Teach Live:
Concept and Evaluation Results

ECER 2021

učitel naživo

učitel naživo

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We're building a training laboratory for teacher-guides

Our mission and vision

By training educational guides we want to help people cultivate their full potential in a prosperous, open society.

Why we train future teachers
We believe that education (and upbringing) are key for society's future. The educational system can only be as good as its teachers. We believe that one of the most effective places for fostering professional growth among teachers is the place where they receive their initial training.

Teach Live (Učitel naživo)
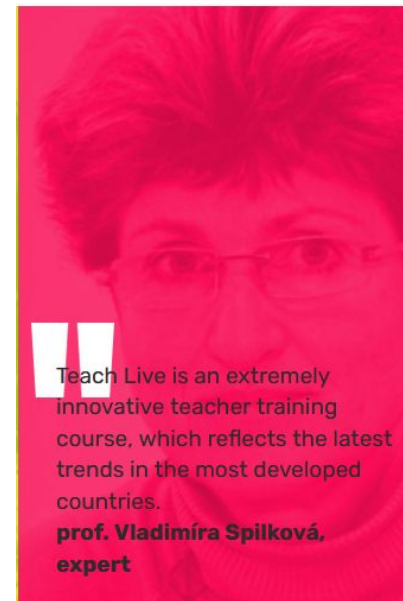
Innovative teacher training programme.

Two-year training for future teachers of 750 hours.

The programme design is based on the reflective teacher education model
- 370 hours of training with an integrated curriculum and reflective seminars
- 380 hours of practice unique in the Czech context.

Key principles:
- reflection
- isomorfism (modelling)
- community of student teachers
- safe environment
- formative assessment
- pair teaching

Teach Live is an extremely innovative teacher training course, which reflects the latest trends in the most developed countries.
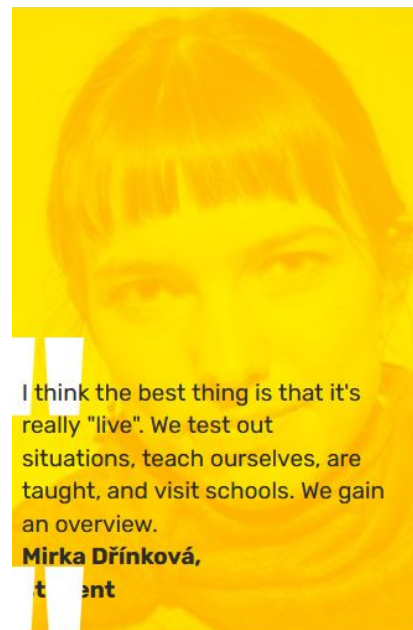**prof. Vladimíra Spilková, expert**

Competence framework

Core component of the programme 4 x 5 competencies described

on the graduating level A - E

1. Teacher and her/his professional self-concept.
2. Teacher and relationship intervention
3. Teacher as an study opportunities maker
4. Teacher and her/his core subject

Tool for formative and summative assessment

- Detailed knowledge of each competence during the programme (students attempt to reach E level)
- Self-assessment
- Provides criteria-based assessment for class observation during the student´s practice and final theses.

I think the best thing is that it's really "live". We test out situations, teach ourselves, are taught, and visit schools. We gain an overview.
Mirka Dřínková, t ᴇnt

Purpose of Evaluation

Teach Live is a laboratory that develop, test out and aims disseminate new models for teacher training.
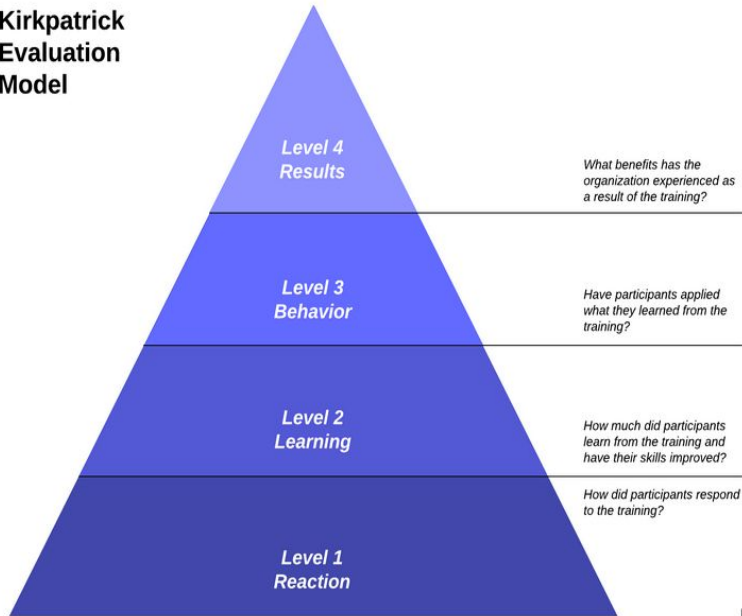
"When adopting the intervention, also adopt the evaluation."

