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# Teacher Educator Enhancement Strategy (TEES)

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## TEACHER EDUCATOR ENHANCEMENT STRATEGY (TEES)

This teacher educator enhancement strategy (TEES) aims to create a comprehensive and holistic enhancement system that meets the needs of Ministry of Education personnel and teacher educators. This document lays out the preliminary enhancement design in order to solicit feedback and insights from Leadership and Teacher Development (LTD) program stakeholders. The strategy includes: 1) the enhancement program goal and objectives; 2) the principles and rationale that drive the enhancement program; 3) the necessary tools to be created; and 4) the detailed operational enhancement methodology and design.

### 1.1 Teacher Educator Enhancement Program Goal & Objectives

This TEES document articulates specific elements of the Teacher Educator Enhancement Program (TEEP) that will be created by the LTD project in collaboration and in conjunction with the Ministry of Education (MoE) and, more specifically, the National Institute for Educational Training (NIET).

- **Goal of the TEEP:** Provide a comprehensive teacher educator enhancement program that uses specific tools and activities (relying on formative and appreciative inquiry strategies) to prepare teacher educators to deliver in-service modules to secondary education teachers in the fields of Arabic, English, math, science, and technology with the goal of certification for these teachers.
- **Objectives of the TEEP:** The TEEP will more specifically:
  - i. Facilitate Learning Circles with selected teacher educators;
  - ii. Prepare the teacher educators to deliver in-service modules;
  - iii. Model ‘best practices’ and provide opportunities for teacher educators to engage in critical reflection on their own professional practice;
  - iv. Provide formative feedback to teacher educators as they deliver the in-service modules; and
  - v. Link teacher educator enhancement to pre-service practices.

### 1.2 Underlying Principles: Learning Communities, Action Research, and Portfolios

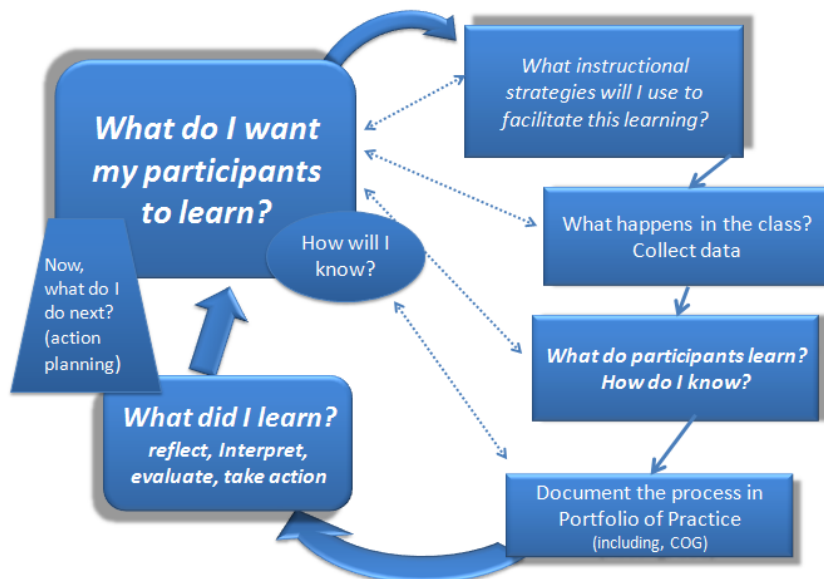
The following bullets map out the key strategies and underlying principles that guide the TEEP and explicate how and why the TEEP tools and activities are created and used.

- **Learning Circles (LC):** The environment that is essential for the TEEP is known as a “Learning Circle”. *The learning circle is space and place where participants come together (either face-to-face or virtually) and create a community of practice to accomplish concrete goals and tasks.* All members of the LCs are seen as valuable contributing participants who are experts in their environments and have knowledge and skills that can contribute to the group’s collective learning. The LC environment is

one of collaboration, reflection, critical feedback, and support where members come together both formally (during workshop sessions) and informally (during observations, meetings, or impromptu meet-ups). Learning is a social process, where group members engage in dialogue, share their various knowledge and skills, experiment with authentic problems of practice, and critique proposed solutions. These interactions foster improvement of professional practice.

