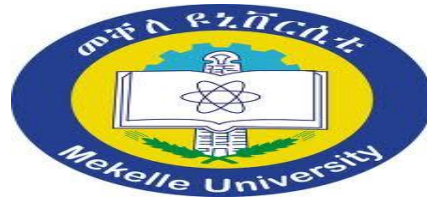


# **MEKELLE UNIVERSITY**

**INSTITUTE OF PEDAGOGICAL SCIENCE**

**DEPARTMENT OF EDUCATIONAL PLANING AND MANAGEMENT**



**FACTORS THAT AFFECT SCHOOL BASED TEACHERS  
CONTINUOUS PROFESSIONAL DEVELOPMENT (CPD) IN MAI-  
AMBESA PRIMARY SCHOOL (MAPS) IN WOREDA TSELEMTI  
TIGRAY REGION**

**By**

**TSEHAINESH BRHANE**

**AUGUST, 2012**

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**A SENIOR ESSAY SUBMITTED TO THE DEPARTMENT OF  
EDUCATIONAL PLANNING AND MANAGEMENT MEKELLE  
UNIVERSITY**

**IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE  
DEGREE OF BACHELOR OF ARTS IN EDUCATIONAL PLANNING  
AND MANAGEMENT**

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**APPROVED BY THE EXAMING BODY**

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**EXAMINER**

**This senior essay has been submitted for examination  
with my approval as university advisor**

**Name** \_\_\_\_\_

**Signature** \_\_\_\_\_

**Date of Approval** \_\_\_\_\_

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## **Abstract**

The research was conducted on the topic entitled with “factors that affect school based teachers continuous and professional development (CPD) in Mai-Ambesa primary school in woreda Tselemti, Tigray region.”

The main aim of that affect school based CPD program via designing effective strategies that improve school based CPD program to ensure the quality of education in Mai-Ambesa primary school.

Having this aim in mind, the data was collected from primary school teachers and school leaders.

The study was conducted in Mai-Ambesa primary school with 27 male teachers and 4 female teachers 31 total teachers and 3 school leaders.

The sample size was selected through selecting the whole respondents for data analysis and interpretation; both rating school and description were used.

This study found that CPD plan in Mai-Ambesa primary school do not indicate clear producers for identifying and aligning training needs of the school and teachers. Besides, time constraint on the parts teachers, lack of well trained facilitators, lack of well trained mentors, lack of commitment and awareness on the part of teachers, and unclear direction of CPD are the main factors that deter the implementation of teachers CPD in MAPS>

Generally, the researcher attempted to provide suggestions to the research problem.

## **Acronym**

APDE	Analysis Plan Do Evaluate
CPD	Continuous Professional Development
EMIS	Educational Management Information System
ETP	Educational And Training Policy
IFESH	International Foundation For Education And Self Help
JICA	Japanese International Corporation Agency
MOE	Ministry Of Education
NGO	Nongovernmental Organization
REB	Regional Educational Bureau
SIP	School Improvement Program
UNICEF	United Nation Children Fund
USAID	United States Agency For International Development
VSO	Voluntary Service Overseas
WEO	Woreda Education Office
ZEO	Zone Education Office
MAPS	Mai Ambesa Primary School

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# **CHAPTER ONE INTRODUCTION**

## **1.1. Background of The Study**

CPD stands for continuous professional development, which means a career long process of Improving knowledge, skill and attitude centered on the local context and particularly classroom practices.

Taking the above point in to account, as it is indicated in the Ethiopia Education and Training Policy, the foundations of Teachers Development Program [TDP] are continuous professional development [CPD] program, professional code of ethics and teaching competence[ICDR-Teacher Education hand book,1999].

In addition, one of the recommendations of the 2002 research quality and effectiveness of teacher education in Ethiopia is the provision of continuous professional development [CPD] program for teachers [MOE-CPD for leaders, and supervisors in Ethiopia 2010].The previous idea indicates that CPD program is one of the professional mandates of teachers to solve the problem of quality of education in Ethiopia. But, since CPD program has been delayed to be implemented in Ethiopia the problem continue even though after the wide scale implementation of CPD program is began in 2007G.C, CPD program was not implemented in all over schools as it was intended to achieve Its objective [MOE CPD for primary and secondary school teacher, leaders, and supervisors in Ethiopia, 2010].

Tigray is one of the regional states of Ethiopia that adopt and began to practice CPD program all over its schools since 2007G.C. but the program is not becoming fruitful in all schools [MOE-CPD for primary and secondary schools teacher, leaders and supervisors in Ethiopia, 2010].

Having these points mentioned above, even though, CPD program is announced as one instrument to ensure quality of education, Woreda Tselemti

is one of the Woredas in Tigray with CPD program implementation problems. CPD program lacks proper plan, organization, implementation and evaluation mechanisms in this Woreda.

Lack of proper plan, organization, implementation and evaluation of CPD program as one part of Woreda Tselemti's educational problem is also critical problem in Mai Ambesa primary school [MAPS]. In MAPS CPD program plans do not go in line with annual plan of the school. In addition to this, CPD program is not considered as one of the responsibilities of teachers. As a result, teachers in MAPS do not work cooperatively towards achieving CPD program.

For the above problem, there are a lot of causes. First, the Woreda as well as the school never put a panel discussion about the importance of CPD and how it's going to be under taken with teachers. The teachers also have not got training to write their CPD program in a well mannered way. Lack of awareness of the teachers, lack of formal team training and others are the major obstacles for proper plan, organization, implementation and evaluation of CPD program.

## **1.2. Statement of the Problem**

As one part of ensuring quality in education so as to produce complete and responsible educated human labor, CPD program is expected to contribute its best. But, CPD program in MAPS is not currently implemented as it was intended. Of course, there is a sign of CPD program activities in MAPS such **as:**

- Teachers read the CPD program manual individually and write a report to be included in their portfolio.
- Teachers discuss in group about a particular school needs and simply write the ideas of their discussion that is to be included in their portfolio.

But, in reality, there is nothing that can be observed as an important correct work for the students, teachers and school community in general. Because in MAPS, CPD program activities implemented only in order to have paper value in teacher's portfolio. This is because of:

- Individual formulation of CPD plan in MAPS.
- The CPD program in MAPS is not concerned on current school related issues that need to be addressed.
- Lack of creativeness for the best output of the CPD in MAPS; and
- School related issues not treated and well addressed on time in MAPS.

In addition to these, there is strong complaining from students towards the performance of their teachers. This indicates that students are not able to be benefited from the activities performed in CPD currently. So, the problem in planning, organizing, implementing and evaluating CPD program activities in MAPS currently is a reality. Having the idea stated above, the following are the reasons that initiate the researcher select the problem under study:

- CPD program activities are among the critical burning problems in MAPS: and
- CPD program has problems of teaching-learning process in MAPS such as, instructional aid and methodology, student's achievement and teacher's competence.

In addition, the researcher identifies sources of the problem, via her personal experience, since she is part of MAPS staff member, she observes the issue as it is the main problem in teaching-learning process in MAPS and by referring written documents about CPD program that stated as "the problem of CPD program in planning, organizing, implementing and evaluating are obstacles of teaching-learning process.

The researcher tries to compare her personal experience in MAPS with the knowledge that she acquired from written documents about CPD program and understand the gap that exists between the practical CPD experiences of MAPS and the written documents. As a result, the researcher perceives the existence of the problem in MAPS.

In her observation and knowledge of sources, as a researcher she contemplates and compares what she experienced and reads almost share in common. She

jotted down the main points from her teaching life experience and from the edited formal sources.

### **1.3 Research Question**

Taking in consideration the points stated on the statement of the problem, the researcher formulates the following basic research questions which are going to be answered as a result of the findings:

- ❖ What are the factors that affect school based CPD program in MAPS?
- ❖ What are the measures that should be taken to improve school based CPD program in MAPS?
- ❖ What school strategies are effective in improving school based CPD program in MAPS?
- ❖ What are the factors that affect the planning implementation, and evaluation system of school based CPD in MAPS?
- ❖ What are the challenges for the right performing of CPD in MAPS?

### **1.4 Objectives of the Study**

#### **1.4.1 General Objectives of the Study**

By examining factors that affect school based CPD program vi designing effective strategies that improve school based CPD program to ensure the quality of education in MAPS.

#### **1.4.2 Specific objectives of the study**

- ✓ to minimize the factors that affect the planning implementation and evaluation system of school based CPD program in MAPS
- ✓ To improve the factors that challenge involvement and students via filling the gap that hinder evaluation of school based CPD program in MAPS.

## **1.5 Significance Of The Study**

The research has the following significances.

- ◆ It will help to improve the school CPD program of MAPS
- ◆ It will help for good class room management
- ◆ It will help preparation and application of instructional aid
- ◆ It will help to identify problem areas of school community and work towards improving them.

Generally, the basic importance of the result of this study will be improvement of school based CPD program and its components so as to increase the achievement and knowledge of students and teachers in mss.

