OECS PD MODEL

Implementation Guide

Quality

Competency Based PD

Personalized PD

Teacher Centred PD

Teacher Led PD

Anytime Anywhere PD

Instruction

Every Learner **Succeeds**
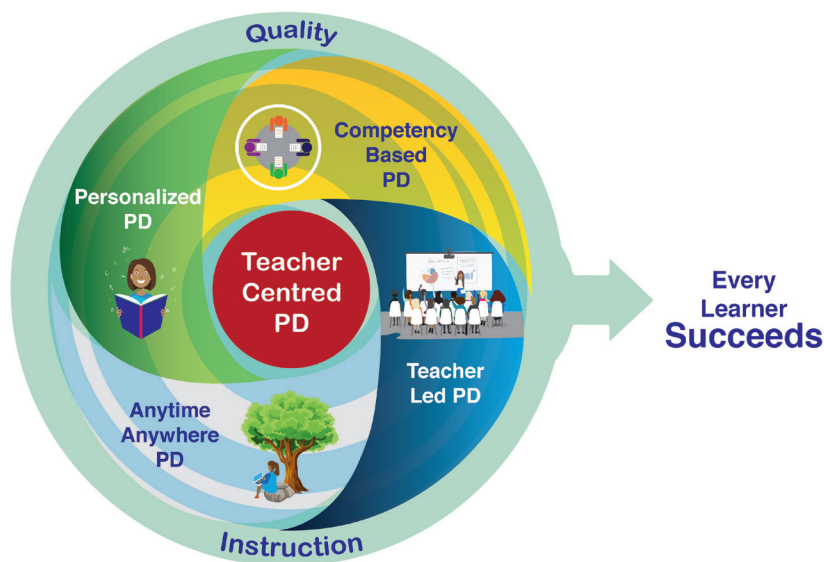
Organisation of
Eastern Caribbean States

One Community . Growing Together

The OECS PD Model puts teachers at the heart of all teacher professional development. This document provides details of what that really means and applications of the model to achieve its intended objectives.

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Contents

Contents

Acknowledgements

OECS Position on Professional Development

"Who dares to teach must never cease to learn." – John Cotton Dana (1912)

Many professionals have an aptitude for their craft. Yet, their natural talents are defined and refined by frequent exposure to other perspectives, studies and experts in their field. Those not so fortunate to boast natural strengths have succeeded in growing tremendously from serving as apprentices, through training from experts and/or exposure similar to that just described. In the field of education, the same is true. It is quite conceivable that experiences specially designed to foster professional growth and development, can transform the thinking and practice of an educator to approximate more closely evidence-based approaches and strategies to accomplish satisfactory levels of performance in students.

At the same time, though, there is a prevailing view that equates professional development with workshops. This may be largely due to the approaches to professional development that have dominated the OECS landscape for many years. However, quality Teacher Professional Development (TPD) takes various forms, and it must, if it is to be effective and truly transformative. Teachers in the OECS need a new orientation that allows them to recognize the value of co-planning, professional conversations and research, for instance, as part of a professional development programme. That new orientation will help them plan and design their own professional development and growth with targeted evidence-based approaches.

The Education Development Management Unit (EDMU) of the OECS Commission promotes evidence-based, teacher-centered professional development. It advocates a departure from mass workshops that do not have associated follow-up. The nature and amount of follow-up required for the plethora of workshops undertaken in the region is unrealistic in low-resource environments like the OECS. Without the required follow-up, these workshops do not provide evidence of the desired impact on sector management, instruction and ultimately student achievement. The EDMU embraces the notion that teachers have great expertise and competencies that can contribute to the professional development movement in the OECS. Therefore, teachers must be given the opportunities to take the reins, sharing in designing, planning and conducting PD exercises. They must also feature prominently in all PD when facilitators collect data to ensure that PD activities meet the needs of the teachers targeted in those sessions.

The EDMU of the OECS Commission has rallied alongside OECS Ministries of Education (MoEs) to renew the approach to teacher professional development and to challenge teachers to reach their maximum potential. Through projects such as the Early Learners Programme (ELP) and the OECS Education Support Project (OESP) funded by USAID and the Global Partnership for Education respectively, teacher professional development has taken center stage. Specifically, through the OESP, national PD teams, guided by a framework for professional development, have been established in participating Member States, while through the ELP a coaching model comprising face to face and virtual coaching of teachers has been established in participating Member States.

It is with all of the above in mind that the EDMU and the MoEs of the OECS have designed the OECS Model of Professional Development. The present document has a twofold purpose:

1. Present and describe the model

2. Propose a plan for implementation of the model to achieve the intended results of application of the model

Along with OECS MoEs, the EDMU will actively pursue the funding and activities that will see implementation through.