Why evaluation?

- learning organisation: evaluation team is part of organisation.
- results are discussed and implemented in the next year to constantly improve the programme
- bringing all the actors of teacher preparation to discuss common goals and track quality
- laboratory: setting the culture of evaluation, sharing methodology of evaluation with other institutions, proposing open data to compare with other university programmes
- open the discussion about what does a good teacher mean
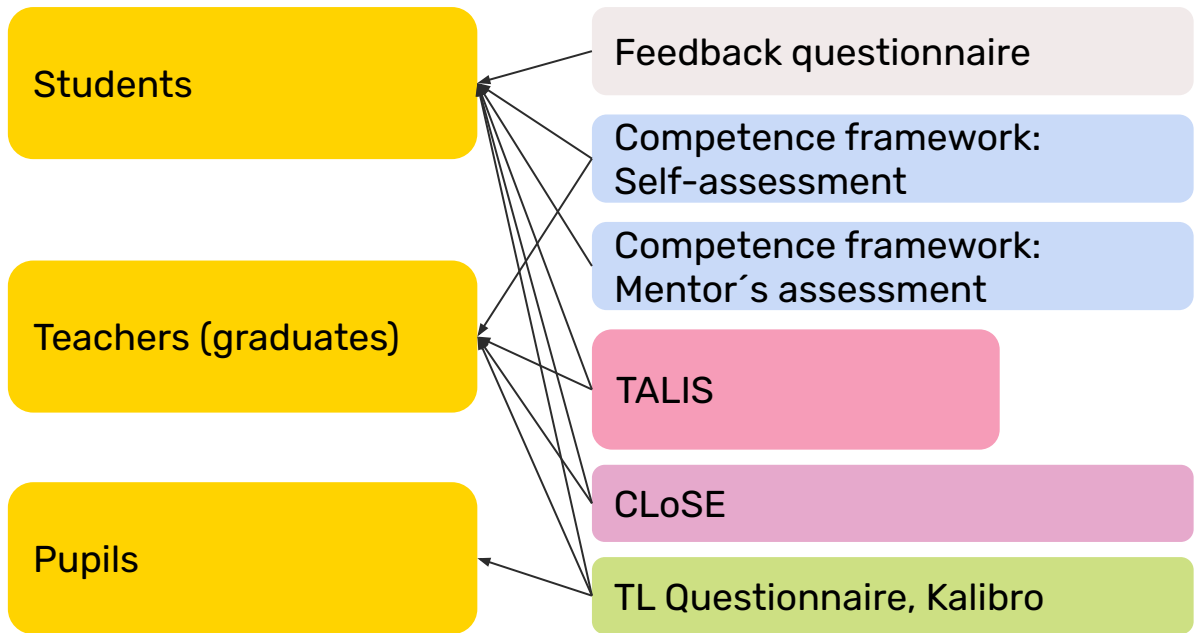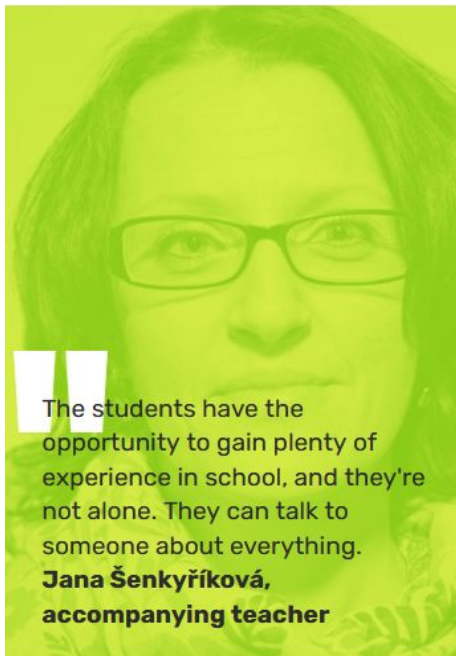- results for advocacy and for donors

Kirkpatrick Model of Evaluation

Kirkpatrick Evaluation Model

Level 4
Results

What benefits has the organization experienced as a result of the training?

