓		Unclear how this is actually done.
9. Module provides opportunities for candidates to <i>receive feedback and guidance</i> about their learning and growth.			✓		Unclear how this is actually done.
10. Module provides opportunities for candidates to engage in structured field-based and clinical experiences enabling them to <i>demonstrate and showcase what they learn</i> .			✓		See recommendation Re: clinical experiences

This rubric evaluates modules based on the extent to which they meet specific curriculum and instructional design features using a rating scale from 1 (Standard Not Met) to 5 (Standard Completely Met).

MI3: Didactique Generale					
Curriculum & Instructional Design Elements	1 Criterion Not Met	2 Criterion Partially Met	3 Criterion Adequately Met	4 Criterion Completely Met	Comments
1. Module is informed by a <i>conceptual framework</i> that guides curriculum development and instruction and grounds them in research, policy, and best practices.		✓			CF not clearly articulated
2. Module provides opportunities for candidates to <i>develop and/or expand professional knowledge, skills, and dispositions</i> .			✓		Too heavy on theory. Emphasize relevance to practice.
3. Module provides opportunities for candidates to engage in <i>assessment and instructional practices that strengthen teaching and improve student learning</i> .			✓		Connect theory to practice.
4. Module provides opportunities for candidates to develop and/or strengthen <i>subject matter knowledge</i>			✓		Can one effectively teach the proposed “Continu du module” in one semester?
5. Module provides opportunities for candidates to develop and/or strengthen <i>pedagogical knowledge</i> .			✓		Addressed in didactique modules
6. Module content and pedagogical knowledge and skills are meaningfully <i>integrated across the module</i> .			✓		Connect theory to practice.
7. Module provides opportunities for candidates to <i>apply what they learn</i> .			✓		Consider increasing “Activites pratiques” to 30% or higher?
8. Module provides opportunities for educator preparation professionals to <i>assess candidate knowledge, skills, and dispositions before, during, and after program completion</i> .			✓		Unclear how this is actually done.
9. Module provides opportunities for candidates to <i>receive feedback and guidance about their learning and growth</i> .			✓		Unclear how this is actually done.
10. Module provides opportunities for candidates to engage in structured field-based and clinical experiences enabling them to <i>demonstrate and showcase what they learn</i> .			✓		See recommendation Re: clinical experiences

This rubric evaluates modules based on the extent to which they meet specific curriculum and instructional design features using a rating scale from 1 (Standard Not Met) to 5 (Standard Completely Met).

MI4: TICE 2

Curriculum & Instructional Design Elements	1 Criterion Not Met	2 Criterion Partially Met	3 Criterion Adequately Met	4 Criterion Completely Met	Comments
1. Module is informed by a <i>conceptual framework</i> that guides curriculum development and instruction and grounds them in research, policy, and best practices.		✓			CF not clearly articulated
2. Module provides opportunities for candidates to <i>develop and/or expand professional knowledge, skills, and dispositions</i> .			✓		Unclear how content in TICE 1 Module relates to TICE 2
3. Module provides opportunities for candidates to engage in <i>assessment and instructional practices that</i> strengthen teaching and improve student learning.			✓		Unclear how content in TICE 1 Module relates to TICE 2
4. Module provides opportunities for candidates to develop and/or strengthen <i>subject matter</i> knowledge			✓		Can one effectively teach the proposed “Continu du module” in one semester?
5. Module provides opportunities for candidates to develop and/or strengthen <i>pedagogical knowledge</i> .			✓		Addressed in didactique modules
6. Module content and pedagogical knowledge and skills are meaningfully <i>integrated across the module</i> .			✓		
7. Module provides opportunities for candidates to <i>apply what they learn</i> .			✓		Consider increasing “Activites pratiques” to 30% or higher?
8. Module provides opportunities for educator preparation professionals to <i>assess candidate knowledge, skills, and dispositions before, during, and after program completion</i> .			✓		Unclear how this is actually done.
9. Module provides opportunities for candidates to <i>receive feedback and guidance</i> about their learning and growth.			✓		Unclear how this is actually done.
10. Module provides opportunities for candidates to engage in structured field-based and clinical experiences enabling them to <i>demonstrate and showcase what they learn</i> .			✓		See recommendation Re: clinical experiences

This rubric evaluates modules based on the extent to which they meet specific curriculum and instructional design features using a rating scale from 1 (Standard Not Met) to 5 (Standard Completely Met).

MI5: Psychologie de Development et Psychopedagogy

Curriculum & Instructional Design Elements	1 Criterion Not Met	2 Criterion Partially Met	3 Criterion Adequately Met	4 Criterion Completely Met	Comments
1. Module is informed by a <i>conceptual framework</i> that guides curriculum development and instruction and grounds them in research, policy, and best practices.		✓			CF not clearly articulated
2. Module provides opportunities for candidates to <i>develop and/or expand professional knowledge, skills, and dispositions</i> .			✓		Unclear how module content support two stated objectives
3. Module provides opportunities for candidates to engage in <i>assessment and instructional practices that</i> strengthen teaching and improve student learning.			✓		Unclear how module content support two stated objectives
4. Module provides opportunities for candidates to develop and/or strengthen <i>subject matter</i> knowledge			✓		Can one effectively teach the proposed “Continu du module” in one semester?
5. Module provides opportunities for candidates to develop and/or strengthen <i>pedagogical knowledge</i> .			✓		Addressed in didactique modules
6. Module content and pedagogical knowledge and skills are meaningfully <i>integrated across the module</i> .			✓		Unclear how module content support two stated objectives
7. Module provides opportunities for candidates to <i>apply what they learn</i> .			✓		Consider increasing “Activites pratiques” to 30% or higher?
8. Module provides opportunities for educator preparation professionals to <i>assess candidate knowledge, skills, and dispositions before, during, and after program completion</i> .			✓		Unclear how this is actually done.
9. Module provides opportunities for candidates to <i>receive feedback and guidance</i> about their learning and growth.			✓		Unclear how this is actually done.
10. Module provides opportunities for candidates to engage in structured field-based and clinical experiences enabling them to <i>demonstrate and showcase what they learn</i> .			✓		See recommendation Re: clinical experiences

This rubric evaluates modules based on the extent to which they meet specific curriculum and instructional design features using a rating scale from 1 (Standard Not Met) to 5 (Standard Completely Met).

MI6: Didactique de La Langue Arabe I					
Curriculum & Instructional Design Elements	1 Criterion Not Met	2 Criterion Partially Met	3 Criterion Adequately Met	4 Criterion Completely Met	Comments
1. Module is informed by a <i>conceptual framework</i> that guides curriculum development and instruction and grounds them in research, policy, and best practices.		✓			CF not clearly articulated
2. Module provides opportunities for candidates to <i>develop and/or expand professional knowledge, skills, and dispositions</i> .			✓		Unclear how module content supports stated objectives
3. Module provides opportunities for candidates to engage in <i>assessment and instructional practices that</i> strengthen teaching and improve student learning.			✓		Coranic text complexity should be taken into account.
4. Module provides opportunities for candidates to develop and/or strengthen <i>subject matter</i> knowledge			✓		Can one effectively teach the proposed “Continu du module” in one semester?
5. Module provides opportunities for candidates to develop and/or strengthen <i>pedagogical knowledge</i> .			✓		Addressed in didactique modules
6. Module content and pedagogical knowledge and skills are meaningfully <i>integrated across the module</i> .			✓		Unclear how module content supports stated objectives
7. Module provides opportunities for candidates to <i>apply what they learn</i> .			✓		Consider increasing “Activites pratiques” to 30% or higher?
8. Module provides opportunities for educator preparation professionals to <i>assess candidate knowledge, skills, and dispositions before, during, and after program completion</i> .			✓		Unclear how this is actually done.
9. Module provides opportunities for candidates to <i>receive feedback and guidance</i> about their learning and growth.			✓		Unclear how this is actually done.
10. Module provides opportunities for candidates to engage in structured field-based and clinical experiences enabling them to <i>demonstrate and showcase what they learn</i> .			✓		See recommendation Re: clinical experiences

This rubric evaluates modules based on the extent to which they meet specific curriculum and instructional design features using a rating scale from 1 (Standard Not Met) to 5 (Standard Completely Met).

M17: Didactique de La Langue Francaise I-Oral					
Curriculum & Instructional Design Elements	1 Criterion Not Met	2 Criterion Partially Met	3 Criterion Adequately Met	4 Criterion Completely Met	Comments
1. Module is informed by a <i>conceptual framework</i> that guides curriculum development and instruction and grounds them in research, policy, and best practices.		✓			CF not clearly articulated
2. Module provides opportunities for candidates to <i>develop and/or expand professional knowledge, skills, and dispositions</i> .			✓		Can stated objectives be effectively addressed?
3. Module provides opportunities for candidates to engage in <i>assessment and instructional practices that</i> strengthen teaching and improve student learning.			✓		
4. Module provides opportunities for candidates to develop and/or strengthen <i>subject matter</i> knowledge			✓		Can one effectively teach the proposed “Continu du module” in one semester?
5. Module provides opportunities for candidates to develop and/or strengthen <i>pedagogical knowledge</i> .			✓		Addressed in didactique modules
6. Module content and pedagogical knowledge and skills are meaningfully <i>integrated across the module</i> .			✓		Unclear how module content supports stated objectives
7. Module provides opportunities for candidates to <i>apply what they learn</i> .			✓		Consider increasing “Activites pratiques” to 30% or higher?
8. Module provides opportunities for educator preparation professionals to <i>assess candidate knowledge, skills, and dispositions before, during, and after program completion</i> .			✓		Unclear how this is actually done.
9. Module provides opportunities for candidates to <i>receive feedback and guidance</i> about their learning and growth.			✓		Unclear how this is actually done.
10. Module provides opportunities for candidates to engage in structured field-based and clinical experiences enabling them to <i>demonstrate and showcase what they learn</i> .			✓		See recommendation Re: clinical experiences

This rubric evaluates modules based on the extent to which they meet specific curriculum and instructional design features using a rating scale from 1 (Standard Not Met) to 5 (Standard Completely Met).