Besides the above research identify, the beneficiaries of the results of this study. Firstly teachers of MAPS will be the direct and the first beneficiaries of the results of this research. It will help them to develop their professional knowledge, and as a result enables them to be benefited from their professional career structure. Second students of MAPS will also be the beneficiaries of the results of this research. As the professional knowledge and experience of teachers is improved the achievement and knowledge of students will also be improved. Third school leaders of MAPS will use the result of the study to improve the plan of CPD in particular and the school in general. Finally MAPS will also be benefited as the planning and implementation system of CPD program is improved. As a result the school will be a model to other schools.

In addition to this the researcher indicated ways as to how the beneficiaries will use the results of the study. As the research has done the results will be communicated with different parties, teachers and school leaders by preparing a seminar.

Then after the parties are expected to give comments and suggestions and will try to hold common understanding. Finally the parties (teachers and school

leaders will participate in the planning implementation and evaluation process of MAPS CPD program.

## **1.6 Delimitation Of The Study**

The research problem at hand is defined and selected to examine factors that affect the planning implementation and evaluation system of school based CPD program in MAPS. Thus the place where the research will be conducted is Mai Ambesa primary school, which is found in north west Tigray Woreda Tselemti.

The shortage of time financial and material resources of the researcher allows the researcher to conduct the study in MAPS. Moreover, the researcher perceives the problem created, because of the prevailed CPD practice in MAPS. To make it handle the research the researcher focused on MAPS CPD planning implementation organization and evaluation.

## **1.7 Limitation Of The Study**

The researcher supposes the following potential limitations of the study.

- ◆ Because of financial and time limitation the researcher would not cover to wide areas
- ◆ Some respondents could not seriously answer the questionnaires completely and on time. During data collection which has influence on the result (to the logically of the idea).
- ◆ Sufficient resources like computer and other stationary materials not being available.

## **1.8 Research Design And Methodology**

### **1.8.1 Sampling Methodology**

A total of 34 participants were taken and served as subjects. These include 31 teachers and 3 school leaders. The teachers are 27 males and 4 females; in addition 25 of them are diploma graduates and 6 are TTI graduates. The 31 teachers are the only teachers in MAPS. They all were taken purposively to become the subjects of the study. 3 school leaders who connected with CPD



program were intentionally selected. A questionnaire of planning implementation and evaluation system of CPD in MAPS prepared. Distributed gathered and organized and analyzed.

The same questionnaire about the planning implementation and evaluation system of school based CPD will be administrated to 31 teacher and 3 school leaders.

### **1.8.2 Data Gathering Methodology**

The sources of the information about the planning implementation and evaluation system of the school based CPD program in MAPS are teachers and school leaders.

The study employed a survey design. The survey consisted of a questionnaire having five tables which will be used to collected valid and reliable information from teachers and school leaders. In addition the researcher used secondary sources, like review literature.

### **1.8.3 Data Analysis Methodology**

Firstly, the researcher will collect the distributed questionnaires. Next, the researcher will organize and categorize responses given each question with its level at every table. Then after, the researcher counted number of responses given for each question at each level of rating scale and calculated the percentile of each sum for each question and at each level assigned by the rating scale. Finally, the researcher has tried to make statements about the various responses and suggest relationships among them.

## **1.9 Definition Of Key Concept**

CPD: continuous professional development is a program to improve the performance of teachers in the classroom in order to raise student achievement and learning.

School base: is more related (concerned with school).

Primary school: that provides primary educations that include grade 1-8.

### **1.10 Organization Of The Study**

The study is divided in to four chapters. The 1<sup>st</sup> chapter comprises introduction, back ground of the study, statement of the problem, objective of the study, research question, significant of the study, delimitation of the study, limitation of the study, methodology of the study, definition of terms and organization of the study. The 2<sup>nd</sup> chapter deals review of related literature. Third chapter consists of explanation of data analysis and interpretation of the data. The last chapter includes summary, conclusion and recommendation of the study.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 The training policy, nature and purpose of CPD**

The education and training policy (ETP) set high standards for teachers and described a new approach to education. At the heart of this new approach was the promotion of more active learning, problem solving, and student center teaching methods. Research surveys still relied largely on teacher methods with limited opportunities for CPD. The policy clearly indicated that emphasis should be given to up grading and updating both pre service and in service teachers program. It was recognized that that teachers were the key to school improvement and therefore a program of in service CPD was developed in 2005. A CPD guide line was produced outlining the new strategies and courses developed for the induction of newly deployed teachers and for CPD priority programs.

The newly deployed teachers were expected to work through a two year induction program, produced at national level and supported by monitors. These monitors were selected from experienced members of staff in the school.

All other teachers were expected to carry out the CPD program produced at national level. This program consists of three course books which teachers worked through in small groups within a school or cluster of schools. Each course consisted of 3 units covering aspects of teaching and learning and school ethos. The groups were designed to be led by facilitation was that these groups would meet at least once every two weeks.

Regional education bureau and Woredas were also expected to produce CPD training manuals to supplement the courses produced at national level.

The aim of continuous professional development is to improve the performance of teachers in the classroom in order to raise student achievement and learning. CPD is a career long process of improving knowledge, skills and attitudes, centered on the local context and particularly classroom practice. (MOE, CPD for primary and secondary school teachers, leaders and supervision Ethiopia, 2010).

This definition of CPD has been compiled from consultation with a wide group of stakeholders including individual teachers, directors and supervisors, regional education bureau officials and other educational professions including international voluntaries and officials at the placed in to two categories these are:

1. Updating: in the process by which every professional teacher participates during their career as a teacher it focuses on subject knowledge and pedagogy improves classroom practice.
- 2 Updating: is the process by which teachers can choose to practice in additional study outside their regular work as teacher at appropriate times in their career. Example converts a certificate to diploma, diploma to first degree. (Ibid)

## **2.2 The CPD Planning**

Each institution (educational) must have a CPD plan which outlines the CPD priorities for the year. Credence suggests that the way in which CPD is planned can affect its potential impact. Senior management teams use a range of evidences in planning CPD provisions across the school, including assessment data, class room observation and discussions with subject leaders (Ofstend, 2006).

## **2.3 Time For CPD**

Following pre service and induction professional training each Ethiopian teacher has a professional, personal and civic responsibility to undertake continuous professional development through his/ her career.

It follows then time must be available to carry out this essential professional training. Teachers are very busy people and this should be taken in to account during the planning stages of the CPD cycle.

An individual teacher may ask questions and raise concerns the time impact of CPD. For example, when does CPD take place? Does it take place after the school day, at weekends, in my free time?

Where does the time come from? Will there be a reduction in my teaching abilities/credit hours?

In many developed and developing countries there is a requirement often a mandatory requirement supported by legislation, that teachers should be a minimum amount of time engaged in CPD.

Such legislation outlines the number of hours or days during which teachers have to engage with students. There are many examples of legislations for compulsory training days. On these CPD days no students attend classes. And teachers come together for training sometimes in group clusters of institutions.

Each school teacher must take part in planned CPD activities for a minimum of sixty hours each year. Hours should be flexibly used to address the various CPD priorities which impact up on the work of the individual teacher institution.

Each institution decides the way in which the sixty hours are allocated, responding to national, local and institutional priorities.

## **2.4 CPD Links To Career Ladder, Teachers**

### **Professional Competencies And Appraisal**

CPD is a compulsory requirement for those who teach in Ethiopia schools. It is the civic and professional duty of all teachers to engage in continuous professional development.

It follows that commitment of an individual teacher to their own CPD is essential. The national frame work for professional competencies of teachers clearly set the core competencies that all Ethiopian teachers need in order to progress through the professional career ladder.

As stated in the national frame work for professional competencies of teachers, the following five professional competencies to gather represent the role of the Ethiopia teacher. The first one is facilitating students learning outlines how teachers plan, develop, manage and apply a variety of teaching strategies support quality students learning.

Second he/ she assessing and reporting student learning out comes describes how teachers monitor, assess, record and report student learning outcomes.

Thirdly, teachers engaging and continuous professional development describes how teachers manage their own professional development and contribute to the professional development of their colleagues. The fourth mastery of education and training policy (ETP), curriculum and other program development imitates describes how teachers develop and apply an understanding ETP to contribute to curriculum and /or other program development initiatives. The fives stage teachers forming partner ships with the school community describes how teachers build facilitate and maintain working relationships with students, colleagues, parents and other care givers to enhance students learning.

In order to develop these competencies, the principal and rational of this research continuous professional development for primary and secondary school teachers, leaders and supervisors in Ethiopia

The frame work needs to be applied. In order to practice these competencies, teachers need to plan carry out their continuous professional development in a systematic way.

## **2.5 CPD Links to the School Improvement Program**

All Ethiopian schools are required to produce school improvement plans in order to improve the quality of teaching and learning. CPD is an essential part of school improvement.

