



učitel
naživo

called to
teach

Our impact

2017 – 2019

**Evaluation outcomes for the second
year of our certified and accredited
teacher training course**

Confirmed: we're sending high quality teachers out into the world, who believe in their pupils.

1. Students consider the Teach Live course very beneficial and would recommend it to other prospective teachers.
2. We are succeeding in fostering in our students the skills we consider most important in teaching.
3. Our students are aware of the progress they make during the course in specific areas of teaching and rate their competences in many aspects better than the average newly qualified Czech teacher.
4. Students' presence in the classroom on placement benefits both the accompanying teachers and their pupils.
5. 23 out of 35 students who have completed the course are already teaching and another 6 are planning to teach.
6. Evaluating our course helps us improve it further .

We systematically monitor the course at all levels.

Why evaluate?

- We monitor the impact of our training on our students and the pupils they teach.
- The evaluation is a formative tool for our own learning, in other words we are continually improving the course.

ORGANIZATIONAL GOALS

The evaluation team works with the various teams involved in delivering the training to establish how well the course goals are being met.

TRAINING

The lecturers monitor how well the individual students are achieving the training goals.

CLASSROOM

Students on placement in schools track pupils' learning.

GRADUATES

We observe whether our graduates enter the teaching profession. In the future we hope to measure the impact of their teaching on their pupils.

We use recognised evaluation methods to monitor teacher quality.

Czech resources:

- Koncept akademického optimismu: šetření CLoSE (*The concept of academic optimism: the CLoSE survey*) (Straková, Simonová & Greger, 2017).
- Rámec profesních kvalit učitele (*Teachers' professional qualities framework*) (Tomková, Spilková, Píšová, Mazáčová, Krčmářová, Kostková & Kargerová, 2012).

Czech and international benchmarking surveys:

- OECD, *TALIS 2018 Results: Teachers and School Leaders as Lifelong Learners*. (Paris: OECD Publishing, 2014).
- CLoSE survey

Inspiration from the evaluation of other teacher training organizations:

- University of Berkeley
- Teach First
- Boston Teacher Residency

Evaluation team:

Daniel Prokop

- sociologist, member of expert committee on Education Policy Strategy 2030+
- previously Head of Research at Median, now director of PAQ Research

Michal Kunc

- sociologist, previously worked for Median, CHE Consult, Scio
- now works for Teach Live and PAQ research

Barbora Zavadilová

- teacher, University of Cambridge graduate, has worked for CERGE-EI, OSF, NIDV

Expert consultants:

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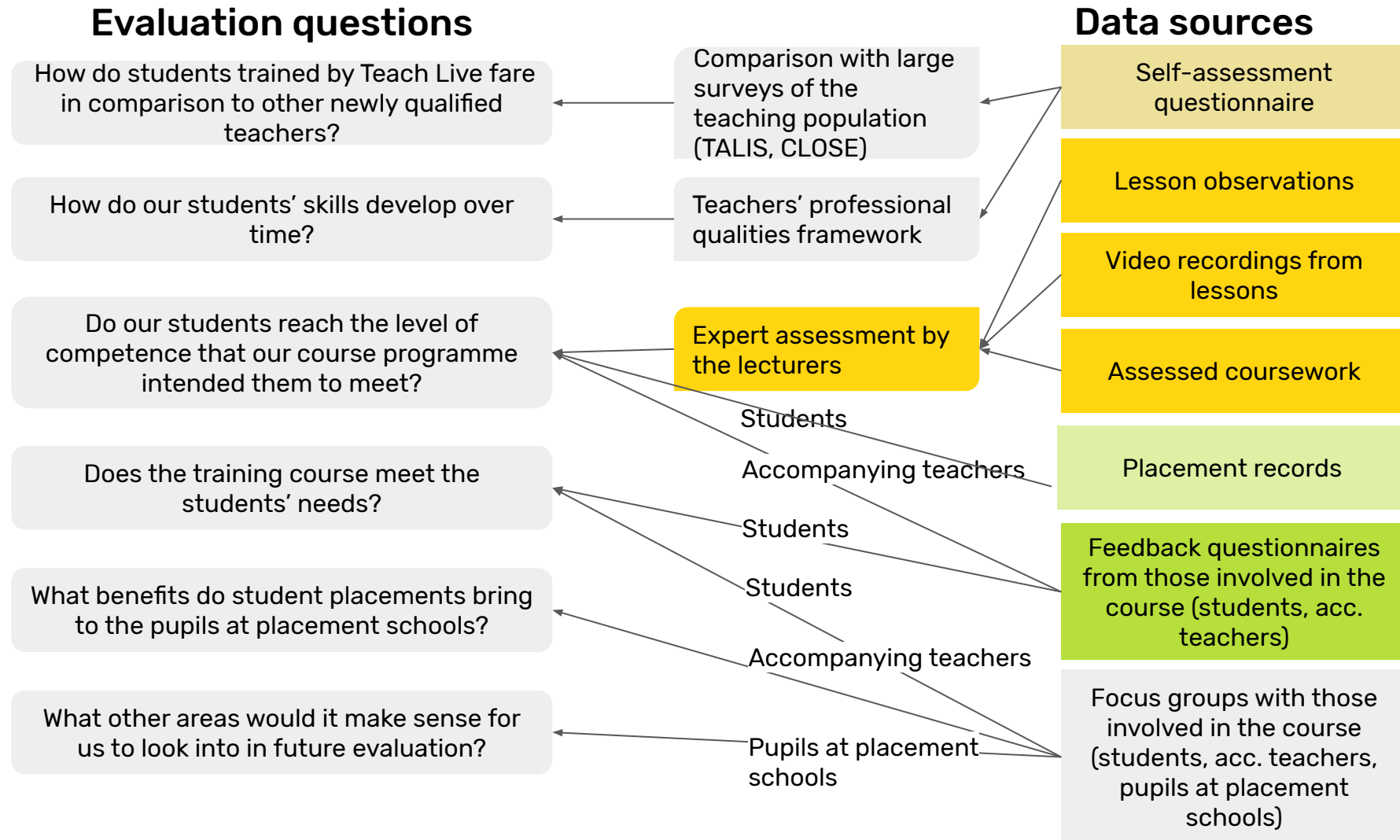
Blanka Vaculík Pravidová / Expert course leader, Teach Live