M18: Didactique Des Mathematiques I					
Curriculum & Instructional Design Elements	1 Criterion Not Met	2 Criterion Partially Met	3 Criterion Adequately Met	4 Criterion Completely Met	Comments
11. Module is informed by a <i>conceptual framework</i> that guides curriculum development and instruction and grounds them in research, policy, and best practices.		✓			CF not clearly articulated
12. Module provides opportunities for candidates to <i>develop and/or expand professional knowledge, skills, and dispositions</i> .			✓		Align objectives to module content more closely
13. Module provides opportunities for candidates to engage in <i>assessment and instructional practices that</i> strengthen teaching and improve student learning.			✓		Establish close connection of theory to practice
14. Module provides opportunities for candidates to develop and/or strengthen <i>subject matter</i> knowledge			✓		Can one effectively teach the proposed “Continu du module” in one semester?
15. Module provides opportunities for candidates to develop and/or strengthen <i>pedagogical knowledge</i> .			✓		Establish close connection of theory to practice
16. Module content and pedagogical knowledge and skills are meaningfully <i>integrated across the module</i> .			✓		Establish close connection of theory to practice
17. Module provides opportunities for candidates to <i>apply what they learn</i> .			✓		Consider increasing “Activites pratiques” to 30% or higher?
18. Module provides opportunities for educator preparation professionals to <i>assess candidate knowledge, skills, and dispositions before, during, and after program completion</i> .			✓		Unclear how this is actually done.
19. Module provides opportunities for candidates to <i>receive feedback and guidance</i> about their learning and growth.			✓		Unclear how this is actually done.
20. Module provides opportunities for candidates to engage in structured field-based and clinical experiences enabling them to <i>demonstrate and showcase what they learn</i> .			✓		See recommendation Re: clinical experiences

This rubric evaluates modules based on the extent to which they meet specific curriculum and instructional design features using a rating scale from 1 (Standard Not Met) to 5 (Standard Completely Met).

M19: Didactique De L'Eveil Scientifique I

Curriculum & Instructional Design Elements	1 Criterion Not Met	2 Criterion Partially Met	3 Criterion Adequately Met	4 Criterion Completely Met	Comments
21. Module is informed by a <i>conceptual framework</i> that guides curriculum development and instruction and grounds them in research, policy, and best practices.		✓			CF not clearly articulated
22. Module provides opportunities for candidates to <i>develop and/or expand professional knowledge, skills, and dispositions</i> .			✓		Align objectives to module content more closely
23. Module provides opportunities for candidates to engage in <i>assessment and instructional practices that</i> strengthen teaching and improve student learning.			✓		Establish close connection of theory to practice
24. Module provides opportunities for candidates to develop and/or strengthen <i>subject matter</i> knowledge			✓		Can one effectively teach the proposed “Continu du module” in one semester?
25. Module provides opportunities for candidates to develop and/or strengthen <i>pedagogical knowledge</i> .			✓		Establish close connection of theory to practice
26. Module content and pedagogical knowledge and skills are meaningfully <i>integrated across the module</i> .			✓		Establish close connection of theory to practice
27. Module provides opportunities for candidates to <i>apply what they learn</i> .			✓		Consider increasing “Activites pratiques” to 30% or higher?
28. Module provides opportunities for educator preparation professionals to <i>assess candidate knowledge, skills, and dispositions before, during, and after program completion</i> .			✓		Unclear how this is actually done.
29. Module provides opportunities for candidates to <i>receive feedback and guidance</i> about their learning and growth.			✓		Unclear how this is actually done.
30. Module provides opportunities for candidates to engage in structured field-based and clinical experiences enabling them to <i>demonstrate and showcase what they learn</i> .			✓		See recommendation Re: clinical experiences

This rubric evaluates modules based on the extent to which they meet specific curriculum and instructional design features using a rating scale from 1 (Standard Not Met) to 5 (Standard Completely Met).

M20: Didactique Histoire-Geographie					
Curriculum & Instructional Design Elements	1 Criterion Not Met	2 Criterion Partially Met	3 Criterion Adequately Met	4 Criterion Completely Met	Comments
1. Module is informed by a <i>conceptual framework</i> that guides curriculum development and instruction and grounds them in research, policy, and best practices.		✓			CF not clearly articulated
2. Module provides opportunities for candidates to <i>develop and/or expand professional knowledge, skills, and dispositions</i> .			✓		Connect theory to practice
3. Module provides opportunities for candidates to engage in <i>assessment and instructional practices</i> that strengthen teaching and improve student learning.			✓		Connect theory to practice
4. Module provides opportunities for candidates to develop and/or strengthen <i>subject matter</i> knowledge			✓		Can one effectively teach the proposed “Continu du module” in one semester?
5. Module provides opportunities for candidates to develop and/or strengthen <i>pedagogical knowledge</i> .			✓		Addressed in didactique modules
6. Module content and pedagogical knowledge and skills are meaningfully <i>integrated across the module</i> .			✓		Connect theory to practice
7. Module provides opportunities for candidates to <i>apply what they learn</i> .			✓		Consider increasing “Activites pratiques” to 30% or higher?
8. Module provides opportunities for educator preparation professionals to <i>assess candidate knowledge, skills, and dispositions before, during, and after program completion</i> .			✓		Unclear how this is actually done.
9. Module provides opportunities for candidates to <i>receive feedback and guidance</i> about their learning and growth.			✓		Unclear how this is actually done.
10. Module provides opportunities for candidates to engage in structured field-based and clinical experiences enabling them to <i>demonstrate and showcase what they learn</i> .			✓		See recommendation Re: clinical experiences

This rubric evaluates modules based on the extent to which they meet specific curriculum and instructional design features using a rating scale from 1 (Standard Not Met) to 5 (Standard Completely Met).

M21: Sociologie De L'Education					
Curriculum & Instructional Design Elements	1 Criterion Not Met	2 Criterion Partially Met	3 Criterion Adequately Met	4 Criterion Completely Met	Comments
1. Module is informed by a <i>conceptual framework</i> that guides curriculum development and instruction and grounds them in research, policy, and best practices.		✓			CF not clearly articulated
2. Module provides opportunities for candidates to <i>develop and/or expand professional knowledge, skills, and dispositions</i> .			✓		M06 &/or M13 seem more appropriate pre-requisites than M12
3. Module provides opportunities for candidates to engage in <i>assessment and instructional practices that strengthen teaching and improve student learning</i> .			✓		Objectives and content need better alignment
4. Module provides opportunities for candidates to develop and/or strengthen <i>subject matter knowledge</i>			✓		Can one effectively teach the proposed “Continu du module” in one semester?
5. Module provides opportunities for candidates to develop and/or strengthen <i>pedagogical knowledge</i> .			✓		Addressed in didactique modules
6. Module content and pedagogical knowledge and skills are meaningfully <i>integrated across the module</i> .			✓		Connect theory to practice
7. Module provides opportunities for candidates to <i>apply what they learn</i> .			✓		Consider increasing “Activites pratiques” to 30% or higher?
8. Module provides opportunities for educator preparation professionals to <i>assess candidate knowledge, skills, and dispositions before, during, and after program completion</i> .			✓		Unclear how this is actually done.
9. Module provides opportunities for candidates to <i>receive feedback and guidance about their learning and growth</i> .			✓		Unclear how this is actually done.
10. Module provides opportunities for candidates to engage in structured field-based and clinical experiences enabling them to <i>demonstrate and showcase what they learn</i> .			✓		See recommendation Re: clinical experiences

This rubric evaluates modules based on the extent to which they meet specific curriculum and instructional design features using a rating scale from 1 (Standard Not Met) to 5 (Standard Completely Met).

M22: Didactique Arabe 2					
Curriculum & Instructional Design Elements	1 Criterion Not Met	2 Criterion Partially Met	3 Criterion Adequately Met	4 Criterion Completely Met	Comments
1. Module is informed by a <i>conceptual framework</i> that guides curriculum development and instruction and grounds them in research, policy, and best practices.		✓			CF not clearly articulated
2. Module provides opportunities for candidates to <i>develop and/or expand professional knowledge, skills, and dispositions</i> .		✓			Best to devote this module to the science of teaching reading
3. Module provides opportunities for candidates to engage in <i>assessment and instructional practices that strengthen teaching and improve student learning</i> .		✓			Focus module on literacy assessment and instruction
4. Module provides opportunities for candidates to develop and/or strengthen <i>subject matter knowledge</i>		✓			Focus module on literacy assessment and instruction
5. Module provides opportunities for candidates to develop and/or strengthen <i>pedagogical knowledge</i> .		✓			Focus module on literacy assessment and instruction
6. Module content and pedagogical knowledge and skills are meaningfully <i>integrated across the module</i> .		✓			Focus module on literacy assessment and instruction
7. Module provides opportunities for candidates to <i>apply what they learn</i> .		✓			Focus module on literacy assessment and instruction
8. Module provides opportunities for educator preparation professionals to <i>assess candidate knowledge, skills, and dispositions before, during, and after program completion</i> .		✓			Focus module on literacy assessment and instruction
9. Module provides opportunities for candidates to <i>receive feedback and guidance about their learning and growth</i> .		✓			Focus module on literacy assessment and instruction
10. Module provides opportunities for candidates to engage in structured field-based and clinical experiences enabling them to <i>demonstrate and showcase what they learn</i> .		✓			Focus module on literacy assessment and instruction

This rubric evaluates modules based on the extent to which they meet specific curriculum and instructional design features using a rating scale from 1 (Standard Not Met) to 5 (Standard Completely Met).