- Action Research (AR) Inquiry Cycle:** Within the LCs, the methodology that members use is the “Action Research Inquiry Cycle.” *Action research is a tool that helps individuals identify, problematize, take action, collect data, and reflect upon a coherent context-based problem of practice* (please refer to Figure 1 below – Action Research Inquiry Cycle). LC teacher educators identify context-specific problems of practice, deriving from either content or pedagogy, that they experience. They develop strategies (a potential solution) to approach this problem and map out how they will implement this new practice and collect data on its effect. Thus, as they implement these potential solutions, the teacher educators gather data in order to document, reflect, interpret, and revise their strategies in an on-going inquiry cycle. (Please see Appendix C for AR Tool.) This cyclical process of learning does not happen in a silo; LC members collaborate and support one another during the entire AR process.

**FIGURE 1: ACTION RESEARCH INQUIRY CYCLE**



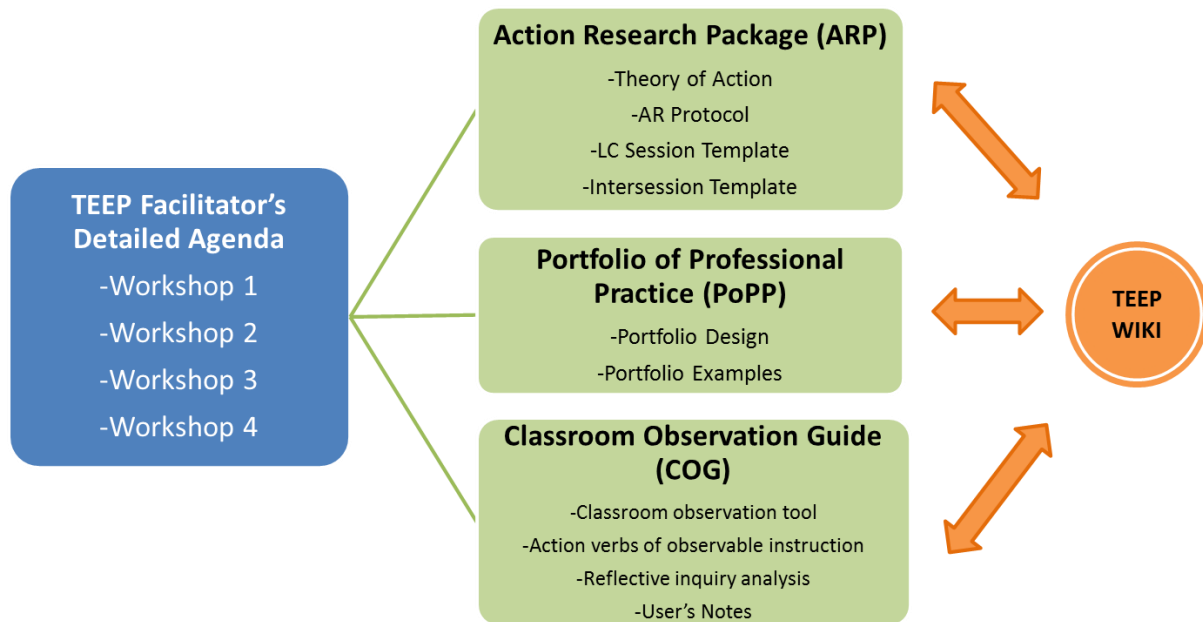
- Portfolios of Professional Practice (PoPP):** LC participants use AR as their methodology. During the AR cycle, the teacher educators begin to develop their PoPPs. *The data that teacher educators collect will be housed in a teacher educator portfolio. The portfolio is a receptacle (either tangible, virtual or both) for collecting evidence about changes in practice.* PoPPs may contain any of the following: lesson plans, summaries of LC discussions, critical feedback from LC colleagues, observation protocols, student work, etc. A fruitful source of data comes from observation tools used during the inquiry cycle. Teacher educators use rubrics developed specifically for interpreting and formatively evaluating the portfolio contents. Portfolios can be used for multiple

purposes by various stakeholders, both formatively and summatively. Most important, the portfolio becomes a repository of resources that documents the teacher educator’s professional practice. (Please see Appendix D for PoPP Protocol.)