School improvement is not an isolated process administrated by higher level administrators. Rather teachers are crucial to school improvement and are pivotal in promoting high levels of achievement in all their students (Simpkins 2009).

The school improvement program starts with the process of self assessment and the setting up of a school improvement committee. After all stakeholders have been consulted school improvement plans are written.

The school improvement in Ethiopia is individual in to four domains.

- ◆ Learning and teaching
- ◆ Student environment
- ◆ Leadership and management
- ◆ Community involvement

Each schools is expected to identify its own priorities for improvement in these domains and these will form the basis of its school improvement plan

These priorities will almost certainly include the need for continuous professional development, either at class room or leadership level.

Continuous professional development for primary and secondary school teachers, leaders and supervisors in Ethiopia the frame work continuous professional development for primary and secondary school teacher, leaders and supervisors in Ethiopia the practical toolkit', and the school improvement programme (SIP) should not be seen in isolation, but used together to provide a holistic approach to the improvement and teaching in each in situation.

## **2.6 Resources and Materials to Support CPD**

There are wide variety of resources which can be used to support CPD activities and school CPD modules. They come under two main headings, human resources and support materials

### **2.6.1 Human Resources**

Professional colleagues at institution level

The most powerful and most accessible human sources for CPD are found in the institutions themselves- committed and supportive colleagues.

Research show that teacher development activities are most effective when carried out collaboratively in an atmosphere of mutual support and encouragement.

Within an institution there are many informal opportunities to share good practice, to seek encouragement and suggestions for teaching and learning and to give supportive feedback.

The CPD approach adopted the institution should give formal opportunities for collaborative working mentoring coaching experience sharing team planning peer observation team teaching etc- which will have a significant and lasting impact on teacher improvement and student achievement.

Most institutions also have professional colleagues who have wealth of knowledge and experience and who are able to engage in formal and informal



activities which enable them to share their expertise. Directors should always make a point of identifying and empowering these colleagues as expert teachers.

### External support

Local and regional educational authorities such as WEOs, ZEOs or REBs, always have a number of supervisors and education experts on their staff it is the responsibility of these experienced professionals to give help and advice to teachers in schools on matters to do with subject knowledge or teaching methodology.

If the institution organizing CPD team do not have the necessary knowledge expertise or experience then they should ask for the help of an experienced and knowledgeable expert or organization.

Here are some examples of situations in which external support may be used

The expert (or expert team) may.

- ◆ Give help on identification of needs
- ◆ Give individual help on self assessment
- ◆ Help an institution carry out self assessment
- ◆ Give presentations and advice on subject matter methodology and resources of the program
- ◆ Observe lessons and give feedback
- ◆ Demonstrate good practice
- ◆ Help in designing a program
- ◆ Facilitate a program session or activity
- ◆ Train those who will be facilitating the actual training
- ◆ Assist in monitoring and evaluating the CPD program

Whenever engaging the help and support of experts, it is always important to have the objective of the CPD program at the center of all discussions.

Other organizations such as the ministry of education and many other international NGOs such as VOS, IFESH, USAID, UNICEF, JICA etc have the capacity and experience to offer expert help and support from individuals or teams. Contact details are available from REBs, ZEOS and woreda education offices.

## **2.6.2 Support Materials**

### **2.6.2.1 National CPD Materials**

These materials are indicated to support locally based CPD and not to direct it

For newly deployed teachers forms the supported by mentors, who are experienced colleagues within the school. NDTs are expected to continue to work on this program as part of the new framework.

Other teachers in schools have been following a CPD program using three course books.

Course 1 professional ethics. Counseling and mentoring using active learning methodology

Course 2 gender and HIV –AIDS issue, continuous assessment and planning approaches to individual subject areas in the context of large class sizes

Course 3 rural development. Civics and methodology

These courses are still relevant and will continue to offer support to school CPD modules. However, further additional copies will not be made available in the future. An updated selection of topics from these courses will be provided as CPD support modules.

These and other modules will provide a body of materials to support specific CPD modules in the context of Ethiopian education. They can be selected by institutions according to their based priorities.

## **Examples of national modules to be developed**

- ◆ Practical skills in mentoring
- ◆ The purpose and context of profiles
- ◆ Assessment for learning
- ◆ Classroom organization and management
- ◆ Active learning
- ◆ Behavior management
- ◆ Effective learning for all students
- ◆ Population, family life education and reproductive health
- ◆ Active learning in mathematics, science and languages
- ◆ How to make effective use of plasma
- ◆ The self contained classroom
- ◆ How to assess your CPD

One every important part of the CPD national materials is the document entitled continuous professional development for primary and secondary school teacher's leaders and supervisors in Ethiopia the practical toolkit. The document contains many examples of programs or activities appropriate to particular needs in schools. There are suggestions of ways in which effective programs can be constructed from a series of smaller activities. The purposes of the document is to give practical support and guidance to all who use it..

### **2.6.2.2 Support from REBs, ZEOs, and WEOs**

The priorities and planning needs of any region zone or Woreda in Ethiopia will vary.

REBs must produce materials to address regional CPD issues. In such a situation it is good practice for wide consultation to take place with all stakeholders in order that the materials may be of the highest quality and relevance language should not be a barrier to learning

Any materials should be produced in the language that teachers will understand best.

### **2.6.2.3 Institution Based Support Materials**

An institution which is committed to CPD will collect resources focused up on all aspects of CPD including methodology and subject knowledge. For example these resources could be books professional articles electronic information sources which will give advice on CPD issues and CPD activities in many different parts of the world reports of action research and good practice from across the country. This provides access to and engagement with an approach body of knowledge.

In each institution resources should be systematically collected catalogued and made available to all teachers preferably in an area which is easily available to all professional colleagues.

Most institutions have examples of good practice in producing teaching and learning support materials which can share. These may be in many forms posters charts, practical teaching display material flash cards, information leaflets etc. these also should be collected in the resource area where may evaluated discussed and included in to lesson planning.

### **2.6.3 Organizational and Leadership Support**

The literature suggests that schools good CPD arrangements have strong leadership and organizational structures. Coldwell (2008), in evaluating schools approaches to whole-school training and development, finds that the schools which are most effective at implementing CPD are led by senior management terms with a strong sense of commitment to whole school CPD. Coldwell (2008), further reports that this process is best enable in school cultures where people trust the vision and purposes of the leadership team, there is an

ethos of openness, participation and support; and effective team work is common place within the school. MOE (2010), further provides the responsibilities of school leaders for the effective implementation of CPD in schools, which include.

Ensuring that learning and student achievement is inclusive;

Creating a CPD management strategy within the institution;

Ensuring that an effective CPD need analysis is carried out each year;

Identifying issues for consideration as CPD priorities; and

Regularly monitoring the effectiveness of the changes to teaching and learning (MoE-CPD for primary and secondary school teachers, leaders and supervisors in Ethiopia, 2010).

## **2.7 Mentoring and Coaching**

Evidence suggests that monitoring and coaching are used in different ways by different schools. The schools involved in Ofsted's (2006) study demonstrate wide variation in the extent to which monitoring and coaching is employed as a tool for effective CPD. Ofsted (2006), identify that schools find specialist coaches valuable,

Coaching was most effective when a teacher with a clearly identified need was paired with a colleague having the expertise in that area. The process was planned over an agreed time period and designed to increase progressively the degree of independence shown by the coaches support was withdrawn (Ofsted, 2006).

Ofsted (2006), also point out that coaching and monitoring are understood in different ways between schools. For example some schools perceive this to be support in an area of mutual interests where as others include teaching observations. These varied interpretations can affect usefulness of monitoring

and coaching making it difficult for leaders to evaluate the effectiveness of the activity (Ofsted, 2006).

## **2.8 Evaluating Impacts Of CPD**

The evidence suggests that many schools do more to strengthen their evaluation of CPD. In 2006, Ofsted reported that evaluating and reflecting on CPD was the weakest link in the chain of CPD (Ofsted, 2006). Store (2009), reports that CPD activities tend to lack a coherent focus and rarely evaluated (storey, 2009).

Evaluation is deemed to be most effective when outcomes are defined and an appropriate method for measuring impact is integrated in to the planning stage. By contrast evaluation was not good in schools which had failed to build it in at the planning stage.(Ofsted, 2006). In strengthening the view that evaluation mechanism should be integrated in to the planning stage, Moe (2010) reports that reviewing and evaluating the effectiveness of CPD is an essential part of CPD cycle, and its process should:

Celebrate success;

Measure whether desired out comes have been achieved;

Identify additional unplanned outcomes;

Identify less successful aspects of this program; and inform future CPD at individual and institution level (MOE-CPD for primary and secondary school leaders and supervisors in Ethiopia, 2010).

## **2.9 Responsibilities of CPD Stakeholders**

Each stakeholder in CPD has responsibilities. These can be either as an individual or as institution.