M23: Didactique Langue Francaise 2					
Curriculum & Instructional Design Elements	1 Criterion Not Met	2 Criterion Partially Met	3 Criterion Adequately Met	4 Criterion Completely Met	Comments
1. Module is informed by a <i>conceptual framework</i> that guides curriculum development and instruction and grounds them in research, policy, and best practices.		✓			CF not clearly articulated
2. Module provides opportunities for candidates to <i>develop and/or expand professional knowledge, skills, and dispositions</i> .		✓			Best to devote this module to the science of teaching reading
3. Module provides opportunities for candidates to engage in <i>assessment and instructional practices</i> that strengthen teaching and improve student learning.		✓			Focus module on literacy assessment and instruction
4. Module provides opportunities for candidates to develop and/or strengthen <i>subject matter</i> knowledge		✓			Focus module on literacy assessment and instruction
5. Module provides opportunities for candidates to develop and/or strengthen <i>pedagogical knowledge</i> .		✓			Focus module on literacy assessment and instruction
6. Module content and pedagogical knowledge and skills are meaningfully <i>integrated across the module</i> .		✓			Focus module on literacy assessment and instruction
7. Module provides opportunities for candidates to <i>apply what they learn</i> .		✓			Focus module on literacy assessment and instruction
8. Module provides opportunities for educator preparation professionals to <i>assess candidate knowledge, skills, and dispositions before, during, and after program completion</i> .		✓			Focus module on literacy assessment and instruction
9. Module provides opportunities for candidates to <i>receive feedback and guidance</i> about their learning and growth.		✓			Focus module on literacy assessment and instruction
10. Module provides opportunities for candidates to engage in structured field-based and clinical experiences enabling them to <i>demonstrate and showcase what they learn</i> .		✓			Focus module on literacy assessment and instruction

This rubric evaluates modules based on the extent to which they meet specific curriculum and instructional design features using a rating scale from 1 (Standard Not Met) to 5 (Standard Completely Met).

M24: Didactique Des Mathematiques 2					
Curriculum & Instructional Design Elements	1 Criterion Not Met	2 Criterion Partially Met	3 Criterion Adequately Met	4 Criterion Completely Met	Comments
1. Module is informed by a <i>conceptual framework</i> that guides curriculum development and instruction and grounds them in research, policy, and best practices.		✓			CF not clearly articulated
2. Module provides opportunities for candidates to <i>develop and/or expand professional knowledge, skills, and dispositions</i> .			✓		Align objectives to module content more closely
3. Module provides opportunities for candidates to engage in <i>assessment and instructional practices that</i> strengthen teaching and improve student learning.			✓		Establish close connection of theory to practice
4. Module provides opportunities for candidates to develop and/or strengthen <i>subject matter</i> knowledge			✓		Can one effectively teach the proposed “Continu du module” in one semester?
5. Module provides opportunities for candidates to develop and/or strengthen <i>pedagogical knowledge</i> .			✓		Establish close connection of theory to practice
6. Module content and pedagogical knowledge and skills are meaningfully <i>integrated across the module</i> .			✓		Establish close connection of theory to practice
7. Module provides opportunities for candidates to <i>apply what they learn</i> .			✓		Consider increasing “Activites pratiques” to 30% or higher?
8. Module provides opportunities for educator preparation professionals to <i>assess candidate knowledge, skills, and dispositions before, during, and after program completion</i> .			✓		Unclear how this is actually done.
9. Module provides opportunities for candidates to <i>receive feedback and guidance</i> about their learning and growth.			✓		Unclear how this is actually done.
10. Module provides opportunities for candidates to engage in structured field-based and clinical experiences enabling them to <i>demonstrate and showcase what they learn</i> .			✓		See recommendation Re: clinical experiences

This rubric evaluates modules based on the extent to which they meet specific curriculum and instructional design features using a rating scale from 1 (Standard Not Met) to 5 (Standard Completely Met).

M25: Didactique De L'Eveil Scientifique 2					
Curriculum & Instructional Design Elements	1 Criterion Not Met	2 Criterion Partially Met	3 Criterion Adequately Met	4 Criterion Completely Met	Comments
1. Module is informed by a <i>conceptual framework</i> that guides curriculum development and instruction and grounds them in research, policy, and best practices.		✓			CF not clearly articulated
2. Module provides opportunities for candidates to <i>develop and/or expand professional knowledge, skills, and dispositions</i> .			✓		Align objectives to module content more closely
3. Module provides opportunities for candidates to engage in <i>assessment and instructional practices that strengthen teaching and improve student learning</i> .			✓		Establish close connection of theory to practice
4. Module provides opportunities for candidates to develop and/or strengthen <i>subject matter knowledge</i>			✓		Can one effectively teach the proposed “Continu du module” in one semester?
5. Module provides opportunities for candidates to develop and/or strengthen <i>pedagogical knowledge</i> .			✓		Establish close connection of theory to practice
6. Module content and pedagogical knowledge and skills are meaningfully <i>integrated across the module</i> .			✓		Establish close connection of theory to practice
7. Module provides opportunities for candidates to <i>apply what they learn</i> .			✓		Consider increasing “Activites pratiques” to 30% or higher?
8. Module provides opportunities for educator preparation professionals to <i>assess candidate knowledge, skills, and dispositions before, during, and after program completion</i> .			✓		Unclear how this is actually done.
9. Module provides opportunities for candidates to <i>receive feedback and guidance about their learning and growth</i> .			✓		Unclear how this is actually done.
10. Module provides opportunities for candidates to engage in structured field-based and clinical experiences enabling them to <i>demonstrate and showcase what they learn</i> .			✓		See recommendation Re: clinical experiences

This rubric evaluates modules based on the extent to which they meet specific curriculum and instructional design features using a rating scale from 1 (Standard Not Met) to 5 (Standard Completely Met).

M26: Didactique De L'Education Islamique					
Curriculum & Instructional Design Elements	1 Criterion Not Met	2 Criterion Partially Met	3 Criterion Adequately Met	4 Criterion Completely Met	Comments
1. Module is informed by a <i>conceptual framework</i> that guides curriculum development and instruction and grounds them in research, policy, and best practices.		✓			CF not clearly articulated
2. Module provides opportunities for candidates to <i>develop and/or expand professional knowledge, skills, and dispositions</i> .			✓		Align objectives to module content more closely
3. Module provides opportunities for candidates to engage in <i>assessment and instructional practices that strengthen teaching and improve student learning</i> .			✓		Establish closer connection of theory to practice
4. Module provides opportunities for candidates to develop and/or strengthen <i>subject matter knowledge</i>			✓		Can one effectively teach the proposed “Continu du module” in one semester?
5. Module provides opportunities for candidates to develop and/or strengthen <i>pedagogical knowledge</i> .			✓		Establish close connection of theory to practice
6. Module content and pedagogical knowledge and skills are meaningfully <i>integrated across the module</i> .			✓		Establish closer connection of theory to practice
7. Module provides opportunities for candidates to <i>apply what they learn</i> .			✓		Consider increasing “Activites pratiques” to 30% or higher?
8. Module provides opportunities for educator preparation professionals to <i>assess candidate knowledge, skills, and dispositions before, during, and after program completion</i> .			✓		Unclear how this is actually done.
9. Module provides opportunities for candidates to <i>receive feedback and guidance about their learning and growth</i> .			✓		Unclear how this is actually done.
10. Module provides opportunities for candidates to engage in structured field-based and clinical experiences enabling them to <i>demonstrate and showcase what they learn</i> .			✓		See recommendation Re: clinical experiences

This rubric evaluates modules based on the extent to which they meet specific curriculum and instructional design features using a rating scale from 1 (Standard Not Met) to 5 (Standard Completely Met).

M27: Methodes et Approches I					
Curriculum & Instructional Design Elements	1 Criterion Not Met	2 Criterion Partially Met	3 Criterion Adequately Met	4 Criterion Completely Met	Comments
1. Module is informed by a <i>conceptual framework</i> that guides curriculum development and instruction and grounds them in research, policy, and best practices.		✓			CF not clearly articulated
2. Module provides opportunities for candidates to <i>develop and/or expand professional knowledge, skills, and dispositions</i> .			✓		Align objectives to module content more closely
3. Module provides opportunities for candidates to engage in <i>assessment and instructional practices that strengthen teaching and improve student learning</i> .			✓		Establish closer connection of theory to practice
4. Module provides opportunities for candidates to develop and/or strengthen <i>subject matter knowledge</i>			✓		Can one effectively teach the proposed “Continu du module” in one semester?
5. Module provides opportunities for candidates to develop and/or strengthen <i>pedagogical knowledge</i> .			✓		Establish close connection of theory to practice
6. Module content and pedagogical knowledge and skills are meaningfully <i>integrated across the module</i> .			✓		Establish closer connection of theory to practice
7. Module provides opportunities for candidates to <i>apply what they learn</i> .			✓		Consider increasing “Activites pratiques” to 30% or higher?
8. Module provides opportunities for educator preparation professionals to <i>assess candidate knowledge, skills, and dispositions before, during, and after program completion</i> .			✓		Unclear how this is actually done.
9. Module provides opportunities for candidates to <i>receive feedback and guidance about their learning and growth</i> .			✓		Unclear how this is actually done.
10. Module provides opportunities for candidates to engage in structured field-based and clinical experiences enabling them to <i>demonstrate and showcase what they learn</i> .			✓		See recommendation Re: clinical experiences

This rubric evaluates modules based on the extent to which they meet specific curriculum and instructional design features using a rating scale from 1 (Standard Not Met) to 5 (Standard Completely Met).