### 1.3 Teacher Educator Enhancement Tools

The following tools provide the content and structure for TEEP. (Please see Figure 2.) Each individual tool is explained below.

**FIGURE 2: TEEP TOOLS**



The TEEP comprises of the following tools:

- Action Research Package (ARP):** The Action Research Package is an important reference tool for teacher educators. This resource provides information on the following: Theory of action; the AR Inquiry Cycle; an AR protocol for teacher educators to problematize a situation; an AR checklist to be used while conducting AR; an LC session protocol that teacher educators follow in a structured session sequence of ordered sharing, reflective study, commitment to action research, and regrouping; and an intersession template that guides teacher educators as they work together with specific homework assignments in between formal meetings.
- Classroom Observation Guide (COG):** The COG is a central tool for the Formative Assessment for Learning Toolkit (FALT) that focuses on the continuous improvement of teaching practice. The development of the COG is informed by the simultaneous development of the Teacher Performance Assessment Matrix (TPAM), which incorporates MOE standards and competencies. The COG includes the following elements:

1. A descriptive classroom observation guide used to collect observable data in classrooms;
  2. An associated list of instructional action verbs that describe observable teacher behaviors in classroom teaching; these actions draw directly from the TPAM;
  3. An associated reflective inquiry analysis form used jointly by the observed teacher and classroom observer;
  4. User Notes that guide teachers' collaboration with others (i.e. first teachers, master teachers, principals, supervisors) to develop data-based strategies for improving classroom teaching, pre-instruction planning, and post-instruction assessment.
- **Portfolio of Professional Practice (PoPP):** The PoPP is a documentation tool into which data about planning, performance, and results are stored. It is, thus, an essential reference tool for teacher educators and others. The portfolio is a place where teacher educators can file different types of classroom-based evidence and documents that have multiple uses. This package provides important concepts about portfolio use, guides for their use, concrete examples (both tangible and virtual), and a protocol/check-list for creating and maintaining the portfolio.
  - **Teacher Educator Enhancement Program Facilitator's Agenda:** These are facilitators' notes that CIE-UMass faculty will use during the four TEEP workshops. These notes outline the goal and objectives of each workshop, the necessary materials, the preparation needed, and learning activities conducted during the trainings for the five disciplines (Arabic, English, Math, Science, and Technology). The notes model the principles of LC development, AR, and Portfolio use. The agenda describes a participatory enhancement design where participants practice the essential techniques. The agenda details how to introduce and work with the tools mentioned above. These notes will be given to NIET in order for the trained teacher educators to be able to replicate the workshops with other teacher educators.
  - **TEEP Wiki:** This technological component is a space where NIET staff and teacher educators continue their LC communities of practice using an online platform. In between workshop sessions, teacher educators share their AR related practices as well as challenges in order for community members to provide support for one another.

### 1.4 TEEP Methodology & Design

TEEP implementation embodies the LC development, AR inquiry cycle, and Portfolio concepts elaborated above. Teacher educators participate in LCs that involve four workshop sessions, action research projects, and on-going intersession meetings in order to master LC development, action research, and portfolio strategies that they will then implement with grades 5-10 teachers through in-service modules. The following highlights the methodology and design:

Workshop 1: Teacher Educator Enhancement Orientation	
Date:	January 2013 (Dates to be determined)
Duration:	6 Days (2 alternating days per teacher educator group which will be organized by discipline or geographic zone – Please see Figure 3 below)
Facilitators:	CIE - UMass Faculty Members
Participants:	Arabic, English, Math, Science, Technology Teacher Educators NIET Staff / University faculty members
Themes:	<ul style="list-style-type: none"> <li>- Problematize instructional practice</li> <li>- How to identify a problem of practice?</li> <li>- Introduction to the Inquiry Cycle</li> <li>- What are Learning Circles?</li> <li>- Action Research introduction</li> <li>- AR practice (in between WS days for each discipline – see Figure 3)</li> <li>- AR research evidence reflection and evaluation</li> <li>- Classroom observation guide</li> <li>- Portfolio exploration</li> </ul>