Sonia Guerriero / UNESCO, OECD

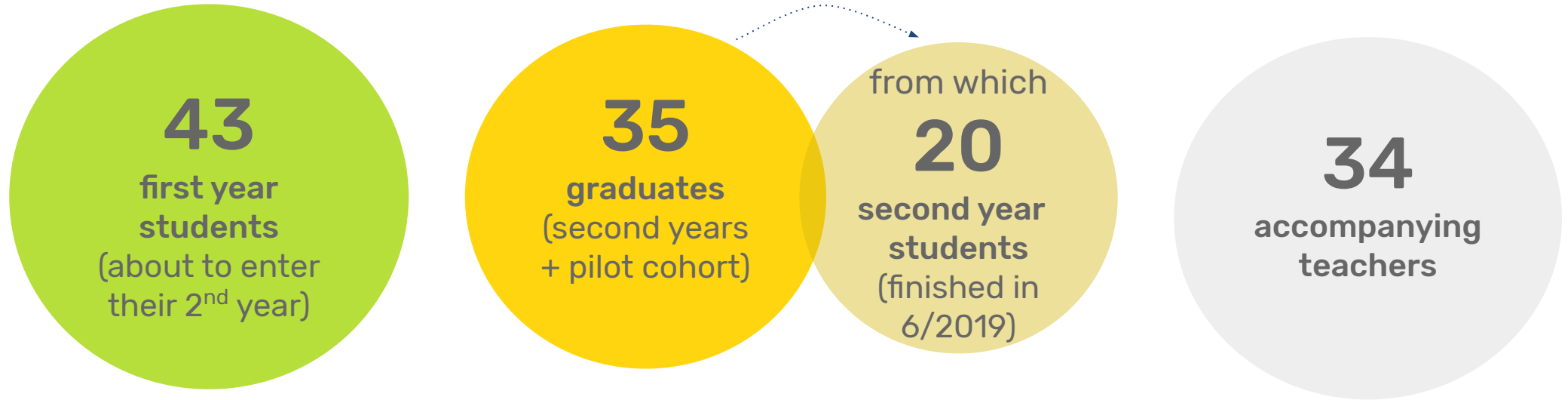
Vladimíra Spilková / Univerzita Pardubice, chair of Teach Live Board of Experts

Michaela Píšová / Masaryk University

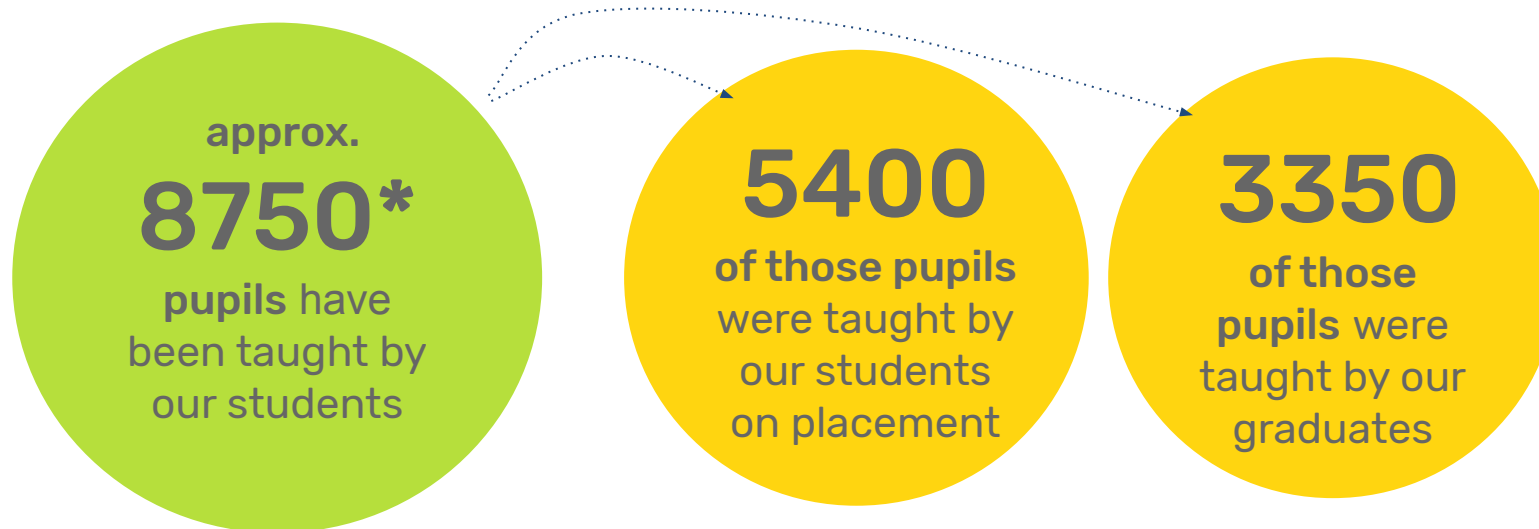
We gather the input of all those involved and compare data from several sources.