Level 3
Behavior

Have participants applied what they learned from the training?

Level 2
Learning

How much did participants learn from the training and have their skills improved?

How did participants respond to the training?

Level 1
Reaction

Made Lucidcha

- Evaluation of impact/results (pupils assessment)

- Evaluation of behavior (self-efficacy, mentors assessment, TALIS)

- Evaluation of learning (self-efficacy, mentors assessment)

- Evaluation of reaction (participant feedback: questionnaire, focus groups with students)

Methodology of evaluation

> The students have the opportunity to gain plenty of experience in school, and they're not alone. They can talk to someone about everything.
> **Jana Šenkyříková, accompanying teacher**

Students

Teachers (graduates)

Pupils

Feedback questionnaire

Competence framework: Self-assessment

Competence framework: Mentor´s assessment

TALIS

CLoSE

TL Questionnaire, Kalibro
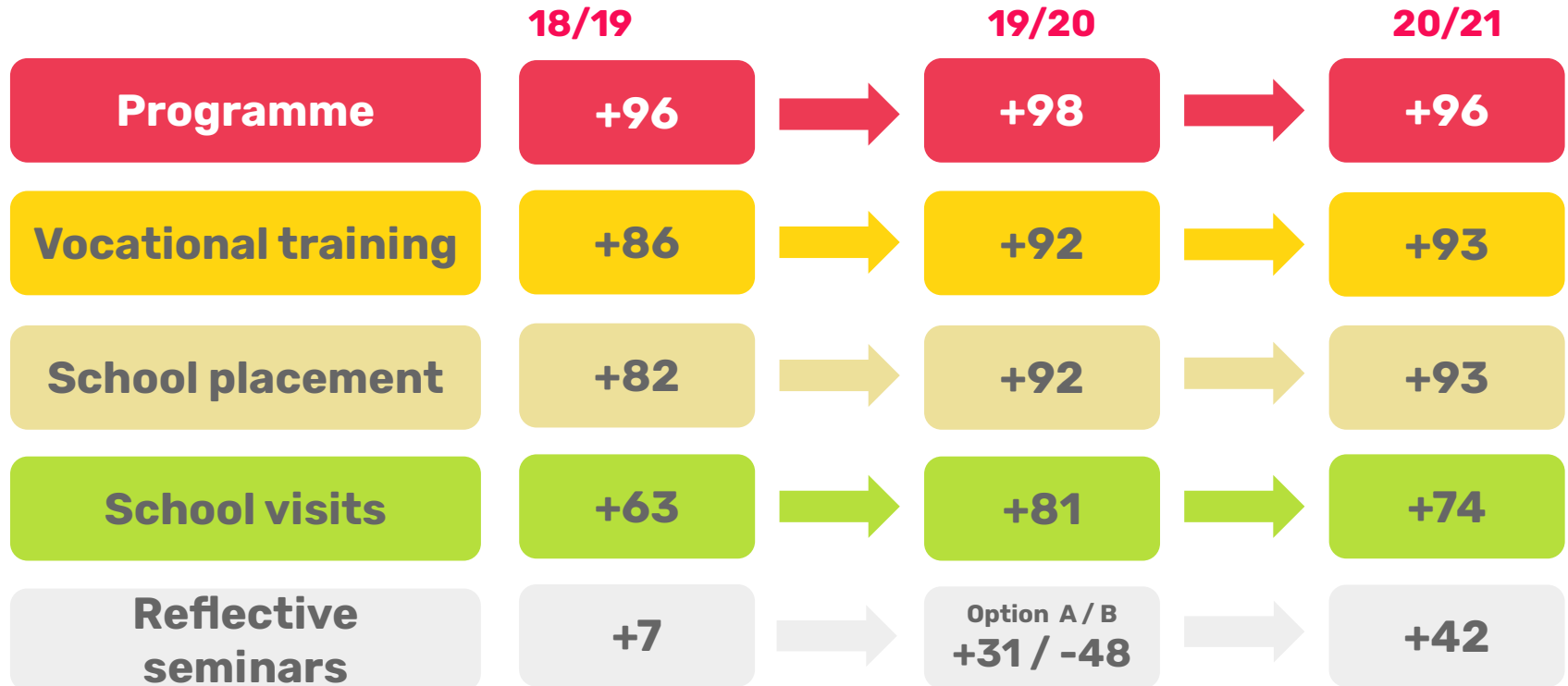
Research questions