M28: Education Physique et Sportive					
Curriculum & Instructional Design Elements	1 Criterion Not Met	2 Criterion Partially Met	3 Criterion Adequately Met	4 Criterion Completely Met	Comments
1. Module is informed by a <i>conceptual framework</i> that guides curriculum development and instruction and grounds them in research, policy, and best practices.		✓			CF not clearly articulated
2. Module provides opportunities for candidates to <i>develop and/or expand professional knowledge, skills, and dispositions</i> .			✓		Align objectives to module content more closely
3. Module provides opportunities for candidates to engage in <i>assessment and instructional practices that strengthen teaching and improve student learning</i> .			✓		Establish closer connection of theory to practice
4. Module provides opportunities for candidates to develop and/or strengthen <i>subject matter knowledge</i>			✓		Can one effectively teach the proposed “Continu du module” in one semester?
5. Module provides opportunities for candidates to develop and/or strengthen <i>pedagogical knowledge</i> .			✓		Establish close connection of theory to practice
6. Module content and pedagogical knowledge and skills are meaningfully <i>integrated across the module</i> .			✓		Establish closer connection of theory to practice
7. Module provides opportunities for candidates to <i>apply what they learn</i> .			✓		Consider increasing “Activites pratiques” to 30% or higher?
8. Module provides opportunities for educator preparation professionals to <i>assess candidate knowledge, skills, and dispositions before, during, and after program completion</i> .			✓		Unclear how this is actually done.
9. Module provides opportunities for candidates to <i>receive feedback and guidance about their learning and growth</i> .			✓		Unclear how this is actually done.
10. Module provides opportunities for candidates to engage in structured field-based and clinical experiences enabling them to <i>demonstrate and showcase what they learn</i> .			✓		See recommendation Re: clinical experiences

This rubric evaluates modules based on the extent to which they meet specific curriculum and instructional design features using a rating scale from 1 (Standard Not Met) to 5 (Standard Completely Met).

M29: Techniques D'animation					
Curriculum & Instructional Design Elements	1 Criterion Not Met	2 Criterion Partially Met	3 Criterion Adequately Met	4 Criterion Completely Met	Comments
1. Module is informed by a <i>conceptual framework</i> that guides curriculum development and instruction and grounds them in research, policy, and best practices.		✓			CF not clearly articulated
2. Module provides opportunities for candidates to <i>develop and/or expand professional knowledge, skills, and dispositions</i> .			✓		Align objectives to module content more closely
3. Module provides opportunities for candidates to engage in <i>assessment and instructional practices that</i> strengthen teaching and improve student learning.			✓		Establish closer connection of theory to practice
4. Module provides opportunities for candidates to develop and/or strengthen <i>subject matter</i> knowledge			✓		Can one effectively teach the proposed “Continu du module” in one module?
5. Module provides opportunities for candidates to develop and/or strengthen <i>pedagogical knowledge</i> .			✓		Establish closer connection of theory to practice
6. Module content and pedagogical knowledge and skills are meaningfully <i>integrated across the module</i> .			✓		Establish closer connection of theory to practice
7. Module provides opportunities for candidates to <i>apply what they learn</i> .			✓		Consider increasing “Activites pratiques” to 30% or higher?
8. Module provides opportunities for educator preparation professionals to <i>assess candidate knowledge, skills, and dispositions before, during, and after program completion</i> .			✓		Unclear how this is actually done.
9. Module provides opportunities for candidates to <i>receive feedback and guidance</i> about their learning and growth.			✓		Unclear how this is actually done.
10. Module provides opportunities for candidates to engage in structured field-based and clinical experiences enabling them to <i>demonstrate and showcase what they learn</i> .			✓		See recommendation Re: clinical experiences

This rubric evaluates modules based on the extent to which they meet specific curriculum and instructional design features using a rating scale from 1 (Standard Not Met) to 5 (Standard Completely Met).

M30: Anglais I					
Curriculum & Instructional Design Elements	1 Criterion Not Met	2 Criterion Partially Met	3 Criterion Adequately Met	4 Criterion Completely Met	Comments
1. Module is informed by a <i>conceptual framework</i> that guides curriculum development and instruction and grounds them in research, policy, and best practices.		✓			CF not clearly articulated
2. Module provides opportunities for candidates to <i>develop and/or expand professional knowledge, skills, and dispositions</i> .			✓		Align objectives to module content more closely
3. Module provides opportunities for candidates to engage in <i>assessment and instructional practices that strengthen teaching and improve student learning</i> .			✓		Determine how to determine student language proficiency needs
4. Module provides opportunities for candidates to develop and/or strengthen <i>subject matter knowledge</i>			✓		Incorporate listening, speaking, reading, and writing skills
5. Module provides opportunities for candidates to develop and/or strengthen <i>pedagogical knowledge</i> .			✓		Integrate strategies for teaching LSR & W skills
6. Module content and pedagogical knowledge and skills are meaningfully <i>integrated across the module</i> .			✓		Connect theory to practice
7. Module provides opportunities for candidates to <i>apply what they learn</i> .			✓		Connect theory to practice
8. Module provides opportunities for educator preparation professionals to <i>assess candidate knowledge, skills, and dispositions before, during, and after program completion</i> .			✓		Unclear how this is actually done.
9. Module provides opportunities for candidates to <i>receive feedback and guidance about their learning and growth</i> .			✓		Unclear how this is actually done.
10. Module provides opportunities for candidates to engage in structured field-based and clinical experiences enabling them to <i>demonstrate and showcase what they learn</i> .			✓		See recommendation Re: clinical experiences

This rubric evaluates modules based on the extent to which they meet specific curriculum and instructional design features using a rating scale from 1 (Standard Not Met) to 5 (Standard Completely Met).

M31: Decimology et Evaluation					
Curriculum & Instructional Design Elements	1 Criterion Not Met	2 Criterion Partially Met	3 Criterion Adequately Met	4 Criterion Completely Met	Comments
1. Module is informed by a <i>conceptual framework</i> that guides curriculum development and instruction and grounds them in research, policy, and best practices.		✓			CF not clearly articulated
2. Module provides opportunities for candidates to <i>develop and/or expand professional knowledge, skills, and dispositions</i> .			✓		Align objectives to module content more closely
3. Module provides opportunities for candidates to engage in <i>assessment and instructional practices that strengthen teaching and improve student learning</i> .				✓	Connect theory to practice
4. Module provides opportunities for candidates to develop and/or strengthen <i>subject matter knowledge</i>				✓	Connect theory to practice
5. Module provides opportunities for candidates to develop and/or strengthen <i>pedagogical knowledge</i> .			✓		Connect theory to practice
6. Module content and pedagogical knowledge and skills are meaningfully <i>integrated across the module</i> .			✓		Connect theory to practice
7. Module provides opportunities for candidates to <i>apply what they learn</i> .			✓		Connect theory to practice
8. Module provides opportunities for educator preparation professionals to <i>assess candidate knowledge, skills, and dispositions before, during, and after program completion</i> .			✓		Unclear how this is actually done.
9. Module provides opportunities for candidates to <i>receive feedback and guidance about their learning and growth</i> .			✓		Unclear how this is actually done.
10. Module provides opportunities for candidates to engage in structured field-based and clinical experiences enabling them to <i>demonstrate and showcase what they learn</i> .			✓		See recommendation Re: clinical experiences

This rubric evaluates modules based on the extent to which they meet specific curriculum and instructional design features using a rating scale from 1 (Standard Not Met) to 5 (Standard Completely Met).

M32: Stage D'Immersion I					
Curriculum & Instructional Design Elements	1 Criterion Not Met	2 Criterion Partially Met	3 Criterion Adequately Met	4 Criterion Completely Met	Comments
1. Module is informed by a <i>conceptual framework</i> that guides curriculum development and instruction and grounds them in research, policy, and best practices.		✓			CF not clearly articulated
2. Module provides opportunities for candidates to <i>develop and/or expand professional knowledge, skills, and dispositions</i> .				✓	Align objectives to actual work performed in educational settings
3. Module provides opportunities for candidates to engage in <i>assessment and instructional practices that strengthen teaching and improve student learning</i> .				✓	Allow students to apply what they learn in real-world settings
4. Module provides opportunities for candidates to develop and/or strengthen <i>subject matter knowledge</i>				✓	Connect theory to practice
5. Module provides opportunities for candidates to develop and/or strengthen <i>pedagogical knowledge</i> .				✓	Connect theory to practice
6. Module content and pedagogical knowledge and skills are meaningfully <i>integrated across the module</i> .			✓		Connect theory to practice
7. Module provides opportunities for candidates to <i>apply what they learn</i> .				✓	Connect theory to practice
8. Module provides opportunities for educator preparation professionals to <i>assess candidate knowledge, skills, and dispositions before, during, and after program completion</i> .			✓		Unclear how this is actually done.
9. Module provides opportunities for candidates to <i>receive feedback and guidance about their learning and growth</i> .				✓	Unclear how this is actually done.
10. Module provides opportunities for candidates to engage in structured field-based and clinical experiences enabling them to <i>demonstrate and showcase what they learn</i> .				✓	See recommendation Re: clinical experiences

This rubric evaluates modules based on the extent to which they meet specific curriculum and instructional design features using a rating scale from 1 (Standard Not Met) to 5 (Standard Completely Met).

M33: Methodes et Approches 2					
Curriculum & Instructional Design Elements	1 Criterion Not Met	2 Criterion Partially Met	3 Criterion Adequately Met	4 Criterion Completely Met	Comments
1. Module is informed by a <i>conceptual framework</i> that guides curriculum development and instruction and grounds them in research, policy, and best practices.		✓			CF not clearly articulated
2. Module provides opportunities for candidates to <i>develop and/or expand professional knowledge, skills, and dispositions</i> .			✓		Align objectives to module content more closely
3. Module provides opportunities for candidates to engage in <i>assessment and instructional practices that strengthen teaching and improve student learning</i> .			✓		Establish closer connection of APC approach to practice
4. Module provides opportunities for candidates to develop and/or strengthen <i>subject matter knowledge</i>			✓		Can one effectively teach the proposed “Continu du module” in one module?
5. Module provides opportunities for candidates to develop and/or strengthen <i>pedagogical knowledge</i> .			✓		Establish close connection of APC approach to practice
6. Module content and pedagogical knowledge and skills are meaningfully <i>integrated across the module</i> .			✓		Establish closer connection of APC approach to practice
7. Module provides opportunities for candidates to <i>apply what they learn</i> .			✓		Consider increasing “Activites pratiques” to 30% or higher?
8. Module provides opportunities for educator preparation professionals to <i>assess candidate knowledge, skills, and dispositions before, during, and after program completion</i> .			✓		Unclear how this is actually done.
9. Module provides opportunities for candidates to <i>receive feedback and guidance about their learning and growth</i> .			✓		Unclear how this is actually done.
10. Module provides opportunities for candidates to engage in structured field-based and clinical experiences enabling them to <i>demonstrate and showcase what they learn</i> .			✓		See recommendation Re: clinical experiences

This rubric evaluates modules based on the extent to which they meet specific curriculum and instructional design features using a rating scale from 1 (Standard Not Met) to 5 (Standard Completely Met).

