

# Educator Professional Development



CESLY Liberia project, 2010

## Quality, Efficiency, and Innovation

**EDC** provides high-quality, hands on programming through a variety of delivery formats. We are a leader in traditional, face-to-face teacher training and pioneered the use of radio for teacher training. We used our foundation in radio to also develop CD-ROM, MP3, and Virtual Teacher Training delivery formats. Our strategic technologies link classroom instruction directly to teacher training. Through our thoughtful design, we provide effective, multi-channel, multi-audience programs with great reach at very low cost, and work with national curricula to enhance teaching and learning. EDC supplements training activities with customized learning materials that add significant value to classroom experiences.



As part of an EDC training, Egyptian teachers worked together to construct solar ovens from found materials. Students made and used solar ovens like this one in classroom science experiments.

## Documented Results

EDC has routinely demonstrated that educators and students learn from our instructional systems. We have documented learning outcomes on multiple projects, generally using a pre- and post-test model often combined with experimental designs.

The data show that girls learn as much as boys, and that rural children close the achievement gap with their urban peers. EDC has also tracked the participation, retention, and performance of both in- and out-of school children and youth. In each case, we designed and managed sample sizes sufficient to provide valid, verifiable data.

EDC also develops and implements rigorous, large-scale observational evaluations of teacher performance on projects in multiple countries. We have tracked changes in teachers' classroom practices against standards for high performance, demonstrating that EDC-trained educators in fact outperform their peers and move steadily upwards on scales of outstanding practice.

EDC-supported educators learn to:

- plan and implement active, student-centered lessons and units that reflect educational standards
- manage classroom environments to maximize learning opportunities and outcomes
- analyze classroom data to improve instruction
- support multiple learning styles
- differentiate instruction to meet student needs
- make and use supplementary teaching and learning materials that enrich instruction and support learning

# Sample Experiences in Educator Professional Development

**Egypt** EDC has trained over 10,000 teachers to date in large-scale trainings, clusters of schools with shared needs, school-based learning communities, and public schools identified as centers of excellence for peer learning. We developed new national standards for effective schooling, identified and implemented successful models for improving reading and writing instruction, developed new teaching and learning materials to supplement the KG and primary grades curricula, and opened Learning Resource Centers to provide educators with low-cost, high-quality teaching tools and additional training opportunities. Results from the rigorous Standards-Based Classroom Observation Protocol for Egypt (SCOPE) show that EDC's efforts have profoundly and positively impacted participating teachers' classroom practices over the first three years of the program.



**Indonesia** EDC works with local government and university partners to design and implement a comprehensive teacher professional development program. The project created decentralized in-service educator training systems that are operating in more than 100 districts in six project provinces. Working with faculty from 14 local universities, we developed 14 training packages and delivered them to principals, teachers, and supervisors in targeted areas. Over 6,300 educators, principals, supervisors and school committee members successfully completed the planned annual training program and received university credit. Evaluation results show that EDC-trained teachers perform notably better than their control school counterparts. Findings also demonstrate that EDC-trained teachers are more likely to demonstrate interactive, child-centered instruction and sound classroom management than control school teachers.



**Pakistan** EDC established a rigorous professional development system that trained administrators and teachers in methodologies like Project-Based Learning and the integration of ICTs at the classroom level. We created an innovative Multimedia Literacy Package for adult literacy using interactive, phonics-based techniques to teach, test and reinforce basic reading and writing skills of youths and adults. In addition, EDC developed an Interactive Radio Instruction series helped teach introductory English at early primary levels. School-based, multi-purpose Resource Centers were created, two of which also functioned as demonstration sites for alternative energy models (solar power and rechargeable gel batteries). We also assisted the Government of Pakistan

to formulate a National Strategy for use of ICTs in Education. Over 16,000 teachers, students and community members regularly utilized resource center services, and an evaluation conducted with experimental and control groups demonstrated that the IRI program enabled students to increase English language capabilities by 85% (speaking) and 66% (comprehension) from pre to post-test.



**Yemen** Using ICTs, EDC trained supervisors, trainers, and primary school teachers in Yemen to improve the quality of teacher training and instructional supervision and support. Participants benefited from EDC's face-to-face training on student-centered learning methodologies, and used online and offline technology to do research and find teaching and supervisory resources tailored to the Yemeni context. The Ministry of Education, with technical assistance from EDC, also developed a national plan for integrating ICT in education. Results indicated that master trainers in each participating governorate increased their ability to help teachers improve teaching and learning. Teachers activated students' roles in their classes, increasing student participation, and the effects of the new methods on students' learning were positive.



**United States** EDC works in all fifty states with school districts and state governments, as well as with the U.S. Department of Education, the US Department of Labor, the National Science Foundation, the National Endowment for the Arts, and a range of corporations and foundations. With over 20 in-house technical assistance and professional development centers, EDC supports educators from pre-K through secondary schools and across all disciplines with a wide range of technical assistance and professional development such as community building, coaching and training of trainers. Many of our efforts involve training on elearning for both formal and informal settings and use performance-based assessment techniques to provide hands-on strategies that allow teachers to use their own classrooms as laboratories for "on the job" training. Training is supported by follow-up (including developing communities of practice), to ensure that successful teachers continue on the path of excellence.

**Education Development Center, Inc.**  
1025 Thomas Jefferson St NW, Suite 700  
Washington DC, 20007, USA

**Boston • New York • Washington, DC**

E-mail: [IDDinfo@edc.org](mailto:IDDinfo@edc.org) | Web: [edc.org](http://edc.org) and [idd.edc.org](http://idd.edc.org)  
Phone: (202) 572-3700