Continuous evaluation:

- How do Teach Live graduates **improve their teaching self-efficacy** throughout the course of the programme?
- How do Teach Live graduates **compare to novice teachers / graduates of educational faculties** in self-efficacy?
- How many of Teach Live graduates enter the teaching profession and are Teach Live graduate going to teach in general public or selective/private schools?
- How are the subjects taught by Teach Live graduates in primary and middle schools **evaluated by their pupils in comparison to the given subject taught by other teachers** in the past/in comparison to other school subjects?
- How does the student feedback relate to the competences of the student teachers?

Questions from the training team:

- How is the training programme evaluated by the participants and which of its components are of the highest benefit to the participant
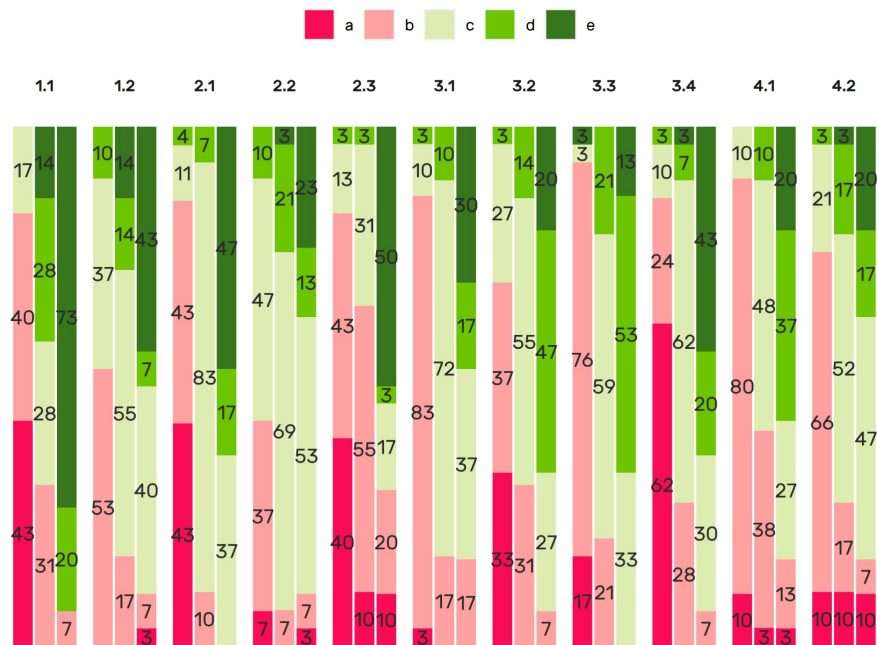
Net promoter score

	18/19		19/20		20/21
Programme	**+96**	→	**+98**	→	**+96**
Vocational training	**+86**	→	**+92**	→	**+93**
School placement	**+82**	→	**+92**	→	**+93**
School visits	**+63**	→	**+81**	→	**+74**
Reflective seminars	**+7**	→	Option A / B **+31 / -48**	→	**+42**

N = 115

Students self-efficacy increases

Self-assessment in 11 key competences

based on the Competence framework

3 points: beginning of training, end of year 1, end of year 2

1.1 Construction of professional self-concept
1.2 Reflective skills
2.1 Leading students to taking responsibility for own behavior
2.2 Creating environment of trust
2.3 Creating work environment

3.1 Setting meaningful and adequate goals
3.2 Selection of methods
3.3 Critical evaluation of progress
3.4 Assessment methods
4.1 Conceptualisation of the subject
4.2 Subject didactics