How many people are involved in the evaluation process?



How many pupils do we have an impact on?



*We count on average 100 pupils per graduate who is now teaching and 30 per student on placement.

1

Our students would explicitly recommend the course.

**Net Promoter
Score**
for Teach Live training

+98

- An NPS* higher than +50 is generally considered excellent.
- Our students rate the course very highly even within the educational context – the NPS of British universities in the prestigious Russell Group are between +40 and +81, Harvard Business School has an NPS of +41.

*Net promoter score aims to monitor customer satisfaction in the long term.

The score is based on responses to the question *How likely is it that you would recommend this (company/product/service) to a friend or colleague?* on a scale from 0 (not at all likely) to 10 (extremely likely). The resulting score is the difference between the percentage of positive responses (rated 9 or 10) and the percentage of negative responses (rated from 0 to 6).

We obtained responses from 61 students on our training course in the 2018/2019 academic year (43 in their first year and 18 in their second year).

The NPS values for Russell Group universities are taken from: Youthsight – Higher Expectations 2011/12+ and the score for Harvard Business School from the Customer Guru website.

1

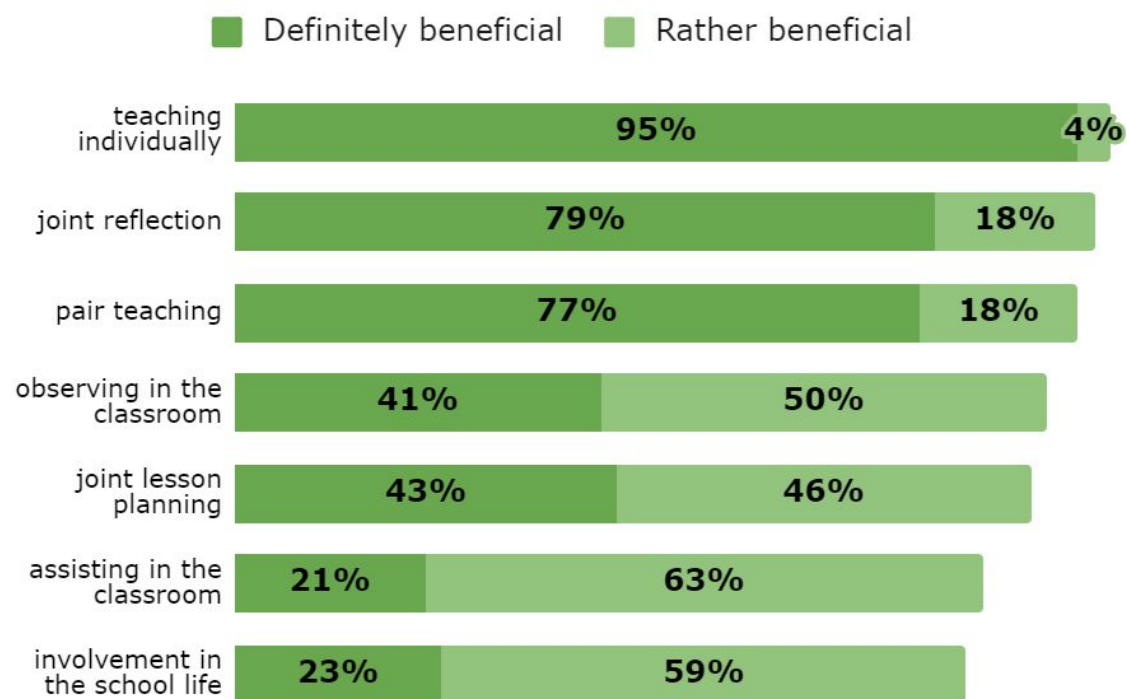
Students say their placements are the most beneficial element of their training.

Within the training course, students rate their placements and the intensive training sessions most highly. 94% of students gave positive scores to all four components of the training course. Students consider all aspects of their placements to be beneficial - most of all individual and pair teaching practice and reflective sessions.



Average student feedback scores for each training activity on a scale from 0 = not at all beneficial to 10 = extremely beneficial.

We obtained responses from 61 students on our training course in the 2018/2019 academic year (43 in their first year and 18 in their second year).



Percentages of students who rated the listed placement activity as *definitely beneficial* or *rather beneficial*.

1

Teach Live training helps students develop as teachers.

What do the students most appreciate?

Placements – they say working in groups of three (2 students + accompanying teacher) is useful, as it gives them the opportunity to observe their fellow student's teaching and realise things that they don't notice while teaching themselves.

Intensive training sessions – they gain inspiration from the ways the training sessions are led (they experience the same methods by which they themselves teach), they have the opportunity to address necessary topics one at a time; they appreciate homework tasks that lead them to apply what they've learnt in practice.

External mentoring – they appreciate the support of a mentor in showing them how to reflect on their work.

Reflective seminars – they appreciated these the most at the beginning of the course, when they needed to get to know their accompanying teachers and partner students and clarify their needs.

Czech and Finnish excursions – they appreciated the variety of schools visited and the chance to spend time together and develop relationships with others on the course.

2

We are monitoring achievement of our educational goals.

