

Moldova In-Service Teacher Training Survey Data

Table 1. Overarching Aspects of Teacher Training Programs in Moldova ITTSI Sample

Question	Primary education (evaluation based on descriptors, 1 class)	Criteria evaluation through descriptors in primary education	Global Partnership for Education: Child/learner-centered education	Methodical preparation of modern multimedia lesson
By the end of this training what is it that you expect teachers to be able to do differently?	Improving the quality of the learning process	Improved culture of evaluation; The use of criteria and descriptors in evaluation; The application of psycho-pedagogical aspects in the assessment of younger schoolchildren	Use more interactive teaching-learning strategies, provide opportunities for children/students' active learning, use more qualitative evaluation methods	Teachers must learn to create presentations using different programs and to download and create clips.
How many years has this program been running?	18	3	15	5
How many teachers received training under this program in the last year that the program was implemented?	615	3,260	700	1,139
At what scale is this program implemented?	National		National	National
What kind of organization designed this teacher training program?	Government	Government	Non-governmental organization	Researchers
What kind of organization is implementing this teacher training program?	Government	Government	Non-governmental organization	Researchers
Is the primary focus of this program teacher training, or is teacher training one part of a broader program?	Teacher training is primary focus	Teacher training is one component	Teacher training is one component	Teacher training is primary focus
Was the program design based on a diagnostic or evaluation of student learning of some kind? If so, what kind?	Yes, formal diagnostic		Yes, informal diagnostic	No
Was the program design based on a diagnostic or evaluation of teacher skills of some kind? If so, what kind?	Yes, formal diagnostic	Yes, formal diagnostic	Yes, formal diagnostic	No
What teacher skill gaps is this program designed to support?	Curricular update	Classroom management	General pedagogy	Technology
Is the program for all teachers or just for certain teachers?	All teachers	All teachers	All teachers	All teachers

Table 1 Cont.

Question	Primary education (evaluation based on descriptors, 1 class)	Criteria evaluation through descriptors in primary education	Global Partnership for Education: Child/learner-centered education	Methodical preparation of modern multimedia lesson
Which grades?	Grades 1-3	Pre-primary, Grades 1-3	Pre-primary, Grades 1-12	Pre-primary, Grades 1-12
Are teachers assigned to participate or do they volunteer for the program?	A mix of both assigned and voluntary participation	A mix of both assigned and voluntary participation	A mix of both assigned and voluntary participation	A mix of both assigned and voluntary participation
How much do teachers have to pay to register for the program (if anything) per year?	950 MDL	300 MDL	0	500 MDL
Which of the following other costs do the teachers have to pay to participate in the program?	Transport, Accommodation, Materials, Other	Transport, Accommodation, Materials, Other	Transport, Accommodation	Transport
What is the total cost of the program per year?	950 MDL per teacher	300 MDL per teacher	900 MDL per teacher	500 MDL per teacher
Does participation in the training program have any professional implications for teachers?	Status, Promotion or points towards promotion, Salary, Official certification	Status, Promotion or points towards promotion, Salary, Official certification	Salary	Promotion or points towards promotion, Official certification
What materials, if any, did the program provide alongside the training?	Storybooks or reading pamphlets, Software, Lesson plans/videos, Scripted lessons		Flashcards, Lesson plans/videos, Scripted lessons	Teacher manuals

Table 2. Overarching Aspects: Evaluation of Teacher Participation and Training Programs