M34: Education Plastique et Développement Psychosociomoteur					
Curriculum & Instructional Design Elements	1 Criterion Not Met	2 Criterion Partially Met	3 Criterion Adequately Met	4 Criterion Completely Met	Comments
1. Module is informed by a <i>conceptual framework</i> that guides curriculum development and instruction and grounds them in research, policy, and best practices.		✓			CF not clearly articulated
2. Module provides opportunities for candidates to <i>develop and/or expand professional knowledge, skills, and dispositions</i> .			✓		Align objectives to module content more closely
3. Module provides opportunities for candidates to engage in <i>assessment and instructional practices that strengthen teaching and improve student learning</i> .			✓		Establish closer connection of theory to practice
4. Module provides opportunities for candidates to develop and/or strengthen <i>subject matter knowledge</i>			✓		Can one effectively teach the proposed “Continu du module” in one module?
5. Module provides opportunities for candidates to develop and/or strengthen <i>pedagogical knowledge</i> .			✓		Establish closer connection of theory to practice
6. Module content and pedagogical knowledge and skills are meaningfully <i>integrated across the module</i> .			✓		Establish closer connection of theory to practice
7. Module provides opportunities for candidates to <i>apply what they learn</i> .			✓		Consider increasing “Activites pratiques” to 30% or higher?
8. Module provides opportunities for educator preparation professionals to <i>assess candidate knowledge, skills, and dispositions before, during, and after program completion</i> .			✓		Unclear how this is actually done.
9. Module provides opportunities for candidates to <i>receive feedback and guidance about their learning and growth</i> .			✓		Unclear how this is actually done.
10. Module provides opportunities for candidates to engage in structured field-based and clinical experiences enabling them to <i>demonstrate and showcase what they learn</i> .			✓		See recommendation Re: clinical experiences

This rubric evaluates modules based on the extent to which they meet specific curriculum and instructional design features using a rating scale from 1 (Standard Not Met) to 5 (Standard Completely Met).

M35: Langues et Culture Amazigh					
Curriculum & Instructional Design Elements	1 Criterion Not Met	2 Criterion Partially Met	3 Criterion Adequately Met	4 Criterion Completely Met	Comments
1. Module is informed by a <i>conceptual framework</i> that guides curriculum development and instruction and grounds them in research, policy, and best practices.		✓			CF not clearly articulated
2. Module provides opportunities for candidates to <i>develop and/or expand professional knowledge, skills, and dispositions</i> .			✓		Align objectives to module content more closely
3. Module provides opportunities for candidates to engage in <i>assessment and instructional practices that strengthen teaching and improve student learning</i> .			✓		
4. Module provides opportunities for candidates to develop and/or strengthen <i>subject matter knowledge</i>			✓		Unclear how much of this module is devoted to teaching Amazigh
5. Module provides opportunities for candidates to develop and/or strengthen <i>pedagogical knowledge</i> .			✓		
6. Module content and pedagogical knowledge and skills are meaningfully <i>integrated across the module</i> .			✓		
7. Module provides opportunities for candidates to <i>apply what they learn</i> .			✓		Consider increasing “Activites pratiques” to 30% or higher?
8. Module provides opportunities for educator preparation professionals to <i>assess candidate knowledge, skills, and dispositions before, during, and after program completion</i> .			✓		Unclear how this is actually done.
9. Module provides opportunities for candidates to <i>receive feedback and guidance about their learning and growth</i> .			✓		Unclear how this is actually done.
10. Module provides opportunities for candidates to engage in structured field-based and clinical experiences enabling them to <i>demonstrate and showcase what they learn</i> .			✓		See recommendation Re: clinical experiences

This rubric evaluates modules based on the extent to which they meet specific curriculum and instructional design features using a rating scale from 1 (Standard Not Met) to 5 (Standard Completely Met).

M36: Anglais 2					
Curriculum & Instructional Design Elements	1 Criterion Not Met	2 Criterion Partially Met	3 Criterion Adequately Met	4 Criterion Completely Met	Comments
1. Module is informed by a <i>conceptual framework</i> that guides curriculum development and instruction and grounds them in research, policy, and best practices.		✓			CF not clearly articulated
2. Module provides opportunities for candidates to <i>develop and/or expand professional knowledge, skills, and dispositions</i> .			✓		Align objectives to module content more closely
3. Module provides opportunities for candidates to engage in <i>assessment and instructional practices</i> that strengthen teaching and improve student learning.			✓		Incorporate how to determine students' language proficiency needs
4. Module provides opportunities for candidates to develop and/or strengthen <i>subject matter</i> knowledge			✓		Incorporate listening, speaking, reading, and writing skills
5. Module provides opportunities for candidates to develop and/or strengthen <i>pedagogical knowledge</i> .			✓		Integrate strategies for teaching LSRW skills in context
6. Module content and pedagogical knowledge and skills are meaningfully <i>integrated across the module</i> .			✓		Connect theory to practice
7. Module provides opportunities for candidates to <i>apply what they learn</i> .			✓		Incorporate lesson planning for practice
8. Module provides opportunities for educator preparation professionals to <i>assess candidate knowledge, skills, and dispositions before, during, and after program completion</i> .			✓		Unclear how this is actually done.
9. Module provides opportunities for candidates to <i>receive feedback and guidance</i> about their learning and growth.			✓		Unclear how this is actually done.
10. Module provides opportunities for candidates to engage in structured field-based and clinical experiences enabling them to <i>demonstrate and showcase what they learn</i> .			✓		See recommendation Re: clinical experiences

This rubric evaluates modules based on the extent to which they meet specific curriculum and instructional design features using a rating scale from 1 (Standard Not Met) to 5 (Standard Completely Met).

M37: Deontology Du Metier Et Education Aux Valeurs					
Curriculum & Instructional Design Elements	1 Criterion Not Met	2 Criterion Partially Met	3 Criterion Adequately Met	4 Criterion Completely Met	Comments
31. Module is informed by a <i>conceptual framework</i> that guides curriculum development and instruction and grounds them in research, policy, and best practices.		✓			CF not clearly articulated
32. Module provides opportunities for candidates to <i>develop and/or expand professional knowledge, skills, and dispositions</i> .			✓		Align objectives to module content more closely
33. Module provides opportunities for candidates to engage in <i>assessment and instructional practices</i> that strengthen teaching and improve student learning.			✓		Incorporate how to use data to inform instruction
34. Module provides opportunities for candidates to develop and/or strengthen <i>subject matter</i> knowledge			✓		Incorporate how to identify evidence-based teaching strategies
35. Module provides opportunities for candidates to develop and/or strengthen <i>pedagogical knowledge</i> .			✓		Incorporate how to design interventions to address learning challenges
36. Module content and pedagogical knowledge and skills are meaningfully <i>integrated across the module</i> .			✓		Connect theory to practice
37. Module provides opportunities for candidates to <i>apply what they learn</i> .			✓		Incorporate team-work & collaboration
38. Module provides opportunities for educator preparation professionals to <i>assess candidate knowledge, skills, and dispositions before, during, and after program completion</i> .			✓		Unclear how this is actually done.
39. Module provides opportunities for candidates to <i>receive feedback and guidance</i> about their learning and growth.			✓		Unclear how this is actually done.
40. Module provides opportunities for candidates to engage in structured field-based and clinical experiences enabling them to <i>demonstrate and showcase what they learn</i> .			✓		See recommendation Re: clinical experiences

This rubric evaluates modules based on the extent to which they meet specific curriculum and instructional design features using a rating scale from 1 (Standard Not Met) to 5 (Standard Completely Met).

M38: Stage D'Immersion 2					
Curriculum & Instructional Design Elements	1 Criterion Not Met	2 Criterion Partially Met	3 Criterion Adequately Met	4 Criterion Completely Met	Comments
1. Module is informed by a <i>conceptual framework</i> that guides curriculum development and instruction and grounds them in research, policy, and best practices.		✓			CF not clearly articulated
2. Module provides opportunities for candidates to <i>develop and/or expand professional knowledge, skills, and dispositions</i> .				✓	Align objectives to actual work performed in educational settings
3. Module provides opportunities for candidates to engage in <i>assessment and instructional practices</i> that strengthen teaching and improve student learning.				✓	Allow students to apply what they learn in real-world settings
4. Module provides opportunities for candidates to develop and/or strengthen <i>subject matter</i> knowledge				✓	Engage candidates in projects to demonstrate learning
5. Module provides opportunities for candidates to develop and/or strengthen <i>pedagogical knowledge</i> .				✓	Observe teaching and provide mentoring and coaching support
6. Module content and pedagogical knowledge and skills are meaningfully <i>integrated across the module</i> .			✓		Connect theory to practice
7. Module provides opportunities for candidates to <i>apply what they learn</i> .				✓	Observe teaching and provide mentoring and coaching support
8. Module provides opportunities for educator preparation professionals to <i>assess candidate knowledge, skills, and dispositions before, during, and after program completion</i> .			✓		Unclear how this is actually done.
9. Module provides opportunities for candidates to <i>receive feedback and guidance</i> about their learning and growth.				✓	Unclear how this is actually done.
10. Module provides opportunities for candidates to engage in structured field-based and clinical experiences enabling them to <i>demonstrate and showcase what they learn</i> .				✓	See recommendation Re: clinical experiences

ANNEX IV: DATA COLLECTION PROTOCOLS

KIIS

HE Morocco Protocols

- KII Protocol – University Admin, ENS Admin, CRMEF Admin

Date: _____

Facilitator: _____ & Notetaker: _____

Region: _____

City: _____

Educational institution: _____

Data collection activity # _____

I. Introductions and Informed Consent

Thank you for coming here today. We are grateful that you are giving us your time. First, let me introduce the team: [The facilitator, translator and notetaker should introduce themselves].

