



Accelerated Education Introductory Teacher Training Pack

Evaluation

Evaluation

This is Session 18 out of 18 from the Accelerated Education Introductory Teacher Training Pack (AEITTP).

The AEITTP is designed specifically for teachers working in accelerated education programme (AEP) classes and teaching learners generally aged 10-18 who are overage for their grade. Many teacher training institutes or in-service training courses are focused on formal primary school classes and younger children. These courses are not always relevant for teachers of older AEP learners. Older learners bring a richer set of life experiences and skills to their learning compared to younger children. Older learners are also more cognitively mature so are able to learn at a faster pace. The AEITTP is based on the pedagogy (way we learn) that would best suit older learners' needs in an accelerated education setting. It is designed to help AEP teachers develop the skills needed to support the learning needs of AEP learners, so they are able to access certified education, further training or livelihood opportunities. The AEITTP is founded on the AEWG's [Accelerated Education 10 Principles for Effective Practice](#) and AE Teacher Competencies. It is a generic inter-agency course for use by accelerated education programmes. The training sessions, vocabulary and tools have been aligned with the The Teachers in Crisis Context (TiCC) [Training Pack for Primary School Teachers](#) to enable consistency of approach where appropriate. However, it has adapted the content for older learners and to reflect AE pedagogy.

18: Evaluation

TRAINER OVERVIEW

Session Time	2 hours
AE teacher competency	14: Uses assessment
Learning Outcomes	<p>At the end of the session participants will be able to:</p> <ol style="list-style-type: none">1. Provide feedback and an evaluation of the course2. Make a commitment to use skills from the training course3. Feel proud of what you have learnt on the course
Materials	<ul style="list-style-type: none">» Trainer Resource 18.2: Evaluation data collection form» Trainer Resource 18.2: Certificates (to be completed for each participant in advance of this session)» Handout 18.1: Accelerated Education Programme-commitments and comments» Handout 0.5: AEP teacher competencies (completed by participants)» 2 pieces of paper for each participant» Container» 4 Signs<ul style="list-style-type: none">▪ No▪ A little▪ Satisfactory▪ A lot

OVERVIEW

Steps	Method	Time	Materials
Introduction	Presentation	5	Session Outcomes
1: Questions on the course	Interactive questions and answer	15	2 pieces of paper for each participant Container
2: Participatory evaluation	4 corners	15	Trainer Resource 18.1: Evaluation data collection form 4 signs: <i>no, a little, satisfactory, a lot</i> written in large letters on flip chart paper or in chalk on the floor
3: Accelerated Learning Programme evaluation	Individual	30	Handout 0.5: AEP teacher competencies (completed by participants) Handout 18.1: Accelerated Education Programme-commitments and comments
4: Giving compliments and presentation of certificates	Mingle	45	Session Outcomes Certificates

STEPS

1. Introduction

1. Write the title of the training session on the board: *18: Evaluation*.
2. Say:
 - Welcome to session 18: Evaluation.
 - This session focuses on evaluating the learning you have gained in the AEP training sessions. It gives you a chance to ask questions and use self-assessment.
3. Put up the outcomes on the board/wall.
4. Say:
 - By the end of the session, you will be able to:
 1. provide feedback and an evaluation of the course
 2. make a commitment to use skills from the training course
 3. feel proud of what you have learnt on the course



1: Questions on the course

1. Explain task:
 - This is an opportunity to ask any last-minute questions on the training course content or concerns you have about teaching in the AEP.
 - On the paper, write your question and fold it in half. Do not write your name.
 - Put your papers in the container.
 - I will read out the papers and as a group we will answer them.
 - If you need to ask more than 2 questions collect some more paper.
 - You have 5 minutes for this task.
2. Check the instructions with a participant to make sure they have understood. Ask:
 - What do you have to do?
3. Distribute paper to participants.
4. After 5 minutes, take one paper from the container, read out the question and ask if anyone in the group can answer it. If a participant can't answer the question, answer it yourself.
5. Repeat for all the questions. Skip repeated questions and questions on logistics etc.

6. Say:

- This is a method we can use at the end of a topic in the AEP class as a form of assessment.



2: Participatory evaluation

1. Put the signs below in each corner/each section of the floor.

No
A little
Satisfactory
A lot

2. Explain task:

- I am going to read some sentences.
- Think about each sentence.
- Walk to the square/ sign that agrees with your answer.
- Please be honest so we can improve the sessions for the next participants.