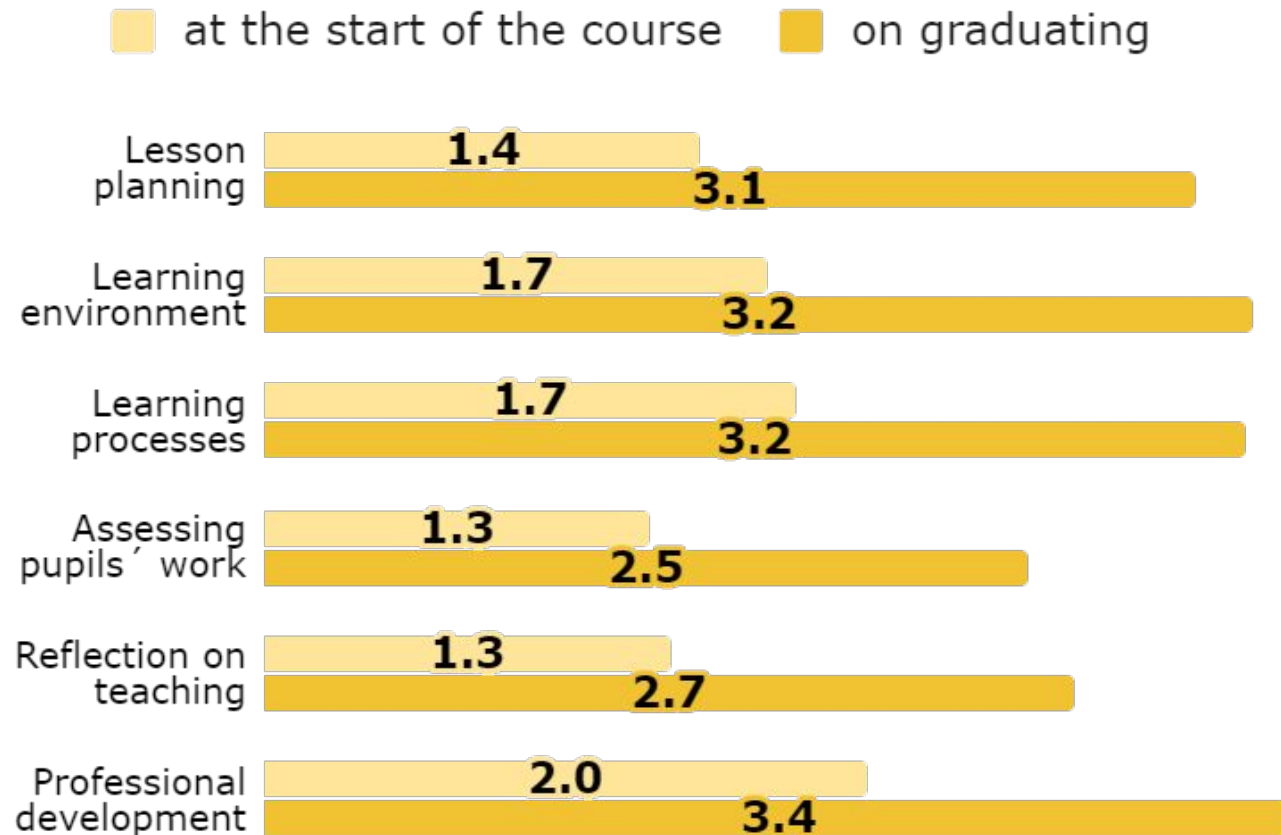
- We monitor and evaluate how our students develop in the following areas of their training:
 - PERSONAL DEVELOPMENT (ME AS A TEACHER)
 - RELATIONSHIPS AND BEHAVIORAL INTERVENTIONS (ME AND THE CHILDREN)
 - CREATING LEARNING OPPORTUNITIES (ME AND MY LESSONS)
 - SUBJECT DIDACTICS (ME AND MY SUBJECT)
- We collect feedback from all those involved in the course (students, lecturers, accompanying teachers and pupils) and include this in our formative evaluation of the course. This helps us to continually improve each and every aspect of the course.

2 Students gain necessary skills thanks to our course.

	Goal	Evaluation	Comments
PERSONAL DEVELOPMENT	The student uses their personal development goal (CDG) as a tool to consciously shape their individual teacher self-concept.	++	Students manage to analyze the root causes of what happens during their lessons and propose alternative solutions based on that analysis. They continually improve their teaching and work on their professional development.
	The student becomes a reflective practitioner.	+++	
RELATIONSHIPS AND BEHAVIORAL INTERVENTIONS	The student leads pupils to take responsibility for their behaviour.	++	They create a respectful and respecting atmosphere in the classroom.
	The student establishes a safe environment.	+++	They provide descriptive feedback to pupils rather than character judgement.
	The student establishes an environment suitable to learning.	+	Some students are unable to maintain a quiet classroom and set boundaries.
CREATING LEARNING OPPORTUNITIES	The student formulates meaningful goals for a range of pupils, chooses suitable methods for their attainment and monitors the children's learning achievement.	++	They adapt their lessons to their pupils' individual needs. They feel they are less able to evaluate the long-term goals of their teaching.
	The student assesses learning using methods that support the children's autonomous learning.	++	
SUBJECT DIDACTICS	The student has a grounded long-term approach to their subject based on the Framework Education Programme.	++	The students' specialist knowledge of the subjects they teach is generally at a high level, and this is confirmed by others involved (accompanying teachers).
	The student demonstrates subject knowledge and does not display serious shortcomings.	+++	Some students find it difficult to choose which parts of their subject to include in their teaching and which to omit.

+++ outstanding level / ++ good newly qualified teacher level / + beginner level with reservations

3 Students improve during the course.



Students score much more highly at the end of the course than they did at the start of their training in all areas of the Teachers' Professional Qualities Framework .