*\*\*Please see Appendix B for a detailed agenda of Workshop 1*

In order to ensure Teacher Educators attendance in the workshops, they will participate in workshops that are either organized by discipline or by geography zones. Teacher Educators will be placed into workshop 2-3 groups (See Figure 3) and will be expected to consistently attend and participate in all LC activities. The number of individuals participating in each workshop could range from as few as 9 to as many as 25 Teacher Educators.

**FIGURE 3: TEACHER EDUCATOR (TE) ENHANCEMENT WORKSHOP TIMING & SEQUENCE**

	Day 1	Day 2	Day 3	Day 4	Day 5	Day 6	Day 7	Day 8
<b>Group 1 - TEs</b>	*WS	**AR	AR	AR	Off	WS		
<b>Group 2 - TEs</b>		WS	AR	AR	AR	Off	WS	
<b>++Group 3 - TEs</b>			AR	AR	AR	AR	Off	WS

\*WS: Teacher Educator Enhancement Workshop

\*\*AR: Action Research Practice

++Group 3 will be added if necessary. There will be at least 2 TE Workshop Groups.

<b>Workshop 2: Teacher Educator Enhancement Follow-Up</b>	
Date :	March 2013 (Dates to be determined)
Duration:	6 Days (2 alternating days per teacher educator group – see Figure 3)
Facilitators:	CIE - UMass faculty members Pedagogical content knowledge specialists in all 5 disciplines
Participants :	Arabic, English, Math, Science, Technology Teacher Educators NIET Staff / University faculty members
Themes :	<ul style="list-style-type: none"> <li>- AR Reflection and Evaluation (from intersession activities)</li> <li>- Pedagogical content knowledge instructional practices (Arabic, English, Math, Science, Technology)</li> <li>- AR practice in between WS days for each group (see Figure 3)</li> <li>- AR research evidence reflection and evaluation</li> <li>- Portfolio development</li> </ul>

<b>Workshop 3: Critical Reflection &amp; Formative Feedback</b>	
Date :	June 2013 (Dates to be determined)
Duration:	6 Days (2 alternating days per teacher educator group – Figure 3)
Facilitators:	CIE - UMass Faculty Members Pedagogical content knowledge specialists in all 5 disciplines
Participants :	Arabic, English, Math, Science, Technology Teacher Educators NIET Staff / University faculty members
Themes :	<ul style="list-style-type: none"> <li>- AR Reflection and Evaluation (from intersession activities)</li> <li>- Pedagogical content knowledge instructional practices (Arabic, English, Math, Science, Technology)</li> <li>- Critical reflection on in-service modules</li> <li>-Continued Portfolio Development</li> <li>- Refinement of TEEP methodology &amp; tools</li> </ul>

<b>Workshop 4: Bridging to New Cohort &amp; Pre-Service</b>	
Date :	August 2013 (Dates to be determined)
Duration:	6 Days (2 days per teacher educator discipline)
Facilitators:	CIE - UMass Faculty Members / Current cohort of Teacher Educators
Participants :	Arabic, English, Math, Science, & Technology Teacher Educators Other relevant NIET Staff / University faculty members
Themes :	<ul style="list-style-type: none"> <li>- LC/AR assessment activities</li> <li>- LC/AR for In-Service &amp; Pre-service Teacher Educator Enhancement</li> <li>- Current cohort orients new cohort of Teacher Educators</li> </ul>

Action Research Intersession Activities	
Date :	3-4 AR activities between Teacher Educator workshops
Duration:	~10 total intersession activities
Participants :	Teacher Educators (Arabic, English, Math, Science & Technology)
Activities & Tools:	<p>Teacher Educators choose a problem of practice to investigate through AR. They share their experiences and collaborate with colleagues by choosing from the following activities:</p> <ul style="list-style-type: none"> <li>- Use the TEEP Wiki to record the AR process;</li> <li>- Add to the portfolio with evidence from in-service training &amp; share with colleagues in informal meetings;</li> <li>- Use the COG to observe a teacher’s classroom practice and give formative feedback;</li> <li>- Others to be determined</li> </ul>