3. Read the following sentences and record the number of participants in each square. (See **Trainer Resource: Evaluation data collection form** for form to write the numbers in.)

4. Ask some participants to explain their choice of answer where relevant.

5. Give some test questions.

Test question 1. Do you like chocolate cake?

Test question 2. Can you speak French?

- A. Did you enjoy the AEP teacher training course?
- B. Was the content of the training easy to understand?
- C. Did the training use appropriate and clear vocabulary?
- D. Did you like doing the activities?
- E. Did you have the opportunity to ask questions when you did not understand?
- F. Did you have the opportunity to share and listen to others' opinions?



Trainer tip:

Either use four corners or divide the floor space into 4 areas using chalk or tape.

No	A little
A lot	Satisfactory

Trainer Resource 18.1

Accelerated Education Programme Teacher Training Evaluation Results Form

Number of participants	
Male	
Female	
Level of training course	

	A LOT	SATISFACTORY	A LITTLE	NO	COMMENT
A. Did you enjoy the AEP teacher training course?					
B. Was the content of the training easy to understand?					
C. Did the training use appropriate and clear vocabulary?					
D. Did you like doing the activities?					
E. Did you have the opportunity to ask questions when you did not understand?					
F. Did you have the opportunity to share and listen to others' opinions?					
G. Did you find the skills practised useful?					
H. Did the training provide enough practice time for you to become comfortable with the strategies?					
I. Will you be able to use the new knowledge and skills that you have learnt in the AEP?					
J. Will you try out the AEP strategies in your class?					
K. Were the handbooks distributed useful?					
L. Do you feel confident to teach in AEP classes?					



Trainer tip:

Repeat the sentences so everyone clearly hears them.

- G. Did you find the skills practiced useful?
- H. Did the training provide enough practice time for you to become comfortable with the strategies?
- I. Will you be able to use the new knowledge and skills that you have learnt in the AEP?
- J. Will you try out the AEP strategies in your class?
- K. Were the handouts distributed useful?
- L. Do you feel confident to teach in AEP classes?



3: Paper evaluation

1. Say:

- At the beginning of the course, you completed a self-assessment on the competencies required for the AEP.

2. Explain task:

- I will return the form and I want you to assess yourself again. Be honest.
- You have 20 minutes for this task.

3. Distribute the competency assessments participants completed and collected from the Opening Session 2 Handout 0.5.

4. After 20 minutes collect the forms.

5. Explain task:

- When you receive Handout 18.1, I want you to read it though carefully and complete the boxes.
- Write your name and sign the handout when you have finished.
- You have 10 minutes for this task.

6. Distribute Handout 18.1.

7. After 10 minutes collect Handout 18.1.

8. Ask an assistant to take a photograph of each form to keep for your records.

Handout 0.5

Handout 0.5: AE teacher competencies

Name: _____

AE TEACHER COMPETENCIES	PRE-TEST				POST-TEST			
Circle the number that matches your assessment of yourself. 1 is low & 4 is high.	1	2	3	4	1	2	3	4
1. Have accurate knowledge of the AEP curriculum and the AEP programme and can communicate it to the community and use AEP resources. Understand the age for enrolment, how learners can enter AEP and have regular formal education or other training or functional opportunities.								
2. Can use a condensed and integrated curriculum. Understand and use both the subject content in the AEP curriculum and use the materials developed for teaching and learning e.g. AEP textbooks, AEP teaching guide.								
3. Facilitate the literacy and numeracy skills as the foundation of learning. Can assess readiness for both literacy and numeracy skills in all subject lessons. Assess and practice literacy and numeracy skills in all subject lessons and use strategies to aid comprehension.								
4. Integrate the skills to use and apply to improve the understanding of the content. Use the skills to improve the understanding of the content. Use the skills to improve the understanding of the content. Use the skills to improve the understanding of the content.								

Handout 18.1

Handout 18.1: Accelerated Education Programme commitments and comments

Complete the statements putting a tick mark in the appropriate box.