The Professional Qualities Framework is a self-assessment tool developed by Prof. Vladimira Spilková and her team as part of the Pathway to Quality project (2012).

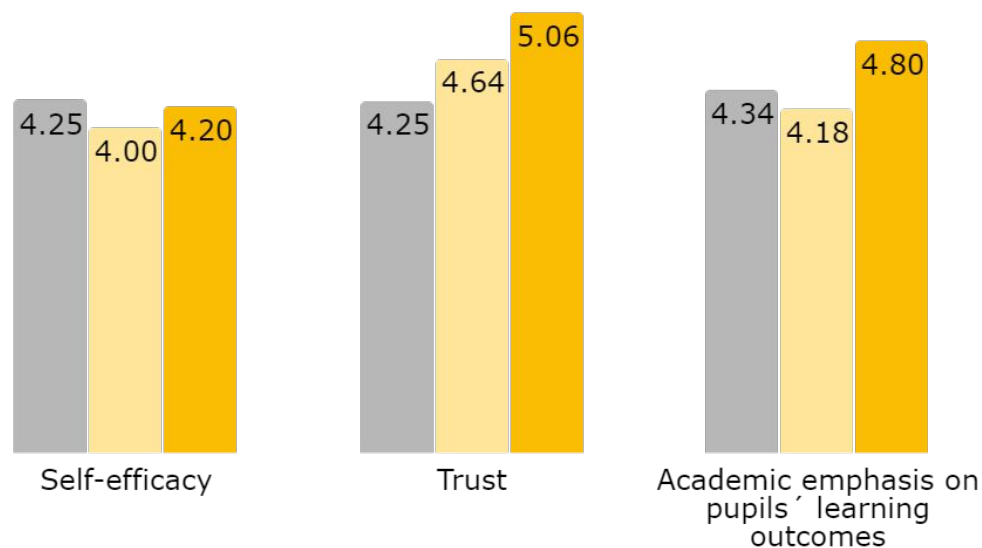
The graph displays average values on a scale from 1 to 6. A score of 4 represents the standard quality level among teachers, a score of 6 represents outstanding quality.

Number of respondents = 20 students in the second year of the training course.

3

Teach Live graduates are more focused on impact and trust their pupils more than other beginner teachers.

■ Teachers with up to 5 yrs experience (CLOSE)
 ■ TL 1st yr ■ TL 2nd yr



Number of respondents:
 123 Czech early career teachers up to 5 yrs in the profession (data from CLoSE - Czech Longitudinal Study in Education)
 38 1st year students and 18 2nd year students of Teach Live

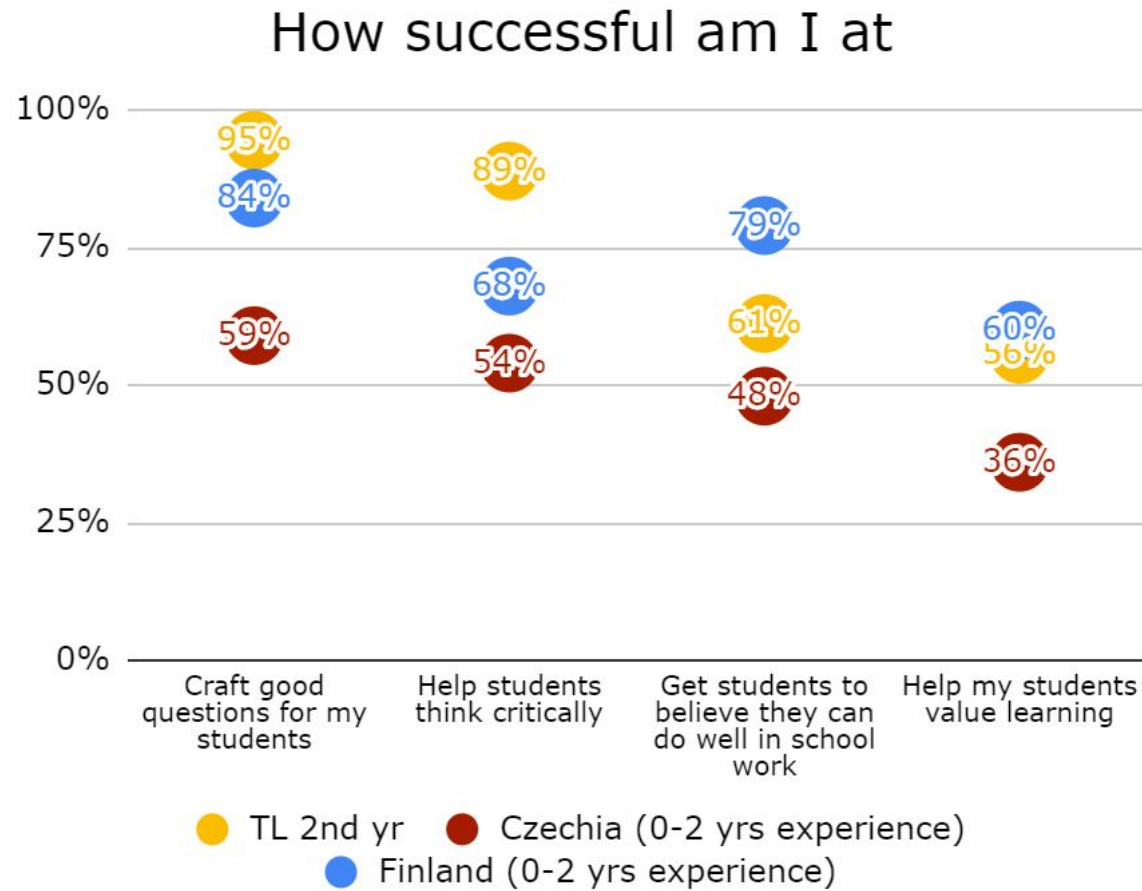
- Students in the 2nd year of the course differ substantially from other early career teachers in that they have greater trust and place more emphasis on their pupils' learning outcomes.