AMIDEAST Secondary Teacher Training	
Date :	FILLED IN MY AMIDEAST
Duration:	FILLED IN MY AMIDEAST
Facilitators:	Teacher Educators (Arabic, English, Math, Science. Technology)
Participants :	Secondary Arabic Teachers Secondary English Teachers Secondary Math Teachers Secondary Science Teachers Secondary Science Teachers
Themes :	FILLED IN MY AMIDEAST



## APPENDIX A

<b>TEEP CALENDER – YEAR 1</b>																																																
Months	Dec.				Jan.				Feb.				Mar.				Apr.				May				Jun.				Jul.				Aug.				Sept.				Oct.				Nov.			
Weeks	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4				
<u>TEEP LC Workshops</u> (4 Workshops) -Group 1 - TEs -Group 2 - TEs -Group 3 – TEs (if needed)																																																
<u>LC Intersession Activities</u> (~10 sessions) -TEEP WIKI -COG -PoPP -ARG -Others TBD																																																
<u>AMIDEAST In-Service</u> <u>Teacher Workshops</u>																																																

LEGENDE	
	TEEP LC Workshops
	LC Intersession Activities
	In-Service Teacher Workshops

## **APPENDIX B**

### **TEACHER EDUCATOR ENHANCEMENT WORKSHOP 1 PRELIMINARY AGENDA**

**GOAL:** To present and practice the overall principles and tools of the TEEP program (Learning Circle development, Action Research Inquiry, and Portfolio development)

**OBJECTIVES:** At the end of the workshop, participants will be able to:

- Recognize multiple ways of knowing, learning, teaching, and approaching problems of practice;
- State strategies for gathering information in order to approach a problem of practice;
- State approaches to address a problem of practice;
- Define and describe “Action Research” and the “ Action Research Inquiry Cycle”;
- Use the “Action Research Package” to practice AR in-between workshop days;
- Define and describe the use of the Portfolio of Professional Practice (PoPP);
- Explain what constitutes data and credible evidence;
- Define, describe, and use the Classroom Observation Guide (COG).

**DURATION:**

- 2 DAYS (Day A & B) - 6 hours per day
- Refer to Figure 3 for the complete scheduled methodology for Arabic, English, math, science & technology teacher educators

DAY A	Materials / Tools
<p><b>ACTIVITY 1:</b> Multiple Ways of Knowing Activity</p> <p><b>ACTIVITY 2:</b> Vignette of a Teaching Problem of Practice</p> <p><b>ACTIVITY 3:</b> Strategies for Gathering Information / Addressing a Problem of Practice</p> <p><b>ACTIVITY 4:</b> Introduction to Action Research</p> <p><b>ACTIVITY 5:</b> Learning Circles</p>	<p>-Flipcharts -Markers -Video / Video Equipment -Laptop -LCD Projector</p> <p><b>-Action Research Package</b> <b>-Learning Circle materials</b></p>
ACTION RESEARCH PRACTICE	Materials / Tools
<p>AR Assignment: -In your professional contexts, articulate a simple problem of practice. Use the AR protocol and checklist to state the problem and collect data. Reflect upon the data. Answer the question: What constitutes credible data?</p>	<p><b>-Action Research Package</b> <b>*AR protocol</b> <b>*AR checklist</b></p>
DAY B	Materials / Tools
<p><b>ACTIVITY 1:</b> AR Research Evidence Reflection and Evaluation</p> <p><b>ACTIVITY 2:</b> Classroom Observation Guide</p> <p><b>ACTIVITY 3:</b> Portfolio exploration</p> <p><b>ACTIVITY 4:</b> Intersession Activities Presentation</p>	<p><b>-AR Package</b> <b>*AR protocol / checklist</b> <b>*LC template</b></p> <p><b>-COG (tools)</b> <b>-PoPP protocol</b></p>