Question	Primary education (evaluation based on descriptors, 1 class)	Criteria evaluation through descriptors in primary education	Global Partnership for Education: Child/learner-centered education	Methodical preparation of modern multimedia lesson
Are teachers evaluated at the end of the training?	No	No	No	No
Is it possible for teachers to fail this exam?	No	Yes	No	No
In the last year that the program was implemented, what percentage of the teachers who began the training dropped out before the end?	0		0	10%
In how many schools is the program currently being implemented?	1,241 educational institutions; 15 institutions for professional development	1,241	500	1
Has this program been evaluated in terms of its impact?	Yes	No	No	No
If so, on which of the following was it evaluated in terms of impact?	Teacher knowledge, Teacher behavior, Student learning, Objectives of the program			
Over the course of the program, what data are collected centrally?	Frequency of class delivery, Attendance of participating teachers, Test score of teacher subject knowledge, Test score of teacher pedagogical knowledge, Practical test observing teaching	Frequency of class delivery, Attendance of participating teachers, Teachers' assessment of value of training, Test score of teacher subject knowledge, Test score of teacher pedagogical knowledge, Practical test observing teaching	Attendance of participating teachers, Test score of teacher pedagogical knowledge	

Table 3. Design Aspects of Teacher Training Programs

Question	Primary education (evaluation based on descriptors, 1 class)	Criteria evaluation through descriptors in primary education	Global Partnership for Education: Child/learner-centered education	Methodical preparation of modern multimedia lesson
Which of these is the primary focus of the training program?	Subject content, Subject-specific pedagogy, Technology, Counseling, Classroom management, Specific tool, Assessment, Curricular update, General pedagogy, Theory	Subject content, Subject-specific pedagogy, Technology, Counseling, Specific tool, Assessment, Curricular update, General pedagogy, Theory	General pedagogy	Technology
Which of these is the secondary focus of the training program?	Technology, Counseling, Specific tool, Assessment, Curricular update	Classroom management	Curricular update	Technology
What is the subject focus of the training program (if any)?	Literacy or language, Information technology	Literacy or language, Math, Social science, Information technology		Information technology
Does this program provide training in-person and/or online?	In-person	Both	In-person	Both

Table 4. Delivery of Online Teacher Training Programs

Question	Primary education (evaluation based on descriptors, 1 class)	Criteria evaluation through descriptors in primary education	Global Partnership for Education: Child/learner-centered education	Methodical preparation of modern multimedia lesson
In total how many hours of training are provided under this program?		31		75
What proportion of this training do teachers spend practicing with other teachers?		33%		
What proportion of this training do teachers spend practicing with students?		66%		
Over how many weeks is this training spread?		4		2
Do teachers have any contact with a trainer online, as part of the program?		Yes		Yes
If so, is the contact with trainers individual, in groups, or both?		Group		Both
Are the online group sessions compulsory or voluntary?		Compulsory		Voluntary
In total, how many hours of online contact do teachers have with a trainer under the program?		72		75

Table 5. Delivery of Face-to-Face Teacher Training Programs

Question	Primary education (evaluation based on descriptors, 1 class)	Criteria evaluation through descriptors in primary education	Global Partnership for Education: Child/learner-centered education	Methodical preparation of modern multimedia lesson
What are the core activities involved in the training?	Lectures, Discussion, Teaching practice, Discussion of videos, Practice in science labs, Practice with computers, Other practical activities	Lectures, Discussion, Teaching practice, Discussion of videos	Lectures, Discussion, Discussion of videos, Other practical activities	Discussion of videos, Practice with computers
Which of the following additional activities were included in the training, if any?	Development of pedagogical materials, Development of classroom evaluation materials, Training on how to conduct diagnostics, Using scripted lessons	Development of pedagogical materials, Development of classroom evaluation materials, Training on how to conduct diagnostics, Lesson planning	Development of pedagogical materials, Development of classroom evaluation materials, Lesson planning	Development of pedagogical materials
Does the program use a cascade training model (i.e., program trains trainers who then train teachers)?	Yes	Yes	Yes	No
What is the most common profile of the trainers or facilitators who the teachers have direct contact with?	Other primary or secondary teacher	Specially selected expert primary or secondary teacher	Specially selected expert primary or secondary teacher	University professor or graduate degree in education
What, if any, training or certification did the trainers or facilitators who the teachers have direct contact with receive?	Designed the program, Received a specific certification, Received more than one week of training		Received more than one week of training	Designed the program
Outside of their normal salary, what kind of engagement mechanisms or incentives are given to trainers?		Community recognition	Community recognition, Other	Community recognition

Table 5. Cont.