### **2.9.1 Teachers are Responsible For:**

- ◆ engaging with continuous professional development through it their careers
- ◆ in consultation with others (e. g mentor, supervisor). Identifying and monitoring progress against personal CPD needs relating to the school's annual CPD plan and their individual professional competencies
- ◆ working collaboratively with colleagues to improve teaching and learning
- ◆ carrying out sixty hours CPD each year
- ◆ putting CPD in to practice in the classroom
- ◆ being committed to supporting to record all their CPD and other professional activities inclosing identifying achievement of the professional competencies

### **2.9.2 Schools are Responsible For:**

- ❖ Ensuring that learning and student achievement is inclusive and at the centre of strategic planning and resource management
- ❖ Creating a CPD management strategy within the institution.
- ❖ Ensuring that an effective CPD needs analysis is carried out each year
- ❖ Together with colleagues identifying issues for consideration as CPD priorities
- ❖ Ensuring that the institution department produces an annual CPD plan and manages the budget.
- ❖ Regularly monitoring the effectiveness of the charges to teaching and learning
- ❖ Ensuring the quality of engagement of teacher CPD activities monitoring and assessing the content individual professional portfolios and giving constructive feedback.

- ❖ Collaborating with other local head teachers and supervisors to facilitate effective responses to shared CPD issues.
- ❖ Collaborating with woreda zone and RBE professionals to ensure that national and regional CPD priorities are addressed in institutional CPD planning.
- ❖ Taking part in regional and national activities which ensure that their own knowledge and experience is up-to-date.
- ❖ Ensuring that all teachers in schools take part in sixty hours of CPD activities each year.

### **2.9.3 Clusters are Responsible for:**

- Establishing and supporting the cluster CPD committee
- Managing and coordinating CPD activities within the cluster
- Collecting and sharing individual school CPD plans
- Apportions as appropriate the annual school CPD plans
- Supporting teachers professional portfolio development
- Providing opportunities for collaborating and the sharing of good practice within the cluster e.g samples of good lessons, effective teaching strategies innovative use of readily available materials for practical lessons etc.
- Making available resources for cluster schools to use in the classroom
- Providing training opportunities as appropriate
- Supporting the delivery of the induction program me for newly deployed teachers
- Supporting inclusive education
- Reporting annually to the woreda on cluster CPD activities
- Maintaining an effective communication system between all the schools

### **2.9.4 Woreda and Sub-City Education Offices are Responsible for:**



- Annually producing woreda sub-city CPD plans
- Identifying and addressing the CPD needs of supervisors at woreda sub city level
- Ensuring that all schools have annual CPD plans
- Collecting data about CPD activities in the woreda sub city
- Collecting data of individuals and schools participation the supervisors
- Raising awareness of and promoting inclusive education in all schools
- Collaborating with school directors to administer the induction CPD process and to moderate the judgment on passing/ failing
- Providing support and advice on the maintenance of professional portfolios
- Overseeing and facilitating the work of clusters and kebeles in their support of CPD

4.5 regional education bureaus/ zones are responsible for;

- ✚ Analyzing and identifying regional priorities production of materials and developing to implement them
- ✚ Sharing information withal stakeholders
- ✚ Annually producing and circulating regional CPD plans
- ✚ Appointing a responsible person for CPD
- ✚ Allocating the resources needed to implement the regional CPD program including the development of teachers professional portfolios
- ✚ Ensuring that resources are written in the language that teachers will understand best with high quality translation produced in sufficient quantities (minimum ratio of 1 booklet to twenty teachers and distributed throughout the region.
- ✚ Monitoring and evaluating CPD program regionally an annual report which should be submitted to the process teachers and leaders development ministry of education.
- ✚ Raising awareness of and promoting inclusive education throughout the region through CPD

- 📌 Overseeing and facilitating the work of CTEs in their support of CPD in schools
- 📌 Giving support to woredas zones and sub cities within the region
- 📌 Compiling educational management information system (EMIS) CPD statistics for the region and submitting them annually to the MoE.

### **2.9.5 The Ministry of Education is Responsible for:**

- ✓ Analyzing and identifying national priorities production of materials and organizing teaching to implement them
- ✓ Annually producing and circulating national CPD plans
- ✓ Raising awareness of the need for continuous professional development
- ✓ Designing implementing and reviewing the national framework for CPD
- ✓ Monitoring and evaluating the CPD program nationally and producing an annual report
- ✓ Producing support materials to be used in schools
- ✓ Helping to increase capacity by training trainers
- ✓ Raising awareness of and promoting inclusive education through CPD
- ✓ Collating and reporting EMIS CPD statistics
- ✓ Producing an annual CPD plan for employees of the MOE
- ✓ Giving support to regions
- ✓ Conducting consolation meetings on achievements and challenges

The use of fullness of monitoring and coaching. Making it difficult for leaders to evaluate the effectiveness of the activity (Ofsted, 2006).

#### 4.7 evaluating impacts of CPD

The evidence suggests that many schools could more to strengthen their evaluation of CPD, in 2006 of steed reported that evaluating and reflecting on CPD was the, weakest link in the chain of CPD, (of steed, 2006). Store (2009), reports that CPD activities tend to. Lack a coherent focuses and rarely evaluated; (storey;2009).

Store (2009) reports that CPD activities tend to. Lack a coherent focus and early evaluated. (storey, 2009) evaluation is deemed to be most effective when outcomes are defined and appropriate method for measuring impact is integrated in to the planning stage by contrast, evaluation was not good in schools which had field to build it in at the planning stage.(of steed, 2006), in strengthen the view that evaluation mechanism should be integrated I to the planning stage, MOE (2010) reports that reviewing and evaluating the effectiveness of CPD is an essential part of CPD cycle, and its process should.

- ◆ Celebrate success;
- ◆ Measure whether desired out comes have been achieved;
- ◆ Identify additional unplanned out comes
- ◆ Identify less successful aspects of the program; and
- ◆ Inform future CPD needs of individual and institution level (MOE-CPD for primary and secondary school teachers leaders and supervisors in Ethiopia)

## **2.10 Organizational and Leadership Support**

The literature suggests that schools good CPD arrangements have strong leadership and organizational structures. Cold well (2008) in evaluating schools approaches to whole school training and development finds that the schools which are most effective at implementing CPD are led by senior management teams with a strong sense of commitment to whole school CPD.

Coldwell (2008), further reports that this process is best enabled in school cultures where people trust the vision and purpose of the leadership team, there is an ethos of openness, participation and support, and effective team work is common place within the school.

MOE, (2010), further provides the responsibilities of school leaders for the effective implementation of CPD in school, which include.

- ◆ Ensuring that learning and student achievement is inclusive
- ◆ Creating a CPD management strategy with in the institution

- ◆ Ensuring that an effective CPD need analysis is carried out each year
- ◆ Identifying issues for consideration as CPD priorities and
- ◆ Regularly monitoring the effectiveness of the changes to teaching and learning (MOE-CPD for primary and secondary school teachers and supervisors in Ethiopia, 2010).

## CHAPTER THREE

### DATA ANALYSIS AND INTERPRETATION

#### 3.1 Characteristics of Respondents

**Table 1. Characteristics of respondents**

No	Respondent type	Sex		Educational qualification			Respondents service			
		M	F	Certificate	diploma	Degree	5-8 years	8-12 years	>12 years	
1	School leaders	3	-	-	-	3	-	-	5	
2	Teachers	27	4	6	25	-	6	23	-	
3	Total	30	4	6	25	3	-	-	-	

About the characteristics of the respondents the above table reveals that the teachers are 27 males and 4 females; in addition 25 of them are diploma graduates and 6 are TTI graduates. The 31 teachers are the only teachers in MAPS. Based on service year out of the respondents most of them 23(67.67%) have 8 to 12 years and the 6(17.65) of respondents have 5 to 8 years. The rest 5(14.7%) have above 12 years of service. From the above data, it can be conclude that most of the respondents have between 8 to 12 years of service. They all will be selected purposively to become the subjects of the study. 3 school leaders who connected with CPD program were intentionally selected. A question is of planning implementation and evaluation system of CPD in MAPS prepared. Distributed gathered and organized and analyzed. The same questionnaire about the planning implementation and evaluation system of school based CPD will be administrated to 1 teacher and 3 school leaders.

It is indicated that 29.41% of the respondents totally disagreed with the idea CPD plan clear procedures for identifying and aligning training needs of school and teachers. In addition, 52.94% of the respondents refused the idea that CPD plan indicates clear procedures for identifying and aligning training needs of schools and teachers. Besides to this, 10(5.88%) of the respondents say nothing about the activity. But 2(5.88%) of the respondents agree as CPD plan indicates clear procedures for identifying and aligning training needs of schools and teachers. Similarly, the remaining 2(5.88%) respondents totally agreed with the idea given.