N = 30

Benchmarking: comparison with novice teachers in TALIS self-efficacy
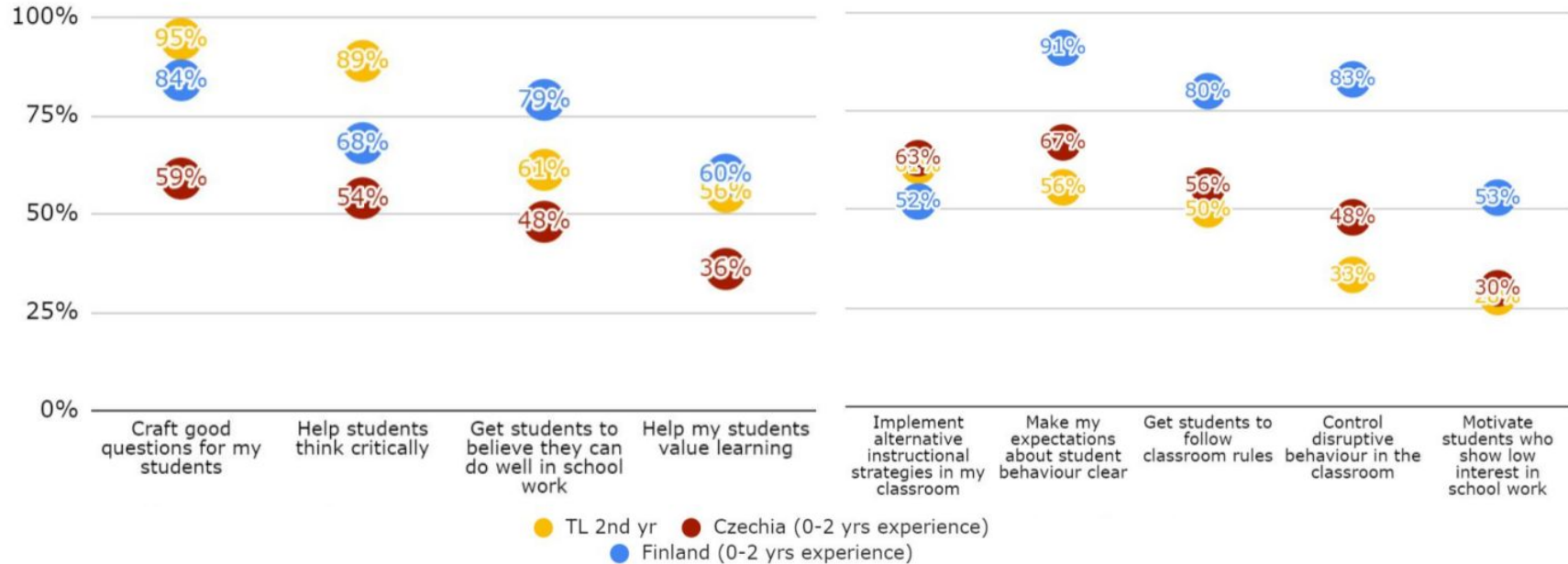
TALIS 2018 (OECD Teaching and learning international survey)
N = 30 1st year students, 35 2nd year students

Pupil feedback on teaching

Comparison between the student feedback on Teach Live graduates and on the previous teacher of the given subject

N = 561 pupils   Data collected 2 years after graduation from TL

All areas evaluated as better by pupils than the previous teachers of the respective subject.

Significant difference in:
I enjoy this class; I wish to learn as much as I can in this class; I learn useful things; I mainly look forward to this class

Results:
Higher than previous teachers
Same as previous teacher
Worse than previous teacher

Results

Students evaluate reflective practice and the combination of pair and individual teaching as the most beneficial in their learning process.

Comparing the structure of their school placement with self-efficacy and "grading" from lecturers suggests the ones with proper combination of individual and pair teaching practice perform better.

All components of self-efficacy show linear improvement during the two-year training which proves that longer period of teacher training is beneficial. Teach Live graduates perform better in key components of self-efficacy than a standard population of novice teachers included in TALIS and CLoSE surveys. However, they have problems with long-term planning and behavioural interventions.

This is confirmed by the view of other actors - lecturers, pupils, mentors.

Discussion

- How to observe the impact? (Pupils assessment on the 1st, 2nd and 5th year of their teaching practice.)
- What do we miss when focusing on self assessment?
- Role of evaluators and evaluation in the organisation (applying results for practice, EB decision making/independent external organisation)

Thank you for your attention!

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tým evaluace!

Michal **Věrka** **Dan** **Bára** **Jana**
s knírkem

Resources

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