We are here on behalf of Social Impact and USAID to conduct research on the structure of the higher education system in Morocco as it relates to preparing teachers for the primary level.

Before we begin, you should know that neither this research nor your answers to our questions will in any way determine if a project or service will be implemented here, continue to be here, or affect your ability to access or receive any services.

The objective of this research is to provide evidence of what is going well and what challenges exist in training students to become successful primary school teachers so that the national system for teacher training can be strengthened.

This interview will take approximately one hour. With your permission, we would like to audio record our conversation and take notes. The recordings and the notes will not be shared with anyone outside the research team and your name will be kept confidential. We hope this makes you feel comfortable to express your ideas freely.

We will also be conducting a follow up phone or email survey within the next month. We would like to request your participation. Even if you accept to participate today, you can change your mind and elect not to participate when the survey is administered. We are asking to collect your phone number and email address so that we can reconnect with you for this purpose – you are free to choose not to provide this information to us.

Your participation in this discussion is voluntary and so if you do not feel comfortable, then you are welcome to excuse yourself at any time during the research without any consequences to you.

Do you have any questions? Do you agree to participate? Will you allow us to record the conversations?

Thank you!

II. Participant Demographic Information

Please ask the interview participant to provide the following information:

COLLECT SEPARATELY FOR EACH PARTICIPANT

#1 Name: _____

Phone #: _____

Email: _____

Sex: Male Female

Current affiliation: Ministry University CRMEF ENS

Other (list) _____

Current Title/Role: Administration/ Director Teaching faculty/trainer Student

Other: (list): _____

Year of employment at current institute: < 1 1-5 6-15 16-25 26+

#2 Name: _____ [for a 2 person KII]

Phone #: _____

Email: _____

Sex: Male Female

Current affiliation: Ministry University CRMEF ENS

Other (list) _____

Current Title/Role: Administration/ Director Teaching faculty/trainer Student

Other: (list): _____

Year of employment at current institute: < 1 1-5 6-15 16-25 26+

KII Protocol (POCs) – University Admin, ENS Admin, CRMEF Admin

Faculty preparedness & efficacy

1. Faculty/ Trainer preparation:
 - a. What training or educational background is required of faculty/ trainers at this institution?
 - b. Do you feel that this training adequately prepares faculty/trainers to implement the curricula required of them? Both in terms of subject area and pedagogy?
 - c. Did faculty teaching in the new primary BA program receive any guidance or training on how to teach from the new curriculum?

2. Measuring faculty/trainer performance:
 - a. What are the mechanisms put in place to get regular feedback from faculty/trainers or administration?
 - i. How this feedback is used to inform the program and policy making?
 - b. Once trained, how do you evaluate the performance of faculty/ trainers to maintain a good quality of primary education faculty/ trainers?

- i. Do you offer in-service training / professional development for faculty/trainers?
- 3. What actions would you recommend to strengthen faculty/ trainers' preparation for teaching primary level teachers?

Student preparedness & efficacy

- 4. Teacher candidate preparation:
 - a. What training or educational background is required of student candidates (prior to entry into this institution?)
 - b. What is the profile of current students in the primary teacher training program ?
 - i. Of current students, which profiles tend to perform best during the training?
 - c. Do you feel that their background adequately prepares student candidates to master the curricula they are taught at this institution?
 - i. If yes, what's key in their prior education/experiences? If no, what's missing?
- 5. Student (teacher candidate) recruitment:
 - a. Tell me about the timing and process of student recruitment.
 - i. What is going well? What could be improved?
 - b. Do you believe the selection criteria and process accurately identify students who have the required level of relevant competencies to complete their training?
 - i. At the Concours level
 - ii. At the CRMEF exam level
- 6. Profile at exit of CRMEF:
 - a. Does the training result in students who are prepared to be successful as primary level teachers?
- 7. Curricula for students (teacher candidates):
 - a. For primary teacher training programs:
Tell me about how the new modules (38 at BA level and 14 at CRMEF level) are being adapted for teacher training into:
 - i. Teaching materials/lessons for students?
 - 1. Are any learning materials provided digitally? Or incorporate online content?
 - ii. Paired to recommended delivery methods/ pedagogy to aid student learning?
 - b. Which modules/lessons do you feel are most critical to teacher candidates' preparedness to teach?
 - i. Are there modules on inclusive education - both for teaching children with disabilities and for gender-inclusive training? Do all students receive this/these modules?
 - ii. Do students receive training on how to best interact with parents of the students they will teach?
 - iii. Are there modules on incorporating technology in their classrooms?
 - iv. Are students prepared to teach in any setting in the Moroccan context: in both urban and rural areas?
 - 1. i.e. do they receive training on how to teach multi-level classes?
 - 2. And do they receive training on teaching in multilingual classrooms?
- 8. Measuring teacher candidate performance, certification, accreditation:
 - a. How do you measure whether students master the curricula?

- i. Tell me about the formative assessment processes used to measure students' progress.
- ii. What methods of summative assessment do you use in your institution?
 - I. What do you do if students fall short of assessment thresholds?
- iii. Does your institution encourage faculty/trainers adapt their teaching (what or how they teach) to meet the needs of different students in their classrooms?

CRMEF ONLY:

Practicum

- a. *How is the practicum organized?*
 - b. *Who is responsible for teaching/monitoring the practicum: overall management?, in classroom practice sessions?*
 - c. *What are the key learning objectives and milestones?*
 - d. *Are there a prescribed number of teaching hours required?*
 - e. *How (and by whom) are students assessed? How do they receive feedback? Do they have an opportunity to integrate feedback into practice teaching?*
 - f. *What support is provided to teachers during their 2nd year; that is, their first year with full teaching responsibilities?*
9. Do you think that your institution is able to offer an effective teaching and learning environment, in terms of: infrastructure, equipment, technology, financial aid, class size, pupil-teacher ratio...?
- a. If yes, what's the key? If not, what's missing?
10. In your opinion, is the training provided at your institution to future (primary level) teachers adequately preparing these teachers to respond to the learning needs of 21st century students in Morocco?
11. What actions would you recommend to strengthen student candidates' preparation for (primary level) teaching?

LANDSCAPE/ Context Questions

12. How do you understand your institution's role *in the overall process* of selecting and training students to become (primary level) teachers?
- a. What is your institution's relationship with other institutions intervening in (primary level) teacher preparation?
 - b. Is there any overlap between your institution's responsibilities and other institution's responsibilities?

*Document collection for University, ENS, CRMEF: **Document and learning materials collection***

**electronic files on USB/email, photocopy, phone pictures, etc. for collection methods*

- a. Teaching materials: syllabi, assessment rubrics, standard lesson plans for key modules, exam materials
- b. Learner materials: study materials or guides, print-outs, exercises, etc.
- c. POC: Program requirements and course details as provided to students in the program, e.g. required courses at different stages

FGDS

HE Morocco Protocols

- FGD- University, CRMEF, ENS : STUDENTS (teacher candidates) (primary level)

Date: _____

Facilitator: _____ & Notetaker: _____

Region: _____

City: _____

Educational institution: _____

Data collection activity # _____

I. Introductions and Informed Consent

Thank you for coming here today. We are grateful that you are giving us your time. First, let me introduce the team: [The facilitator, translator and notetaker should introduce themselves].

We are here on behalf of Social Impact and USAID to conduct research on the structure of the higher education system in Morocco as it relates to preparing teachers for the primary level.

Before we begin, you should know that neither this research nor your answers to our questions will in any way determine if a project or service will be implemented here, continue to be here, or affect your ability to access or receive any services.

The objective of this research is to provide evidence of what is going well and what challenges exist in training students to become successful primary school teachers so that the national system for teacher training can be strengthened.

This interview will take approximately one hour. With your permission, we would like to audio record our conversation and take notes. The recordings and the notes will not be shared with anyone outside the research team and your name will be kept confidential. We hope this makes you feel comfortable to express your ideas freely.

We will also be conducting a follow up phone or email survey within the next month. We would like to request your participation. Even if you accept to participate today, you can change your mind and elect not to participate when the survey is administered. We are asking to collect your phone number and email address so that we can reconnect with you for this purpose – you are free to choose not to provide this information to us.

Your participation in this discussion is voluntary and so if you do not feel comfortable, then you are welcome to excuse yourself at any time during the research without any consequences to you.

Do you have any questions? Do you agree to participate? Will you allow us to record the conversations?

Thank you!

II. Participant Demographic Information

Please ask the interview participant to provide the following information:

COLLECT SEPARATELY FOR EACH PARTICIPANT OF FGDs – DISTRIBUTE SEPARATE SHEET TO COLLECT

FGD- University, CRMEF, ENS : STUDENTS (teacher candidates) (primary level)

Student preparedness & efficacy

1. Teacher candidate preparation:
 - a. In your high school studies/university, did the option/discipline you pursued prepare you for the required coursework at this institution?
 - i. If yes, what's key in your prior education/experiences? If no, what's missing?
 - b. Do you think that your institution is succeeding in creating an effective teaching and learning environment: infrastructure, equipment, financial aid, class size, pupil-teacher ratio....?
 - i. If yes, what's the key in preparing an effective environment? If not, what's missing?