Academic optimism measurement (based on methods by Straková et al., 2017), range of statements from the CLoSE study:

Self-efficacy	I can motivate students who show low interest in school work..
	I can get students to believe they can do well in school work.
	I can get children to follow classroom rules.
Trust	Most of my students are honest. .
	My students parents are reliable.
	I trust my students.
Academic emphasis	I press my students to achieve academically.
	I give my students challenging work.
	I set high, but attainable goal for my students.

3

Teach Live graduates feel stronger in the soft skills and rank close to Finnish teachers (TALIS).

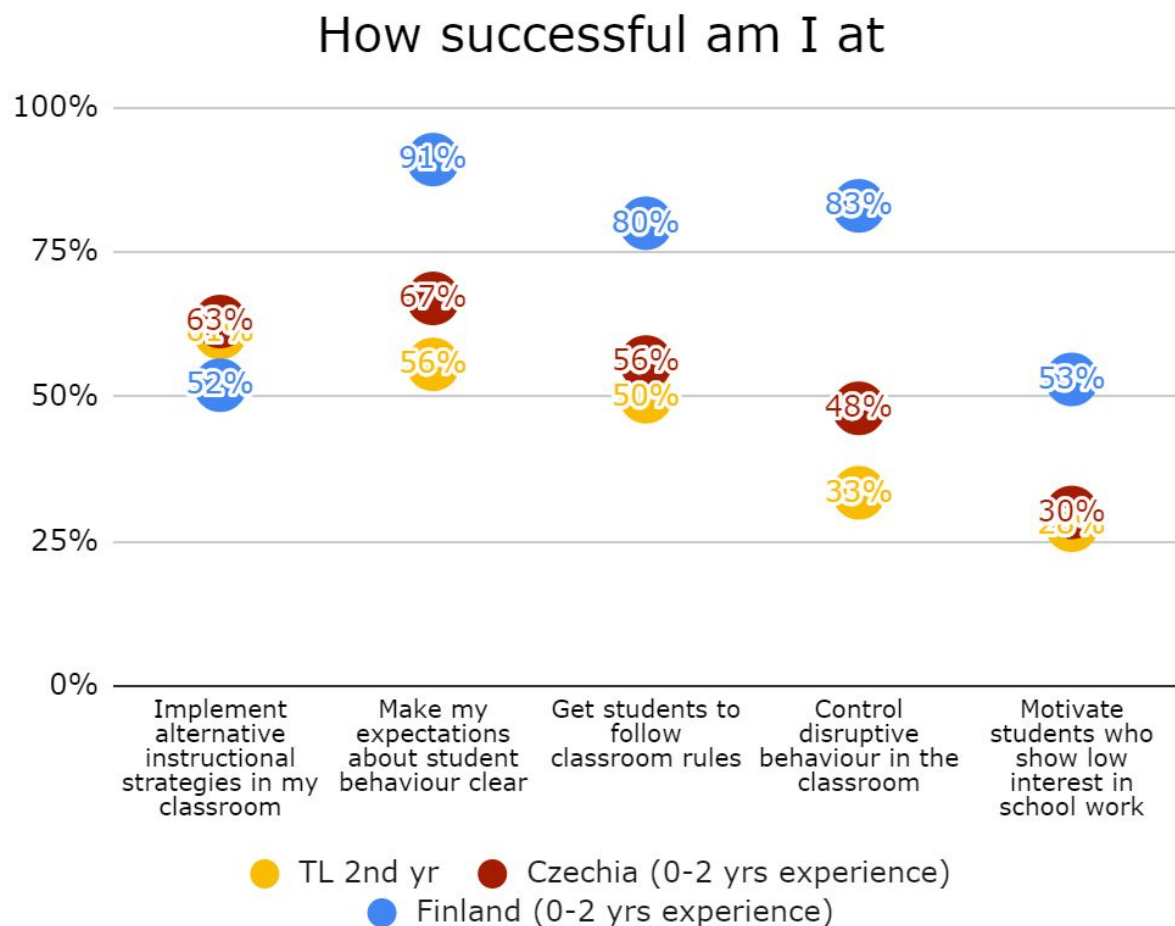


- At the end of their 2nd year of training our students consider themselves strongest in preparing inspiring questions and helping pupils think critically.
- In these areas they rank better than the average Czech or Finnish teacher with fewer than 2 years' teaching experience.

The graph presents the percentage of (trainee) teachers who responded *to some extent* or *to a great extent* for the given aspects. Number of respondents = 18 2nd year Teach Live students, 297 Czech teachers and 292 Finnish teachers (data from TALIS 2013 - Teaching and Learning International Survey, OECD).

3

We know what we need to work on.



- In skills connected with the creation of an environment suitable for pupils' learning, students in their 2nd year of training consider themselves rather at the level of their Czech colleagues with fewer than 2 years' teaching experience.

Note: During Teach Live training our students are not autonomous teachers, they work within existing rules and environments. This naturally affects their evaluation of their development in these skill areas to some extent.