8(23.52%) of the respondents totally rejected the idea that CPD plan is appropriate to the needs of the school and teachers. Similarly, the remaining 2(5.88%) of the respondents agreed with the idea given. 8(23.52%) of the respondents totally rejected the idea that CPD plan is appropriate to the needs of the school and teachers. Similarly 47% of the subject disagreed with previous statement. 3% of the undecided CPD plan is appropriate the need of the school and teachers. But 6(17.64%) among the respondents agreed with CPD plan is appropriate to the needs of the school and teachers. In addition, 4(11.76%) respondents totally agreed with the idea that CPD plan is appropriate to the school and teachers.

26(76.46%) of the respondents totally agreed refused the idea that motors do not do not have their own CPD plan. In addition, 6(17.64%) of the respondents refused the idea that motors have their own CPD plan. But 3(8.22%) of the subjects express they did not know whether monitors have their own CPD plan or not.

As it is not the idea that CPD plan is based on the school circumstance and available resources was strongly rejected by 7(20.58%) of the respondents. In connection with this, 11(32.35%) of the subjects disagreed with the above idea. 3(8.22%) to the respondents said nothing about activity. But 10(29.41%) of the respondents agreed as CPD plan go in line with the school circumstances and

available resources. In addition, 5(14.7%) of the respondents strongly agreed With the given idea.

At it is highly supported by 14(41.17%) of the respondents CPD plan did not show duties and responsibilities of concerned bodies clearly. Similarly 12(35.29%) of the respondents rejected the idea that CPD plan shows duties and responsibilities of concerned bodies clearly. But, 3(8.22) and 2(5.88%) of the respondents agreed and strongly agreed respectively with idea that CPD plan shows duties and responsibilities of concerned bodies clearly. The remaining 3(8.22%) of the subjects don't made a decision whether CPD plan shows duties and responsibilities of concerned bodies clearly or not.

CPD plan reflects the sharing of professional knowledge, understanding and skill as per 4(4.76%) of the respondents which strongly agreed and as per the 7(20.58%) of the respondents which agreed. But, 10(29.41%) of the subject strongly disagreed with the idea that CPD plan reflects the sharing of professional knowledge, understanding and skills . in addition 11(32.35%) of the respondents disagreed with the given idea. The reset 2(5.88%) didn't make a decision whether CPD plan reflects the sharing of professional knowledge, understanding and skills or it.

7(20.88%) and 12(35.29%) of the respondents strongly disagreed respectively with the idea that CPD plan clearly states on show to develop collaborative partnership with colleagues. But 10(29.41%) of the subjects agreed with the idea that colleagues. In addition, 5(14.7%) of the respondents strongly agreed with the CPD plan clearly states on how to develop collaborative partnership with colleagues.

Involvement of teachers in preparation of annual CPD plan is very low as it is indicated 28(82.34%) of the respondents. In addition 4(11.76%) of the subjects agreed with the idea that involvement of teachers in participation annual CPD plan is low. But, 2(5.88%) of the respondents approve as the involvement of teachers in preparation of annual CPD plan is medium.

29(25.18%) of the respondents indicate that involvement of teachers in identifying their own needs and the need of their school is very low. In addition, 5(14.64%) of the respondents supports as the involvement of teachers in identifying their own needs and the needs of their school is low.

As it is indicated by 3(8.22%) and 10(29.41%) of the respondents participation of teachers in whole school monitoring CPD activities is very high and high respectively. In addition 7(20.58%) of the subjects agreed with idea that participation of teachers in whole school monitoring, recording, and reporting CPD activities is medium. But 5(14.70%) and 9(26.47%) of the participants agreed that participation of teachers in whole monitoring recording and reporting CPD activities is low and very low respectively.

31(91.16%) of the respondents agreed with the idea that commitment of teachers to participate and support the wider CPD needs of their school is very low. But 3(8.22%) of the respondents agreed as commitment of the teachers to participate and support the wider CPD needs of their school is medium.

As it is indicated by 4(11.76%) and 8(23.52%) of the respondents participation of teachers in whole school recording CPD activities is very high and high respectively. In addition 7(20.58%) of the subjects agreed with idea that participation of teachers in whole school monitoring recording and reporting CPD activities is medium. But, 7(20.58) and 8(23.51%) of the participants agreed that participation of teachers in whole monitoring, recording and reporting CPD activities is low and very low respectively



As it is indicated by 3(8.22%) and 9(26.47%) of the respondents participation of teachers in whole school reporting CPD activities is very high and high respectively. In addition 9(26.47%) of the subjects agreed with idea that participation of teachers in whole school monitoring recording and reporting CPD activities is medium. But 6(17.64%) and 7(20.58%) the participants agreed that participation of teachers in whole monitoring recording and reporting CPD activities is low and very low respectively.

21(61.76%) subjects indicate that engagement of teachers in collaborating partnership with colleagues is very low. In addition 12(20.85%) of the respondents agreed with the idea that 1(2.94%) engagement of teachers in collaborating partnerships with colleges is low.

As it is indicated by 10(29.41%) of the respondents the implementation of CPD does not totally deal with class room teaching. In addition, 18(52.94%) the respondents disagree with the idea that the implementation of CPD deals with class room teaching. In contrast, 2(5.88%) and 2(5.88%) the respondents

strongly agree and disagree respectively with the implementation of CPD as it deals with class room teaching.

CPD is not totally linked with carrier ladder as it is indicated by 18(52.94%) the respondents. In addition 13(38.23%) the respondents disagreed with the idea that CPD is linked with carrier ladder. But the rest 3(8.22%) of the subjects did not make a decision whether CPD is linked with carrier leader or not.

19(55.88%) the respondents strongly disagreed with the idea that teachers conducting action research for common purpose. Similarly 15(44.22%) the respondents disagree with previous idea.

Peer coaching is not totally helpfully practiced in MAPS as it is supported by 15(44.22%) of the subjects. Beside to this 14(41.17%) the respondents disagree with the idea that peer coaching is helpfully practiced. But, it is agreed that by 5(14.64%) the respondents as peer coaching is helpfully practiced.

20(58.82%) of the participants strongly disagree with the idea that CPD implemented in cooperation with cluster school. Similarly, the remaining 14(41.17%) of the subjects disagree with the idea that CPD implemented in cooperation with cluster schools

32(94.22%) of the participants strongly disagree with the idea that helpful training is given for facilitators and monitors about CPD. In addition the remaining 2(5.88%) disagreed with the same previous idea.

As 18(52.94%) of the respondents it is not totally true that teachers portfolio maintains key teachers CPD activities clearly. In addition 14(41.17%) of the subjects disagree with idea that teachers portfolio maintains key teachers CPD activities clearly. However the remaining 2(5.88%) of the subjects did not made a decision whether teachers portfolio maintains key teachers CPD activities clearly or not.

As it is indicated by 32(94.22%) the respondents facilitators and monitors are not totally selected by their exemplary activities and experiences. In addition, the remaining 2(5.88%) disagreed with the idea that the facilitators and monitors are selected by their exemplary activities and experiences.

Required to run CPD. but 6(17.64%) of the respondents agree with total absence or inadequacy of the minimum resource required to run CPD. And also the remaining 2(5.88%) of the respondents strongly agreed that resource scarily is not a challenge for the implementation of teachers CPD in MPS.

2(5.88%) of the respondents indicated that time teachers is not challenge for the implementation of teachers CPD. But 13(38.23%) of the respondents agreed as time constraint of the part of teachers is one challenge for the implementation of teachers CPD. Similarly, but in a strong sense 19(55.88%) of the respondents agreed with idea that time constraints on teachers is a challenge for the implementation of school CPD in MAPS.

6(17.64%) of the subjects strongly with the idea that time constraints on school leaders is a challenge for the implementation of CPD in MAPS. Similarly, 6(17.64%) of the respondents agreed with the previous idea. But, 11(32.35%) of the respondents totally disagree with the idea that time constraints on school leaders is a challenge for the implementation of teachers CPD in MPS. In addition, 9(26.47%) of the subjects disagreed with the same idea.

21(61.76%) of the respondents strongly agreed with the absence of well trained facilities as a challenge for the implementation of CPD in MAPS. Similarly, 13(38.25%) of the respondents agreed with lack of well trained facilities as a challenge for the implementation of CPD.

24(70.58%) of the respondents strongly agreed with the absence of well trained monitors as a challenge for the implementation of teachers CPD in MPS. In addition, the remaining 10(29.41%) approved as lack of well trained monitors is a challenge for teachers CPD in MAPS.

As per the 21(61.67%) of the respondents who strongly agreed as lack of commitment on the part of teachers is challenge for the implementation of CPD similarly, 13(38.23%) of the respondents agreed with the previous idea.

CPD totally doesn't have a clear direction as per the 16(47.05%) of the respondents. Similarly, 3(8.22%) of the respondents agreed as CPD does not have a clear direction. But, 2(5.88%) and 2(5.88%) of the respondents disagreed and strongly disagreed respectively with the idea that CPD have unclear direction.