Faculty preparedness & efficacy

2. Faculty/ Trainer preparation:
 - a. Do you feel that the teaching faculty/ teacher trainers at this institution are adequately prepared (pedagogically and subject training) to teach their expected course work?
3. Measuring faculty/trainer certification, accreditation, & performance:
 - a. If you were dissatisfied with the performance of a professor (teaching faculty or teacher trainer), is there a method for you to raise these concerns?
4. Curricula for teacher candidates:
 - a. Modules
 - i. Tell me about the modules (lessons) you find most:
 1. Useful?
 2. Challenging?
 3. Are any missing?
 - ii. Have you received training on inclusive education - both for teaching children with disabilities and for gender-inclusive teaching?
 - iii. Have you had specific lessons on how teachers can best interact with parents of their students?
 - iv. Have you received training on incorporating technology in your classroom?
 - v. Has the training specifically prepared you to teach in both urban and rural areas?
 1. i.e. have you received training on how to teach multi-level classes?
 2. And have you received training on teaching in multilingual classrooms?
 - b. Learning materials & methods
 - i. What teaching methods are used in teacher training classes at this institution?
 - ii. Do you know how to access the training materials?
 - iii. Is the curriculum visible/ available online?
5. Measuring teacher candidate performance, certification, accreditation:

- a. Are you assessed throughout the semester by teaching faculty/trainers at this institution?
- b. What type of support do your instructors, or does this institution, provide to students who fall short of assessment thresholds?

CRMEF ONLY:

Tell me about how the practicum is organized. Has your experience in the practicum to date been what you expected?

- a. *What are the key learning objectives and milestones?*
 - b. *Are there a prescribed number of teaching hours required?*
 - c. *How (and by whom) is your performance assessed? How do you receive feedback? Do you have an opportunity to integrate feedback into your practice teaching?*
6. In your opinion, is the training provided to future primary level teachers – across the training you have experienced to date - adequately preparing you to respond to the learning needs of 21st century students in Morocco?
 7. What actions would you recommend to strengthen your preparation for teaching at the primary level?

*Document collection for University, ENS, CRMEF: **Document and learning materials collection***

**electronic files on USB/email, photocopy, phone pictures, etc. for collection methods*

- d. Teaching materials: syllabi, assessment rubrics, standard lesson plans for key modules, exam materials
- e. Learner materials: study materials or guides, print-outs, exercises, etc.
- f. Program requirements and course details as provided to students in the program, e.g. required courses at different stages

HE Morocco Protocols

- FGD- University, CRMEF, ENS : FACULTY/ TEACHER TRAINERS (of primary teacher candidates)

Date: _____

Facilitator: _____ & Notetaker: _____

Region: _____

City: _____

Educational institution: _____

Data collection activity # _____

I. Introductions and Informed Consent

Thank you for coming here today. We are grateful that you are giving us your time. First, let me introduce the team: [The facilitator, translator and notetaker should introduce themselves].

We are here on behalf of Social Impact and USAID to conduct research on the structure of the higher education system in Morocco as it relates to preparing teachers for the primary level.

Before we begin, you should know that neither this research nor your answers to our questions will in any way determine if a project or service will be implemented here, continue to be here, or affect your ability to access or receive any services.

The objective of this research is to provide evidence of what is going well and what challenges exist in training students to become successful primary school teachers so that the national system for teacher training can be strengthened.

This interview will take approximately one hour. With your permission, we would like to audio record our conversation and take notes. The recordings and the notes will not be shared with anyone outside the research team and your name will be kept confidential. We hope this makes you feel comfortable to express your ideas freely.

We will also be conducting a follow up phone or email survey within the next month. We would like to request your participation. Even if you accept to participate today, you can change your mind and elect not to participate when the survey is administered. We are asking to collect your phone number and email address so that we can reconnect with you for this purpose – you are free to choose not to provide this information to us.

Your participation in this discussion is voluntary and so if you do not feel comfortable, then you are welcome to excuse yourself at any time during the research without any consequences to you.

Do you have any questions? Do you agree to participate? Will you allow us to record the conversations?

Thank you!

II. Participant Demographic Information

Please ask the interview participant to provide the following information:

COLLECT SEPARATELY FOR EACH PARTICIPANT OF FGDs - DISTRIBUTE SEPARATE SHEET TO COLLECT

FGD- University, CRMEF, ENS : FACULTY/ TEACHER TRAINERS (of primary teacher candidates

Faculty preparedness & efficacy

1. Faculty/ Trainer preparation:
 - a. What training or educational background did you complete in order to teach at this institution (each person answers)?
 - b. UNI/ENS: Do you feel that the faculty/ trainers who are involved in the new license in education are adequately prepared to implement the new curricula? Both in terms of subject area and pedagogy?
 - i. If yes, what's key in the process. If no, what's missing?
2. Measuring faculty/trainer certification, accreditation, & performance:
 - a. How does this institution evaluate your teaching performance?
 - i. How often are you assessed and by whom?
 - ii. What is the result of these evaluations?
 - b. What type of support does this institution provide to you if you need additional training, resources, or support to improve your teaching?
 - c. Are you a member of any communities of practice or any professional NGOs from which you receive support or training?
3. What actions would you recommend to strengthen faculty/trainers' preparation the training and support you received for teaching primary level teachers?
 - a. What mechanisms are in place to get your feedback?
 - i. Are these systems used regularly and have there been any resulting changes?

Student preparedness & efficacy

4. Teacher candidate preparation:
 - a. Do you have an idea about the current profiles of students (teacher candidates)?
 - i. What student profiles do you believe best succeed in the training?
 - b. Do you feel that students' backgrounds adequately prepare them to master the curricula they are taught at this institution?
 - i. Is this dependent on their high school option?
 - ii. Is this captured in the Concours exam (post-BAC & entry to CRMEF)?
 - iii. If yes, what's key in their prior education/experiences? If no, what's missing?

Profile at exit of CRMEF:

5. Does the training result in students who are prepared to be successful as primary level teachers?
6. Curricula for teacher candidates:
 - a. Which modules/lessons do you feel are most critical to teacher candidates' preparedness to teach?
 - a. Which modules/lessons are most useful?

- b. Most challenging for students?
 - c. Are any missing?
 - b. Are there modules on inclusive education - both for teaching children with disabilities and for gender-inclusive training?
 - a. Do students receive training on how to best interact with parents of the students they will teach?
 - b. Are there modules on incorporating technology in the classrooms?
 - c. Are students taught prepared to teach in both urban and rural areas?
 - i. i.e. do they receive training on how to teach multi-level classes?
 - ii. And, do they receive training on teaching in multilingual classrooms?
- 7. Tell me about how the new modules (38 at BA level and 14 at CRMEF level) are being adapted into teacher training:
 - d. UNI/ENS: Teaching methods and pedagogy
 - i. Do you feel the hours given to each module is appropriate?
 - ii. How do you determine the methods and pedagogy you use to teach lessons?
 - iii. Are the guidelines for methods and pedagogy provided in the curricula generally on par with those you put into practice? Or, do you find that you need to modify them for best fit your students' learning needs.
 - iv. Do you use technology in your teaching practice? Can you provide examples?
 - I. If yes, is it institutional (part of the policy) or a personal initiative?
 - e. Teaching materials
 - i. What type of learning materials are provided to students (by you or the institution)?
 - ii. Are any learning materials provided digitally? Or incorporate online content?
- 8. Measuring teacher candidate performance:
 - f. How do you measure whether students master the curricula?
 - i. Tell me about the formative assessment processes used to measure students' progress?
 - ii. What methods of summative assessment do you use in your institution?
 - a. What do you do if students fall short of assessment thresholds?
 - g. Does your institution encourage you to adapt your teaching (what or how you teach) to meet the needs of different students in your classroom?

CRMEF ONLY:

Practicum

- g. *How is the practicum organized?*
- h. *Who is responsible for teaching/monitoring the practicum: overall management?, in classroom practice sessions?*
- i. *What are the key learning objectives and milestones?*
- j. *Are there a prescribed number of teaching hours required?*
- k. *How (and by whom) are students assessed? How do they receive feedback? Do they have an opportunity to integrate feedback into practice teaching?*
- l. *What support is provided to teachers during their 2nd year; that is, their first year with full teaching responsibilities?*

9. What actions would you recommend to strengthen student candidates' preparation for teaching primary level teachers?
10. In your opinion, is the training provided at your institution to future primary level teachers adequately preparing these teachers to respond to the learning needs of 21st century students in Morocco?

LANDSCAPE/Context Questions

11. Can I have a volunteer tell me, in their opinion, how they understand your institution's role in the overall process of selecting and training students to become primary level teachers?