The graph presents the percentage of (trainee) teachers who responded *to some extent* or *to a great extent* for the given aspects. Number of respondents = 18 2nd year Teach Live students, 297 Czech teachers and 292 Finnish teachers (data from TALIS 2013).

4 Accompanying teachers appreciate our students' presence in their lessons.

26/30

accompanying teachers think that the children in their classes gain from having Teach Live students in the classroom.

What do accompanying teachers appreciate?

- Pair teaching → more scope for an individual approach to the children
- New inspiration and teaching methods
- The students' openness to the children
- Enriched teaching thanks to the students' subject-specific expertise and experience

They have a different view of the children, they can tell me if I've put a certain child into a box that s/he shouldn't be in.

The children are given more attention, more care, when there are two or three teachers in the classroom at once.

My student presented the topic of financial literacy, which I had tried out last year, but because she had worked at a bank, she had the experience, several pupils were unbelievably impressed by her teaching.

-- accompanying teachers from our secondary placement schools

4

Pupils feel good during Teach Live students' lessons and enjoy them.

For example, we can even remember things better, we can link them to something, rather than when the teacher stands in front of us for an hour and just talks, writes something on the board, and then we are supposed to write it down.

- secondary school pupil

I find games or videos help me to understand topics better. Sometimes we also have free writing - the teacher gives us a topic and we write whatever we can think of. We always do that at the beginning of a new topic.

- elementary school pupil

She doesn't directly say we've made a mistake, but takes out whatever we've said that was right, and gets rid of the rest. Basically, she doesn't focus on what was bad, but on what was good.

- elementary school pupil

Education for life

Pupils describe connections between their knowledge gained in class and the real world, thanks to which they are better able to recall what they have learnt. This happens because Teach Live students take a *constructivist* approach, i.e. they build on pupils' prior experience and connect the curriculum with pupils' knowledge of the world from their everyday lives.

Active learning

Pupils appreciate the fact that lessons led by TL students are varied and interactive. They particularly mention that they are active during the lessons and do not *cram from the textbook*. They frequently mention presentations, group work and use of digital technology as positive aspects of these lessons.

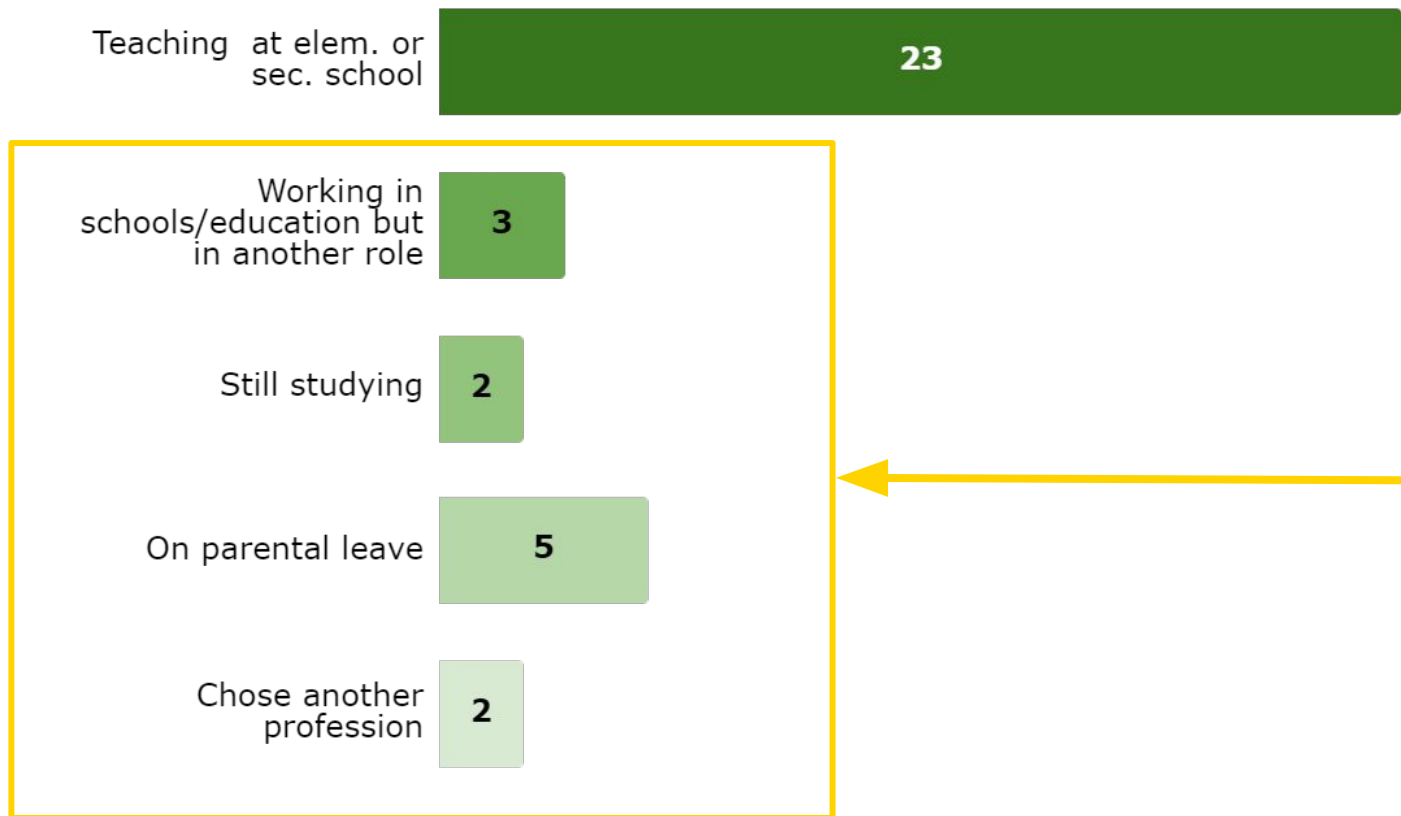
Safe environment

During TL students' lessons, pupils feel relaxed and have good relationships with the student teachers. They are not afraid of expressing their opinions openly and the way the student teachers provide them with feedback seems fair and supportive.