Question	Primary education (evaluation based on descriptors, 1 class)	Criteria evaluation through descriptors in primary education	Global Partnership for Education: Child/learner-centered education	Methodical preparation of modern multimedia lesson
In total, how many hours of homework are teachers expected to do as part of the training, per year?	150	72	0	0
Over how many weeks is this homework spread?	156	3	0	0
Does the program provide any face-to-face training?	Yes	Yes	No	Yes
How many days do teachers work face-to-face with trainers or facilitators in this program?	15	5		2
Over how many weeks is this face-to-face training spread?	3	1		2
Approximately what proportion of this time is spent in lectures and discussion?	95	100		100
Approximately what proportion of this time is spent practicing teaching with students?	0	0		
Approximately what proportion of this time is spent practicing teaching with other teachers?	5	0		0
Approximately what proportion of this time is spent in other practical activities with other teachers?	-	0		0
Where does the majority of the face-to-face training take place?	Central location (other school, hotel, government building etc.)	Central location (other school, hotel, government building etc.)		University or training center
On average, about how many teachers are there per trainer or facilitator in each training session?	25	25		50

Table 6. Delivery: Follow-up Support for Teacher Training Programs

Question	Primary education (evaluation based on descriptors, 1 class)	Criteria evaluation through descriptors in primary education	Global Partnership for Education: Child/learner-centered education	Methodical preparation of modern multimedia lesson
Which of these types of follow-up support do teachers receive?	Text messages	Phone calls, Emails	In-school support from other school staff	Text messages, Phone calls, Emails
Over how many weeks is this follow-up support spread?	52	4	0	2
How many in-school follow-up support visits do teachers receive after the initial training (if any)?	1	1		0
What is the nature of these follow-up visits?	In-class pedagogical support, Monitoring, Review material	In-class pedagogical support, Monitoring, Review material		
Over how many weeks are the follow-up visits spread?	One or more depending on need	Depending on the objectives - at least once per semester		
How many times do teachers receive any of the above types of support? (Count each text message/phone call/conversation as one time.)	As needed	As needed		
What is the total duration of this program in days?	5	3		14

Table 7. Delivery: Perceptions of Teacher Training Program Providers

Question	Primary education (evaluation based on descriptors, 1 class)	Criteria evaluation through descriptors in primary education	Global Partnership for Education: Child/learner-centered education	Methodical preparation of modern multimedia lesson
Were there any elements of the program that the teachers particularly <i>liked</i> ? - Element 1	Criterial evaluation through descriptors in primary school	Organization of the process of criterial evaluation through descriptors	Focus on meaningful rather than formal learning	PowerPoint
Were there any elements of the program that the teachers particularly <i>liked</i> ? - Element 2	Activities in the framework of a partner educational program	Success descriptors	Participatory, peer learning	YouTube
Were there any elements of the program that the teachers particularly <i>liked</i> ? - Element 3	Personality of the teacher	Estimates	Respect for the trainees' experience and personal needs and ideas	Prezi
Were there any elements of the program that the teachers particularly <i>disliked</i> ? - Element 1	Update of school textbooks	Work with parents	Not registered	
Were there any elements of the program that the teachers particularly <i>disliked</i> ? - Element 2				
Were there any elements of the program that the teachers particularly <i>disliked</i> ? - Element 3				
What were the key elements you think made the program work? Element 1	Psychological aspects in education	The process and explanation of assessment data	Responsiveness to trainees' needs and building on their experience	Google APPS
What were the key elements you think made the program work? Element 2	Continuity between preschool and elementary schools th		Creating the synergy of shared learning	
What were the key elements you think made the program work? Element 3			In many cases (particularly through projects supported trainings) follow-up through on-site mentoring (individual and group)	