Document collection for University, ENS, CRMEF: Document and learning materials collection

**electronic files on USB/email, photocopy, phone pictures, etc. for collection methods*

- g. Teaching materials: syllabi, assessment rubrics, standard lesson plans for key modules, exam materials
- h. Learner materials: study materials or guides, print-outs, exercises, etc.
- i. Program requirements and course details as provided to students in the program, e.g. required courses at different stages

SURVEYS

HE Morocco Electronic/Phone Survey

Universities

Demographic questions

- I. Institution Affiliation
 - a. ENS
 - b. FLSH or another Faculty
 - c. Other
- II. Location of Institutional Affiliation
 - a. Rabat
 - b. Casablanca
 - c. Agadir/Taroudant
 - d. Fes
 - e. Tetouan
 - f. Marrakesh
 - g. Kenitra
 - h. Settat
 - i. Other
- III. Title/Role
 - a. Professor / Trainer
 - b. Student
 - c. Administration
 - d. Other
- IV. Gender
 - a. Female
 - b. Male
 - c. Choose not to disclose
- V. Age
 - a. Under 22 years old
 - b. 22-29 years old
 - c. 30-45 years old
 - d. 46-60 years old
 - e. Over 60 years old

Question Areas & Questions

Practical training

- I. Please rank the TOP THREE of the below options which you believe are the most critical to provide students (teacher candidates) practical experiences during their primary teaching BA program?
 - a. Mock peer teaching or other didactic exercises with peers (simulation, micro-teaching)
 - b. Engagement in community organizations (non-school settings)
 - c. Engagement in school life – within or outside the classroom
 - d. Observation of an experienced teacher
 - e. Co-teaching with an experienced teacher (with the feedback of the teacher and peers)
 - f. Video recording of teaching with critical review
 - g. Teaching under the guidance of an experienced teacher (with the feedback of the teacher)
 - h. Full-classroom responsibility

Critical /important elements ensuring the success of primary teaching BA:

2. Please rank the TOP THREE of the below options which you believe are the most critical to ensure the success of the *primary teaching BA* in preparing a good/qualified primary teacher (1 being the most important):
 - b. Good selection process/selection criteria
 - c. Quality of the training modules
 - d. Having sufficient and qualified trainers/professors
 - e. More practice / internships
 - f. Direct recruitment in the CRMEF after the completion of the training
 - g. Incentives for students to enroll in this BA (scholarship, dormitories, etc.)
 - h. More advertisement on the new primary teaching BA (orientation module, radio and television ads, high school career counsellors are aware of this track and include it in their counselling advice, etc.)
 - i. Close collaboration with the CRMEF (trainers, joined organization of activities, visits to CRMEF centers, etc.)
 - j. Clarifying the roles of each institution involved in this training (CRMEF, AREF, Ministry, etc.)

Students selection criteria

3. Please rank the TOP THREE of the below options by which you think that is important in the recruitment and selection of students (1 being the most important):
 - a. High grades in the bachelor's degree
 - b. Previous experience in teaching
 - c. Graduates from a scientific or sciences of education track
 - d. Good speaking, listening, and writing skills in both Arabic and French
 - e. Being able to express ideas clearly and precisely to others
 - f. Having the motivation and vocation to be a teacher

Clarity in pathways into and out of primary teaching certification program

Please respond to the following statement by selecting the appropriate answer using the scale provided.

4. From your perspective, do you believe that students in the primary level teacher training BA program are aware and confident in their career pathway?
 - a. No, I do not feel that most students are aware and confident in their career pathway
 - b. Partially, some students are aware and confident in their career pathway
 - c. Mostly, a majority of students are aware and confident in their career pathway
 - d. Yes, all students are aware and confident in their career pathway

Incorporating technology

5. Please rank the TOP THREE of the below options of how the use of technology can be improved in the primary training program (1 being the most important):
 - a. Developing a platform where students and trainers can share documents/course handouts
 - b. Developing interactive MOOCS for trainers and students
 - a. Extending the duration and scope of the *Technology in the Classroom* module(s), e.g. how phones can be used as a teaching and learning tool
 - b. Incorporating more software that can be used as teaching tools in schools
 - c. Encouraging students to use existing platforms and including their use in formative assessment
 - d. Better equipped classrooms (computers, Internet, interactive whiteboard, projectors, etc.)
 - e. Training of trainers on how to use available platforms and technology

Qualifications of Professors

6. Please rank ALL the below options that you think are important to ensure qualified Professors in the primary teaching BA program (1 being the most important):
- a. Having a PhD in the subject being taught
 - b. Training in the foundation disciplines of primary education (sociology, psychology of primary education, child development, inclusion and diversity, etc.)
 - c. Previous teaching experience in primary schools
 - d. Pedagogy/skills to teach not only the subject, but also how to deliver/transmit subjects to primary-level students

[FOLLOWING TWO QUESTIONS: All respondents EXCEPT students]

Coordination among stakeholders

Please respond to the following statement by selecting the appropriate answer using the scale provided.

7. Has your institution been adequately consulted in the design, planning and implementation of the primary teaching BA?
- a. No, my institution has not been adequately consulted
 - b. Partially, my institution has been somewhat consulted
 - c. Mostly, my institution has been adequately consulted
 - d. Yes, my institution has been fully consulted

Coordination with CRMEF

Please respond to the following statement by selecting the appropriate answer using the scale provided.

8. From your perspective, how would you qualify /describe your institution's current relationship with the CRMEF under the framework of the primary teaching BA:
- a. No relationship, we don't have any relationship with them
 - b. Partial relationship, we have discussed collaboration, but few practical actions have been taken
 - c. Good relationship, some CRMEF trainers are teaching in the primary teaching BA and vice versa
 - d. Strong relationship, CRMEF trainers participate in our trainings and conferences and we do the same. We organize events together and participate in common research

HE Morocco Electronic/Phone Survey

CRMEF

Demographic Questions

- I. Institutional Affiliation
 - d. CRMEF
 - e. Other
- II. Location of Institution
 - a. Rabat
 - b. Casablanca
 - c. Agadir/Taroudant
 - d. Fes
 - e. Tetouan
 - f. Marrakesh
 - g. Other
- III. Title/Role
 - a. Professor/ Trainer
 - b. Student
 - c. Administration
 - d. Other
- IV. Gender
 - a. Female
 - b. Male
 - c. Choose not to disclose
- V. Age
 - a. Under 22 years old
 - b. 22-29 years old
 - c. 30-45 years old
 - d. 46-60 years old
 - e. Over 60 years old

Question Areas & Questions

Practical training

- I. Please rank the TOP THREE of the below options which you believe are the most critical to provide students (teacher candidates) practical experiences during their time at CRMEF?
 - a. Mock peer teaching or other didactic exercises with peers (i.e. simulation, micro-teaching)
 - b. Engagement in community organizations (non-school settings)
 - c. Engagement in school life – within or outside the classroom
 - d. Observation of an experienced teacher
 - e. Co-teaching with an experienced teacher (with the feedback of the teacher and peers)
 - f. Video recording of teaching with critical review
 - g. Teaching under the guidance of an experienced teacher (with the feedback of the teacher)
 - h. Full-classroom responsibility

Recruitment

2. Which institutions should play the largest role in recruiting CRMEF students in the primary teaching track? Please rank the following institutions from 1 (most instrumental) to 5 (least instrumental).
 - a. CRMEF
 - b. AERF
 - c. Develop regional councils of current primary teachers to select candidates
 - d. Ministry of Education, Vocational Training, Higher Education and Scientific Research (central level)
 - e. Provincial directorate

Critical /important elements ensuring the success of CRMEF training:

3. Please rank the TOP THREE of the below options which you believe are the most critical to ensure the success of CRMEF training in preparing a good/qualified primary teacher (1 being the most important):
 - a. Selection of students should be done by CRMEF
 - b. Good selection process/selection criteria
 - c. Extend the duration of the training
 - d. High quality the training modules
 - e. Having sufficient qualified trainers
 - f. More hours allotted to practicum/internships
 - g. Good organization of the internships
 - h. Monitoring and supervising students-teachers in their internship and practicum
 - i. Direct recruitment after the completion of the training in CRMEF
 - j. Clarifying the roles of each institution involved in this training (AREF, Ministry, etc.)

Students selection criteria

4. Please rank the TOP THREE of the below options which you think are important in the recruitment and selection of students (1 being the most important):
 - g. High grades in the bachelor's degree
 - h. Previous experience in teaching
 - i. Graduates from a scientific or sciences of education track
 - j. Good speaking, listening, and writing skills in both Arabic and French
 - k. Being able to express ideas clearly and precisely to others
 - l. Having the motivation and vocation to be a teacher

Clarity in pathways into and out of primary teaching certification program

Please respond to the following statement by selecting the appropriate answer using the scale provided.

5. From your perspective, do you believe that students in the primary teacher training program at CRMEF are aware and confident in their career pathway?
 - a. No, I do not feel that most students are aware and confident in their career pathway
 - b. Partially, some students are aware and confident in their career pathway
 - c. Mostly, a majority of students are aware and confident in their career pathway
 - d. Yes, all students are aware and confident in their career pathway

Incorporating technology

6. Please rank the TOP THREE of the below options of how the use of technology can be improved in the primary training program (1 being the most important):
 - c. Developing a platform where students and trainers can share documents/course handouts

- d. Developing interactive MOOCS for trainers and students
- f. Extending the duration and scope of the *Technology in the Classroom* module(s), e.g. how phones can be used as a teaching and learning tool
- g. Incorporating more software that can be used as teaching tools in schools
- h. Encouraging students to use existing platforms and including their use in formative assessments
- i. Better equipped classrooms (computers, Internet, interactive whiteboard, projectors, etc.)
- j. Training of trainers on how to use available platforms and technology

Qualifications of trainers

7. Please rank ALL the below options that you think are important to ensure qualified trainers in the primary teaching program (1 being the most important):
- a. Having a PhD in the subject being taught
 - b. Training in the foundation disciplines of primary education (sociology, psychology of primary education, child development, inclusion and diversity, etc.)
 - c. Previous teaching experience in primary schools
 - d. Pedagogy/skills to teach not only the subject, but also how to deliver/transmit subjects to primary-level students

[FOLLOWING TWO QUESTIONS: All respondents EXCEPT students]

Coordination among stakeholders

Please respond to the following statement by selecting the appropriate answer using the scale provided.

8. Has your institution been adequately consulted in the design, planning and implementation of the primary teaching BA?
- e. No, my institution has not been adequately consulted
 - f. Partially, my institution has been somewhat consulted
 - g. Mostly, my institution has been adequately consulted
 - h. Yes, my institution has been fully consulted
9. From your perspective, how would you describe the current role of the AREF under the framework of the primary teaching track? (choose all that apply)
- a. They are responsible for selecting and recruiting students
 - b. They are responsible for facilitating internships for students (1st and 2nd year)
 - c. They are responsible for BOTH facilitating and organizing internships for students (1st and 2nd year)
 - d. They are responsible for monitoring and supervising students in their practicum (2nd year)
 - e. They are responsible for hiring students within the schools at the end of their training in CRMEF
 - f. They are responsible for providing opportunities for professional development and continuous training for CRMEF trainers