There is lack of awareness on the part of the teachers about purposes of CPD as it is strongly indicated by 19(55.88%) of the respondents. In addition, 13(38.23%) of the subjects agreed with the lack of awareness on the part of teachers about purposes of CPD as a challenge for the implementation of teachers CPD in MPS. But, 2(5.88%) of the respondents disagreed with the previous idea.

As strongly indicated by 17(50%) of the respondents observing lessons by monitors are not applied as a mechanism used to evaluate teachers CPD activities in MAPS. Similarly 11(32.35%) of the responds disagreed with the idea that observing lessons by monitors is used as evaluative mechanism for teachers CPD activates in MAPS. But, 3(8.22%) of the subjects strongly agreed with the idea that observing lessons by monitors is used as evaluative mechanism for teachers CPD activates in MPS. In addition, 3(8.22%) of the subjects agreed with the same idea.

Discussion is not totally used as an evaluate mechanism as per the 22(64.7%) of the subjects. Besides to this 10(29.41%)of the respondents disagreed with the application of discussion as evaluate mechanism for teachers CPD activities in MAPS. But, the remaining 2(5.88%) respondents agreed with the application of discussion as an evaluate mechanism for teachers CPD activates in MAPS.

As per the 20(58.82%) of the respondents systemized follow up totally is not an evaluate mechanism for teachers CPD activities in MAPS. In addition, 14(41.17%) of them disagreed with the idea that systemized follow up is an evaluate mechanism for teachers CPD activities in MAPS.

13(38.23%) of the participants strongly agreed with the idea that portfolio is taken as an evidence to evaluate teachers CPD activities in MAPS. Similarly, 16(47.05%) of the subjects agreed with taking portfolio as evidence to evaluate teachers CPD activities in MAPS. But, 5(14.79%) of the respondents didn't make a decision whether portfolio is taken as evidence to evaluate teachers CPD activities or not.

Teachers CPD activities in MAPS totally are not liked to annual appraisal records as per the 17(50%) of the respondents. In addition, 16(47.05%) of the respondents disagreed with the linkage of teachers CPD activities to annual appraisal records is taken as an evaluative mechanism for teacher CPD activities in MAPS.

Giving constructive feedback is not totally applied as a mechanism for the evaluation of teachers CPD activities in MAPS as per the 16(47.05%) of the respondents. In addition, 16(47.06%) of the respondents disagreed with application of activities feed as an evaluative mechanism. But, 2(5.88%) of the respondents agreed with the application of constructive feed back as an evaluative mechanism for teachers CPD activities in MAPS.

As per 13(38.28%) of the respondents who strongly disagreed and 16(47.05) who agreed indicates questioning is not used as an evaluation mechanism for teachers CPD activities in MAPS.

But, as per the 3(8.22%) respondents who strongly agreed, and 2(5.88%) who agreed indicate questioning is used as an evaluate mechanism for teachers CPD activities in MAPS.

Self assessment is an evaluates mechanism for the activities of teachers CPD in MAPS as it is strongly agreed by 1(2.94%) and agreed by 2(5.88%) of the respondents. But 17(50%) of the respondents strongly disagreed with using self assessment as an evaluation mechanism for the activities of teachers CPD in MAPS. Similarly, 14(41.17%) of the subjects disagreed with application of self assessment as an evaluative mechanism in MAPS.

## **CHAPTER FOUR**

### **SUMMARY, CONCLUSION AND RECOMMENDATION**

#### **4.1 Summary**

The summary of the research based on the main finding of the study in chapter four of each study and it is derived from the leading/ research question mentioned in chapter one.

1. What are the measures that should be taken to improve school based CPD program in MAPS
2. What school strategies are effective in improving school based CPD program in MAPS?
3. What are the factors that affect the planning implementing and evaluation system of school based CPD in MAPS?
4. What is the challenge for the right performing of CPD in MAPS?

According to respondents of the study majority of the respondents refused the idea that CPD plan indicator clear producers for identifying and aligning need of school and teachers.

- ◆ Majority of the respondents are disagreed up on the idea that CPD plan is appropriate to the needs of the school and teachers.
- ◆ Majority respondents are totally agreed mentors do not have their own CPD plan.
- ◆ From respondents most of them are disagreed that CPD plan is based on the school circumstance and available resources
- ◆ Majority respondents said CPD plan did not show duties and responsibilities of concerned bodies clearly.
- ◆ Majority respondents disagreed that CPD plan clearly states on how to develop collaborative partnership with colleagues.



- ◆ Majority respondents said that involvements of teachers in identifying their own needs and of the school is very low.
- ◆ Majority respondents agreed that participation of teachers in whole monitoring, recording and reporting CPD activities is very low.
- ◆ From research participators majority of them agreed that engagement of teachers in collaborating partnership with colleagues is very low.
- ◆ Most of the respondents disagreed with the idea that the implementation of CPD deals with class-room teaching.
- ◆ Majority respondents said peer coaching is not totally practiced in MAPS.
- ◆ Respondents disagreed that CPD implemented in cooperation with cluster school.
- ◆ From participants of the research majority of them strongly disagreed that helpful training is given for facilitators and monitors about CPD.
- ◆ Majority of the respondents strongly disagreed that there is total absence or inadequacy of the minimum resources required to run CPD.
- ◆ From respondents majority of them said systematized follow up totally is not an evaluative mechanism for teachers CPD activities in MAPS.
- ◆ Majority of the respondents agreed that taking portfolio of the teacher or mechanism of evaluation in CPD activity
- ◆ Majority of the respondents are said teachers CPD activities in MAPS totally are not linked to annual appraisal records.
- ◆ From the respondents majority of them are agreed up on the giving constructive feedback is not totally applied as mechanism for the evaluation of teachers CPD activities in MAPS. And at the same amount disagreed.
- ◆ Majority respondents strongly disagreed with using self assessment as an evaluation mechanism for the activities of teachers CPD in MAPS.

## 4.2 Conclusion

Based on the findings of the study, the researcher provided the following conclusion:

CPD plan in MAPS do not indicate clear procedures for identifying and aligning training needs of the school and teachers, and it is not based on the school circumstance and available resources. In addition, CPD plan of MAPS do not show the duties and responsibilities of concerned bodies clearly, and it does not state the way on how to develop collaborative partnerships with colleagues. Besides, this absence of mentor's plan of CPD and inappropriateness of CPD plan to the needs of the school and teachers are among the problems in the planning system CPD in MAPS. This seems to indicate that absence of clear and relevant plan aggravates the problems of CPD program activities implementation and evaluation. More research is needed to better identify and explain the influences of planning up on the implementation and evaluation of CPD program activities.

Involvement of teachers in the preparation of annual CPD plan and identification of their own needs and the needs of their school is very low. Similarly, teachers in MAPS do not have commitment to participate and support the wider CPD needs of their school. In addition, teachers of MAPS lack interest to engage in their own needs and their school, and lacks collaborative partnerships with colleagues. These findings seem inconsistent from what is expected concerning the involvement of teachers in planning and implantation of CPD program activities in MAPS.

In MAPS the implementation CPD does not deal with classroom teaching and action research. This seems, as it contradicts with the purpose of CPD program. In addition, absence of co-operation with cluster schools and peer coaching are explained as problems for the implementation of CPD program activities. Besides to this, CPD program in MAPS is not linked with career

ladder. This finding seems to indicate that this can be a reason for the lack of interest and commitment on the part of teachers. Absence of training which is given for facilitators and mentors is among the reasons behind the implementation problem of CPD program. Teachers' portfolio also lacks the inclusion of key teachers CPD activities clearly. These findings seem to indicate that without well trained facilitators and mentors it is difficult to implement the intended CPD Program and as a result the activities performed by teacher geared towards collecting unnecessary papers in their portfolios.

Time constraint on the part of teachers, lack of well trained facilitators' lack of well trained mentors, lack of commitment and awareness on the part of teachers, and unclear direction of CPD are the main challenges that deter the implementation of teachers CPD in MAPS. These findings seem true as we observe the existed CPD implementation problems in MAPS. Inadequacy of resources and time constraint on the part of school leaders are given little emphasis. This finding seems to indicate as there are on problems of resources (references) and constraint of time on the part of school leaders. Further research is needed to see if these findings are true for other schools.

The use of discussion, systematized follow up, questioning, self assessment & constructive feedback as evaluative mechanisms for teachers CPD activities in MAPS is very low. In addition, lessons are not observed by mentors, and teacher CPD activities are not linked to annual appraisal records. These findings seem to indicate that there exist no systematic evaluation mechanism for teachers CPD activities in MAPS.

One can conclude from this study that the reason for the problem of school based CPD program in MAPS is resulted from the ineffective planning implementation and evaluation system of teachers CPD activities that are contributed by the disorganized efforts of teachers and school leaders.

### **4.3 Recommendation**

Based on the findings of the study, the researcher provided the following recommendations.