Qualitative survey conducted through focus groups with randomly selected pupils from three schools (32 pupils in total).

5

Most Teach Live graduates are already teaching and others are planning to teach.

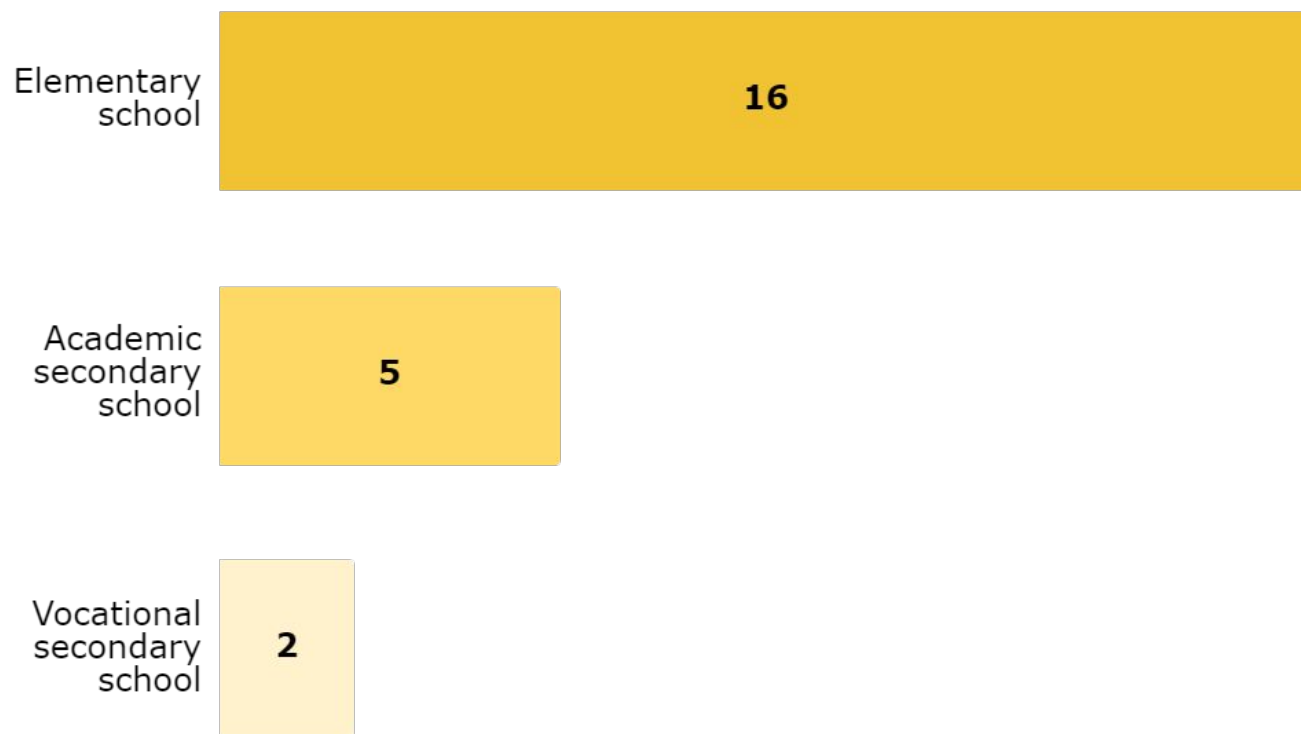


- More than three fifths of Teach Live graduates to date (23/35) are teaching during this school year at elementary or secondary schools.
- The vast majority of graduates want to teach long-term (for longer than 5 years).
- 6 of the 12 graduates who are not already teaching this year intend to start teaching in the coming year(s).

The graph shows numbers of responses. We asked 35 graduates of our training course.

5

We're not selective: most Teach Live graduates teach at secondary schools.



- Most of our graduates teach at elementary schools.
- Half of our graduates teach at state schools, a quarter at private schools and a quarter at church schools.
- Our graduates teach 16 different subjects between them, the most common subjects being the Czech language and Mathematics.
- 8 graduates are class teachers.

The graph shows number of responses.

We asked 23 graduates who had told us that they are working as a teacher during this school year.

6 Evaluation helps us improve the course.

Further specifying the course goals:

a new competence framework to help everyone better understand the course goals.

Monitoring the effectiveness of new course elements:

greater connection between theory and practice thanks to coursework during placement periods, continual work on the "Professional challenge" (final written coursework) during the year and individual development consultations.

Reacting to students' needs:

a new format to the reflective seminars and pilot placements for students who already work as teachers.

Identifying students' skills that need greater attention:

we then focus more on these in the training and in the alumni club.

The new course record book is brilliant! The user-friendly instructions at the beginning are great, as is the option to click that I've completed everything for that month, without having to print it out every month and take it into school. Excellent work, thanks!

-- 2nd year student

We are grateful to all our donors for their generous support.



Jan
Červinka

Ondřej
Bartoš

Tomáš
Čupr



Ondřej
Fryc

Pavel
Mucha

Dušan
Šenkypl