Name: _____ AEP centre: _____

STRATEGY AND ACTIVITIES	WILL DO	WILL NEED SOME SUPPORT TO DO	WILL NOT DO
1. Be prepared and present to class			
2. Arrange the classroom appropriately			
3. Learn more about the AEP students			
4. Report on concerns regarding children and youth protection			
5. Provide clear instructions			
6. Establish classroom routines			
7. Use positive reinforcement and feedback			
8. Use brighter steps to resolve issues of misbehavior			
9. Differentiate work tasks			
10. Differentiate assessment tasks			
11. Display students work			
12. Practice self-learning strategies e.g. group work as pair share			
13. Invite parents to attend a class			

Signatures of teachers and other staff:

Other comments on the training course:



4: Giving compliments, speeches and presentation of certificates

1. Ask participants to stand in the space.
2. Explain task:
 - I want you to congratulate as many others as possible on completing the training course.
 - Shake their hands and say something positive about their involvement on the course.
 - You have 5 minutes.
3. Allow participants to do this for 5 minutes.
4. Ask participants to sit.
5. Refer to the learning outcomes on the board/wall.
6. Ask:
 - Have the learning outcomes been achieved?
7. Conduct any speeches.
8. Present the certificates to the participants and take photos.
9. Close the training course and thank everyone for taking part.

----- **END OF SESSION** -----

Ideas for coaching

- The trainer or AEP Head teacher can follow up on the commitments the participant made on the training course.

Ideas for collaborative learning/self-study

- Teachers can work together to agree on how they will plan to implement the commitments they have made.

Session Outcomes

By the end of the session, you will be able to:

1. provide feedback and an evaluation of the course
2. make a commitment to use skills from the training course
3. feel proud of what you have learnt on the course

Trainer Resource 18.1: Evaluation data collection form

Accelerated Education Programme Teacher Training Evaluation Results Form

Number of participants	
Male	
Female	
Date of training course	

	A LOT	SATIS- FACTORY	A LITTLE	NO	COMMENT
A. Did you enjoy the AEP teacher training course?					
B. Was the content of the training easy to understand?					
C. Did the training use appropriate and clear vocabulary?					
D. Did you like doing the activities?					
E. Did you have the opportunity to ask questions when you did not understand					
F. Did you have the opportunity to share and listen to others opinions?					
G. Did you find the skills practiced useful?					
H. Did the training provide enough practice time for you to become comfortable with the strategies?					
I. Will you be able to use the new knowledge and skills that you have learnt in the AEP?					
J. Will you try out the AEP strategies in your class?					
K. Were the handouts distributed useful?					
L. Do you feel confident to teach in AEP classes?					

Trainer Resource 18.2: Example Certificate



Inter-agency Network for
Education in Emergencies



ACCELERATED EDUCATION
WORKING GROUP

Ministry of education logo

CERTIFICATE

of completion of the day

Accelerated Education Introductory Teacher Training Course

from _____ to _____

This is to certify that

Has completed the following training modules:

- | | |
|--------------------------------------|---------------------------------------|
| 1. Introduction to ABE | 13. Assessment for learning |
| 2. ABE teacher role and competencies | 14. Classroom management |
| 3. Knowing your ABE students | 15. Positive discipline |
| 4. Protecting ABE students from harm | 16. Social inclusion |
| 5. How we learn | 17. ABE assessment and record keeping |
| 6. Learning styles | 19. Learning and life competencies |
| 7. Literacy 1: Learning to read | 20. Evaluation |
| 11. Active learning methods | |

Signature Ministry of Education

Trainer

Donor logo

Implementing organisation logo

Handout 18.1: Accelerated Education Programme-commitments and comments

Complete the statements putting a tick mark in the appropriate box.

Name _____ AEP centre _____

#	STRATEGY AND ACTIVITIES	WILL DO	WILL NEED SOME SUPPORT TO DO	WILL NOT DO
1	Be prepared and punctual to class			
	Arrange the classroom appropriately			
2	Learn more about the AEP students			
3	Report any concerns regarding children and youth protection			
4	Provide clear instructions			
5	Establish classroom routines			
6	Use positive reinforcement and feedback			
7	Use discipline steps to resolve issues of misbehaviour			
8	Differentiate work tasks			
9	Differentiate assessment tasks			
10	Display students work			
11	Practice active learning strategies e.g. group work an pair-share			
12	Invite parents to attend a class			

Topics I would like to have more training on:

Other comments on the training course:

Signature _____

Handout 0.5: AE teacher competencies

Name _____

AE TEACHER COMPETENCIES		PRE-TEST				POST-TEST			
Put an X under the number that matches your assessment of yourself. 1 is low 4 is high									
A competent AE teacher:		1	2	3	4	1	2	3	4
1. Has accurate knowledge of the AEP: I understand the AEP programme and can communicate it to the community and new AEP learners. I understand the age for enrolment, how learners can enter AEP and leave to join formal education or other training or livelihood opportunities.									
2. Can use a condensed and integrated curriculum: I understand and can teach the subject content in the AEP curriculum and can use the materials developed for teaching and learning e.g., AEP textbook, AEP teacher guide.									
3. Focuses on literacy and numeracy skills as the foundation of learning: I use every opportunity to teach key literacy and numeracy skills in all subject lessons. I teach and practice key vocabulary, model reading texts and use strategies to aid comprehension.									
4. Integrates life skills: I can use age-appropriate life skills to improve the well-being of learners to help them focus on learning. They promote students' collaboration through peer interaction (pair work, group work).									
5. Can identify AEP learner needs and assets: I can recognise the experience, skills, and knowledge (assets) that AEP learners bring to AEP classes. I am familiar with my learners' interests and skills and can link lessons to their daily lives.									

AE TEACHER COMPETENCIES Put an X under the number that matches your assessment of yourself. 1 is low 4 is high	PRE-TEST				POST-TEST			
	1	2	3	4	1	2	3	4
A competent AE teacher:								
6. Follows child protection and Code of Conduct standards: I am trained in and follow the teacher code of conduct.								
7. Creates a safe, supportive AEP learning environment: I can create a safe learning environment with no forms of discrimination or abuse. All class rules are enforced consistently and fairly. I use positive discipline strategies to manage classes and address conflict, bullying or disrespectful behaviour.								
8. Interacts positively with all learners: I welcome and treat all AEP learners with respect and provide everyone with equal opportunities for learning, participating in activities and making progress. I know learners' names and can maintain their attention in class.								
9. Is a positive role model: I am a positive role model, and my behaviour and values are an example to everyone. I conduct myself as a professional: with lessons and materials prepared; starting punctually and demonstrating professional teaching skills.								
10. Uses lesson plans: I can create and use lesson plans (my own or the AEP Teacher Guide) with learning outcomes and matching activities that cover the AEP curriculum and learner competencies. I can choose and create instructional activities and materials that are inclusive and meet the learning needs of older learners, and their lives and experiences.								

AETeacher Competencies Put an X under the number that matches your assessment of yourself. 1 is low 4 is high	Pre-Test				Post-Test			
	1	2	3	4	1	2	3	4
A competent AE teacher:								
11. Uses age-appropriate teaching strategies: I can use a range of age-appropriate teaching strategies suitable for older learners based on accelerated education pedagogy. My teaching strategies are learner-centred, participatory, gender sensitive and varied to meet the needs of all learners and learning styles.								
12. Delivers lesson content clearly: I can clearly explain new concepts and model or demonstrate them to learners. I use a range of question techniques effectively to involve all learners and check for understanding.								
13. Manages time efficiently: I use clear instructions and organise activities to maximise learner time on task and opportunities to learn.								
14. Uses assessments: I can develop, select, and administer effective formative and summative assessments including AEP placement and exit tests. I can use informal, formal, peer and self-assessment techniques to monitor learner performance and provide timely and frequent feedback to improve learner performance.								
15. Maintains accurate AEP documentation: I can complete all necessary AEP documentation and keep accurate records for registration, learner attendance, and assessment/examination records and report cards.								
16. Communicates effectively: I communicate effectively with all the learners in class and build good relationships with the community, AEP teachers, formal school teachers and programme staff. I support programme and centre management on campaigns for AEP enrolment. I provide regular updates on a learner's attendance and progress and help to address any concerns/issues that may arise.								

AE TEACHER COMPETENCIES Put an X under the number that matches your assessment of yourself. 1 is low 4 is high	PRE-TEST				POST-TEST			
	1	2	3	4	1	2	3	4
A competent AE teacher:								
17. Demonstrates leadership: I show leadership within my class, centre, and community. I take part in community committees and help distribute teaching and learning materials.								
18. Manages AEP centres effectively: I am involved in the decisions and activities to establish the centre, including the Community Education Committee, recruiting AEP teachers, and enrolling AEP learners. I communicate regularly with the Ministry of Education and programme management. I take responsibility for the facilities, teaching and learning materials, record keeping, and supporting AEP teachers and learners. (For head teachers of AEP centres.)								
19. Promotes AEP learner transition to formal education, vocational training and/or livelihoods: I work with formal schools and local education authorities for the smooth transition of AEP learners to formal education at age-appropriate grades, or into other training or livelihood opportunities.								
20. Participates in continuous professional development: I collaborate with other teachers and take part in professional development to improve the AEP learning environment and quality of learning that takes place there. I participate in teacher learning circles and use peer to peer support and observation as part of my professional development.								