- School based CPD plan should include all the necessary requirements like making the plan appropriate to the needs of teachers and the school, and it should clearly identify the duties and responsible of teachers, mentors, facilitators and school leaders. Beside to this, school based CPD plan should clearly state the way on how to develop collaborative partnerships with colleagues and cluster schools.
- Mentors, facilitators and teachers should have their own annual CPD plan.
- Teachers and school leaders should be taken to increase the interest and commitment of teachers. In addition, teacher' interest and commitment can be increased by creating awareness about the purpose of CPD, about by linking teachers' CPD activities to teachers career ladder.
- Helpful training should be given for facilitators and mentors about teachers; CPD to helpfully practice peer coaching and select facilitators and mentors based on merits of knowledge and experience they have.
- To make CPD supportive to knowledge and achievement of students. It should be linked with class room teaching and action research.
- CPD should be given an emphasis and be considered among the main activates of the school so as to consider the time constraints that existed on the part of teachers.
- CPD should have clear. Continuous and flexible direction to solve the problem of confusion among teachers and to indicate as it is purposive.
- To make the implantation of CPD effective relevant evaluative mechanisms of teacher's CPD activities (observing lessons by mentors, discussion./systematized follow up, giving constructive feedback. questioning, self assessment, taking portfolio as evidence)should be used.

- For the effective planning, implementation and evolution of teachers' CPD activities, CPD should be participatory. It should involve teachers .school leaders and others concerned in the process.

### 3.2 Data Analysis and Interpretation

**Table 2. School Based CPD Planning ‘**

No	Teachers										School leaders						
	Strongly		Agreed		undecided		Disagreed		Strongly disagreed		Strongly agreed		Ageed		Undecided		Dis
	No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%	No
1	2	6.45	2	6.45	1	3.22	17	-	9	29	-	-	-	-	1	33.33	1
2	4	12.9	6	19.35	1	3.22	13	-	7	22.58	-	-	-	-	-	-	2
3	-	-	-	-	3	9.67	5	16.12	24	77.41	-	-	-	-	-	-	1
4	5	16.12	9	29	1	3.22	10	32.25	6	19.35	-	-	1	33.33	-	-	1
5	2	6.45	3	9.67	3	9.67	11	35.48	12	38.7	-	-	-	-	-	-	1
	4	12.9	6	19.35	2	6.45	10	32.25	9	29	-	-	1	33.33	-	-	1
	5	16.12	9	29	-	-	11	35.48	6	19.35	-	-	1	33.33	-	-	1

### School based CPD planning

School CPD planning activities	Teachers and school leaders											
	Strongly agreed		Agreed		Undecided		Disagreed		Strongly disagree			
	No	%	No	%	No	%	No	%	No	%	No	%
CPD plan indicates clear procedures for indicating and defining training need of schools and teachers	2	5.88	2	5.88	2	5.88	18	52.94	10	29.41	-	-
CPD plan is appropriate to needs of the school and teachers	4	11.76	6	17.64	1	2.94	15	44.11	8	23.52	-	-
Teachers have their own plan CPD plan	-	-	-	-	3	8.22	6	17.64	26	76.46	-	-
CPD plan is based on the school circumstance and available resources	5	14.70	10	29.41	1	2.94	11	32.35	7	20.58	-	-
CPD plan show duties and responsibilities of concerned parties clearly	2	5.88	3	8.22	3	8.22	12	35.29	14	41.17	-	-
CPD plan reflects the sharing of professional knowledge, understanding and skill	4	11.76	7	20.58	2	5.88	11	32.35	10	29.41	-	-
CPD plan clearly states on how to develop collaborative partnership with colleagues	5	14.70	10	29.41	-	-	12	35.29	7	20.58	-	-

**Table 3. Involvement of teachers in planning and implementing of CPD**

No	Teachers											School leader					
	Very high		High		Medium		Low		Very low		Very high		High		Medium		
	No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%	
1	-	-	-	-	2	6.45	3	9.67	26	83.87	-	-	-	-	-	-	

2	-	-	-	-	2	6.45	3	9.67	26	83.87	-	-	-	-	-	-
3	-	-	-	-	1	3.22	2	6.45	28	90.32	-	-	-	-	-	-
4	3	9.67	9	29	7	22.58	8	25.8	8	25.8	-	-	1	33	-	-
5	4	12.9	7	22.58	6	19.35	7	22.58	7	22.58	-	-	1	33	1	33
6	3	9.67	8	25.8	8	25.8	6	19.35	6	19.35	-	-	1	33	1	33
7	-	-	-	-	1	3.22	11	35.48	19	61.29	-	-	-	-	-	-

### Involvement of teachers in planning and implementation of CPD

No	activities of teachers participation in planning and implementation of school CPD	Teacher and school leader								
		Very high		High		Medium		Low		Very l
		No	%	No	%	No	%	No	%	No
1	Involvement of teachers in preparation of annual CPD	-	-	-	-	2	5.88	4	11.76	28
2	Involvement of teachers in identifying their own needs and the needs of their school	-	-	-	-	2	5.88	3	8.22	29
3	Commitment of teachers to participate and support the wider CPD needs of their school	-	-	-	-	1	2.94	2	5.88	31
4	Participation of teachers in whole school monitoring CPD practices	3	8.22	10	29.41	7	20.58	5	14.70	9
5	Participation of teachers in whole school recording CPD activities	4	11.76	8	23.52	7	20.58	7	20.58	8
6	Participation of teachers in whole school reporting CPD activities	3	8.22	9	26.47	9	26.47	6	17.64	7
7	Engagement of teachers in collaborative partnership	-	-	-	-	1	2.94	12	20.85	21



	with colleagues															
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**Table 4. Degree of implementation of CPD**

Teachers									School leaders							
Strongly disagreed	Agreed		Undecided		Disagreed		Strongly disagreed		Strongly agreed	Agreed		Undecided		Disagreed		
	No	%	No	%	No	%	No	%		No	%	No	%	No	%	
5.45	2	6.45	2	6.45	16	-	9	29	-	-	-	-	-	-	2	66.66
-	-	-	3	9.67	12	38.7	16	51.61	-	-	-	-	-	-	1	33.33
-	2	6.45	-	-	12	38.7	17	54.83	-	-	-	-	-	-	1	33.33
-	4	12.9	-	-	13	41.93	14	45.16	-	-	1	33.33	-	-	1	33.33
-	-	-	-	-	13	41.93	18	58.04	-	-	-	-	-	-	1	33.33
-	-	-	-	-	2	6.45	29	93.54	-	-	-	-	-	-	-	-
-	-	-	-	6.45	13	41.93	16	51.61	-	-	-	-	-	-	1	33.33
-	-	-	-	-	2	6.45	29	93.54	-	-	-	-	-	-	-	-

**Degree of implementation of CPD**

No	Activities of school CPD implementation	Teachers and school leaders									
		Strongly agreed		Agreed		Undecided		Disagreed		Strongly disagreed	
		No	%	No	%	No	%	No	%	No	%
1	CPD deals with class room teaching	2	5.88	2	5.88	2	5.88	18	52.94	10	29.41

2	CPD is linked to career ladder	-	-	-	-	3	8.22	13	38.23	18	52.94
3	Monitors have their own CPD plan	-	-	2	5.88	-	-	13	38.23	19	55.88
4	Teacher conduction action research for common purpose	-	-	5	14.64	-	-	14	41.17	15	44.11
5	CPD implemented in corporation with cluster school	-	-	-	-	-	-	14	41.17	20	58.82
6	Helpful training is given for facilitations and monitor about CPD	3	-	-	-	-	-	2	5.88	32	94.10
7	Teachers portfolio maintains key teachers CPD activities clearly	-	-	-	-	2	5.88	14	41.17	18	52.94
8	Factors and monitors selected by their exemplary activities and experiences	-	-	-	-	-	-	2	5.88	32	94.10

**Table 5. Challenges in the implementation of CPD**

No	Changes in CPD implementation	Teachers and school leaders									
		Strongly agreed		Agreed		Undecided		Disagree		Strongly disagree	
		No	%	No	%	No	%	No	%	No	%
1	Total absence of in adequately of the minimum resources required to run CPD	2	5.88	6	17.64	-	-	8	23..52	18	52.94
2	Time constraints on teachers	19	55.88	13	38.23	-	-	2	5.88	-	-

3	Time constraint	6	17.64	6	17.64	2	5.88	9	26.47	11	32.35
4	Lack of well trained facilitators	21	61.76	13	38.23	-	-	-	-	-	-
5	Lack of well trained monitors	24	70.58	10	29.41	-	-	-	-	-	-
6	Lack of commitment on the part of teachers	19	55.88	13	38.23	2	5.88	-	-	-	-
7	Unclear direction of CPD	16	47.05	11	32.35	3	8.22	2	5.88	2	5.88
8	Lack of awareness on the part of teachers about purposes of CPD	19	55.88	13	38.33	2	5.88	-	-	-	-

**Challenges in the implementation CPD**

No	Teachers										School leaders					
	Strongly agreed		Agreed		Undecided		Disagree		Strongly disagree		Strongly agreed		Agreed		Undecided	
	No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%
1	2	6.45	6	19.35	-	-	7	22.58	16	51.61	-	-	-	-	-	-
2	17	54.83	12	38.7	-	-	2	6.45	-	-	2	66.66	1	33.33	-	-
3	6	19.35	6	19.35	2	6.45	8	25.8	9	29	-	-	-	-	-	-
4	19	61.29	12	38.7	-	-	-	-	-	-	2	66.66	1	33.33	-	-
5	22	70.96	9	29	-	-	-	-	-	-	2	66.66	1	33.33	-	-
6	17	54.83	12	38.7	2	6.45	-	-	-	-	2	66.66	1	33.33	-	-
7	14	45.61	10	32.25	3	9.67	2	6.45	2	6.45	2	66.66	1	33.33	-	-
8	17	54.83	12	38.7	-	-	2	6.45	-	-	2	66.66	1	33.33	-	-

**Table 6. CPD evaluation mechanisms**

No		Teachers										School leaders			
		No	%	No	%	No	%	No	%	No	%	No	%	No	%
1		3	9.67	3	9.67	-	-	10	32.25	15	48.88	-	-	-	-
2		-	-	2	6.45	-	-	10	32.25	19	61.29	-	-	-	-
3		-	-	-	-	-	-	14	45.16	17	54.83	-	-	-	-
4		12	38.7	14	45.16	5	16.12	-	-	-	-	1	33.33	66.	66
5		-	-	1	3.22	-	-	15	48.88	15	48.38	-	-	-	-
6		-	-	1	3.22	1	3.22	14	45.16	16	51.67	-	-	-	-
7		2	6.45	3	9.67	-	-	14	45.16	12	38.7	-	-	-	-
8			3.22	1	3.22	1	3.22	13	41.93	15	48.38	-	-	-	-

## CPD evaluation mechanisms

No	Mechanisms included during evaluate of teachers CPD activities regularly	Teachers and school leaders								
		Strongest agreed		Agreed		Undeceived		disagreed		Stron
		No	%	No	%	No	%	No	%	No
1	Observing lessons by monitors	3	8.22	3	8.22	-	-	11	32.35	17
2	Discussion	-	-	2	5.88	-	-	10	29.41	22
3	Systemized follow up	-	-	-	-	-	-	14	41.17	20
4	Taking portfolio as evidence	13	38.23	16	47.05	5	14.70	-	-	-
5	Liking teachers CPD activities to annual appraisal recorders	-	-	1	2.94	-	-	16	47.05	17
6	Giving constructive feed back	-	-	1	2.94	1	2.94	16	47.05	16
7	Questioning	2	5.88	3	8.22	-	-	16	47.05	13
8	Self assessment	1	2.94	1	2.94	1	1.94	14	41.17	17

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## **Appendix**

### **A questionnaire to be filled by Mai Ambesa primary school (MAPS) teachers and school leaders**

The purpose of this questionnaire is to collect data for a paper entailed factors that affect school based. Teacher's continuous professional development (CPD) program in Mai Anbesa primary school (MAPS) 2004 E.C and to recommended possible solutions for further improvement for CPD. Thus, your cooperation in responding to the questions honestly and timely is very essential to the success of this study. Your response will be kept confidential.

Thank you in advance for your co-operation!

#### General directions

- ◆ No need writing your name on any page
- ◆ Indicate your responses by putting a tick X in the box provided under rating scales and write your idea on the provided black space if any
- ◆ All the questions are equally important. Thus, you are kindly requested to answer all the questions
- ◆ Please, follow instructions provided for each part of the questionnaire

**Part One- To what extent is school based CPD Program for teacher planned in MAPS?**

**1 Instruction- The following table contains CPD Planning .Indicated the level of Your agreement to the planning activities by marking "✓" under the rating scale. Use the following scales to respond: 5= strongly agree (SA),4= Agree(A),3 = undecided(UD), 2= disagree(DA),1= strongly disagree(SDA)**

No	School CPD Planning activities	Rating Scales				
		Strongly Agreed	Agreed	Undecided	Disagreed	Strongly Disagreed
1	CPD plan indicates clear procedures for identifying and aligning trading need of school teachers					
2	CPD plan is appropriate to the needs of the school and teachers.					
3	Mentors have their own CPD plan					
4	CPD plan is based in the school circumstance and available resources.					
5	CPD plan shows duties and responsibility of concerned bodies clearly					
6	CPD plan reflects the sharing of professional knowledge,					



	Understanding and Skills					
7	CPD plan clearly states on how to develop collaborative partnerships with colleagues.					

If any other please state \_\_\_\_\_

**Part Two- To what extent are teachers involved in planning and implementation of their CPD in MAPS.**

1. **Instruction-** The following table contains Activities of teachers’ participation in **Planning** and implementation of CPD program. Please, rate the degree of teachers’ participation on the following Activities by using”✓” on the space provided below. Use the following scales to respond: 5= Very High, 4= high, 3 = Medium, 2= Low, 1= Very Low , x= I don’t know

No	Activities of teachers participation in planning and implementation of school CPD	Scales					
		Very High	High	Medium	Low	Very low	I don’t know
1	Involvement of teachers in preparation of annual CPD plan						
2	Involvement of teachers in identifying their own needs and the needs of their school						
3	Commitment of teachers to participate and support the wider CPD needs of their school						
4	Participation of teachers in whole school monitoring, CPD activities						
5	Participation of teachers in whole school recording , CPD activities						

6	Participation of teachers in whole school reporting , CPD activities						
7	Engagement of teachers in collaborative partnerships with colleagues						

**Part three:** - To what extent is school based CPD implemented in MAPS?

Please see the following table

**3. Instruction:** - The following table contains activities of CPD practice. Places rate your degree of agreement on the extent of implementation of each in MPS by putting “√” on the respective space provided below. Use scales. 5= strongly Agree (AS), 4=Agree (A), 3=undecided (UD), 2= Disagree (DA), 1= strongly disagree (SDA)

No	Activities of school CPD implementation	Rating Scales				
		Strongly Agreed	Agreed	Undecided	Disagreed	Strongly Disagreed
1	CPD deals with class-room teaching					
2	CPD is linked to career ladder					
3	Teachers conducting action research(for common purpose)					
4	Peer coaching is helpfully practiced					
5	CPD implemented in co-operation with cluster schools.					
6	Help full trading is given for facilitators, and mentors (about CPD)					
7	Teacher’s portfolio maintains key teachers CPD activities clearly.					

8	Facilitators and mentors are selected by their exemplary activities and experiences					
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If any other please state \_\_\_\_\_

**Part four:** what are the challenges in implementation of teacher' CPD in MAPS? Please see the following table.

**4. Instruction:** - the following table contains possible challenges in implementation of CPD. You are kindly requested to scale your degree of agreement on the provided challenges by indicating “√” on the provided space. Please use the following scales to respond. 5= strong agree (SA), 4= Agree (A), 3= undecided (UD), 2= disagree (DA), 1=strongly disagree(SDA)

No	Challenge in CPD implementation	Rating Scales				
		Strongly Agreed	Agreed	Undecided	Disagreed	Strongly Disagreed
1	Total Absence or inadequacy of the minimum resources required to own CPD					
2	Time constraints teachers					
3	Time constraints on school leaders					
4	Lack of well trained facilitators					
5	Lack of well trained mentors					
6	Lack of commitment on the part of teachers					

7	Unclear direction of CPD					
8	Lack of awareness on the part of teachers about purpose of CPD					

If any other please state \_\_\_\_\_

**Part five:-** what are the mechanisms used to evaluate teachers' CPD activities regularly when they are needed in MAPS? Please. The following table

5. **Instruction:** - the following are the evaluation mechanism used to evaluate teachers' CPD activities. There for, you are kindly requested to put your degree of agreement on using the mechanisms as a system of evaluation for teacher' CPD activities in MAPS by marking "√" in the provided space. Please, use the following scales to respond: 5= strongly agree (SA), 4=Agree (A), 3=UN decided (UD),

2= Disagree (DA), 1= strongly disagree.

No	Mechanism included during evaluation of teachers CPD activities regularly when they are relevant	Rating Scales				
		Strongly Agreed	Agreed	Undecided	Disagreed	Strongly Disagreed
1	Observing lessons by mentors					
2	Discussion					
3	Systematized follow up					
4	Taking portfolio as evidence					
5	Linking teachers' CPD activities to annual appraisal records					
6	Giving constructive feedback					
7	Questioning					
8	Self assessment					

If any other please state \_\_\_\_\_

\_\_\_\_\_

### **DECLARATION**

I, the under signed declare that this senior is my original work, has not been presented for a degree in any other university and that all sources of materials used for this senior essay have been duly acknowledged

**Name** \_\_\_\_\_

**Signature** \_\_\_\_\_

**Date of submission** \_\_\_\_\_