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[1] The participating Member States of the OESP are: Dominica, Grenada, St Lucia and St Vincent and the Grenadines.
[2] The participating Member States of the ELP are: Antigua and Barbuda, Dominica, Grenada, St Kitts and Nevis, St Lucia and St Vincent and the Grenadines.

The OECS PD Model

The OECS PD Model is an adaptation of the Student at the Centre of Learning Framework, which puts the student at the centre of all teaching and learning activities. It is founded on multiple research-based models of instruction and principles or tenets of learning that keep the focus on the student, resulting in a solid approach to instruction that meets various standards of quality. The model aims at deeper learning reflected in knowledge, skills and dispositions required for successful academic and civic life from the classroom into life-long experiences.

Educators in the OECS recognize a parallel between evidence-based teaching designed for students, as exemplified in the framework, and evidence-based approaches to teacher professional development. Some of the basic principles of evidence-based TPD are that it should focus on the needs of the teacher, ultimately with a view to meeting students' needs; that it should be continuous; that it may take various forms, times and spaces and that it should result in the teacher's growth as a professional and a practitioner. Therefore, a technical team comprising members of the EDMU of the OECS Commission, one teacher educator from St Lucia, one ELP National Focal Point from Grenada and one consultant team member from Canada decided to use the Student at the Centre of Learning Framework as the base for the development of the OECS PD Model. The result is a simple adaptation of the original framework. The original model and the adaptation are presented below.

Student at the Centre of Learning Framework
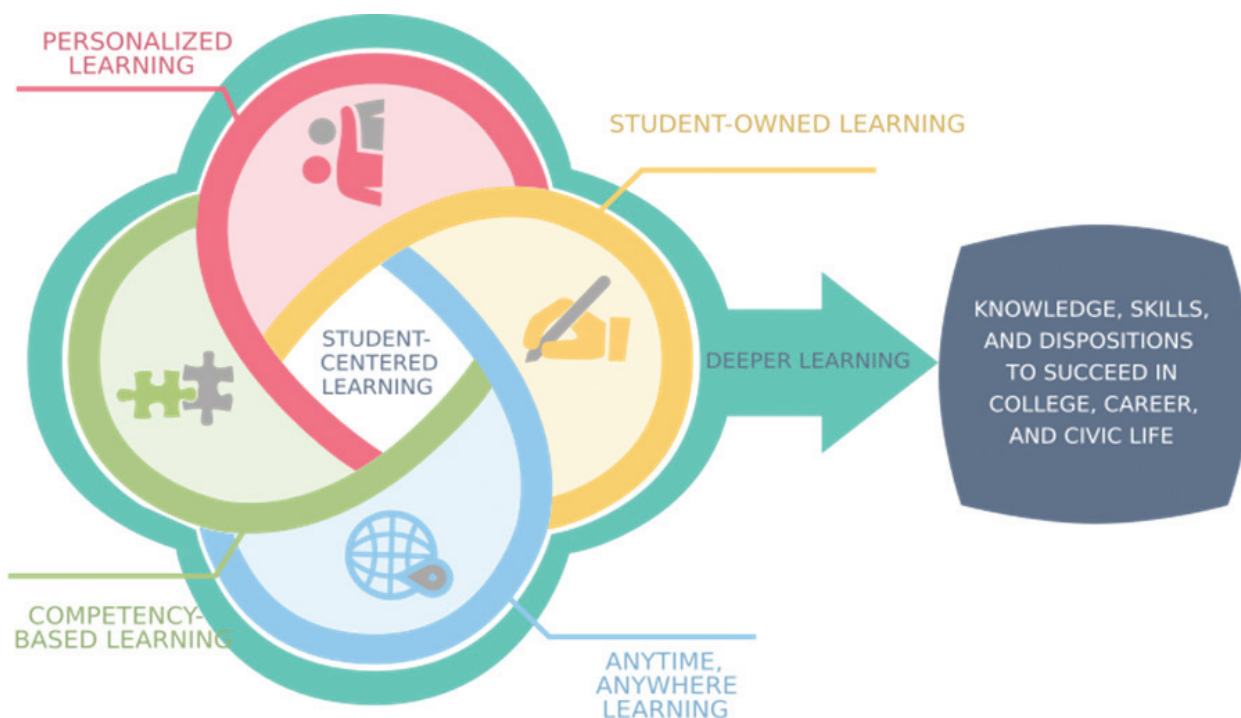
OECS PD Model[3]
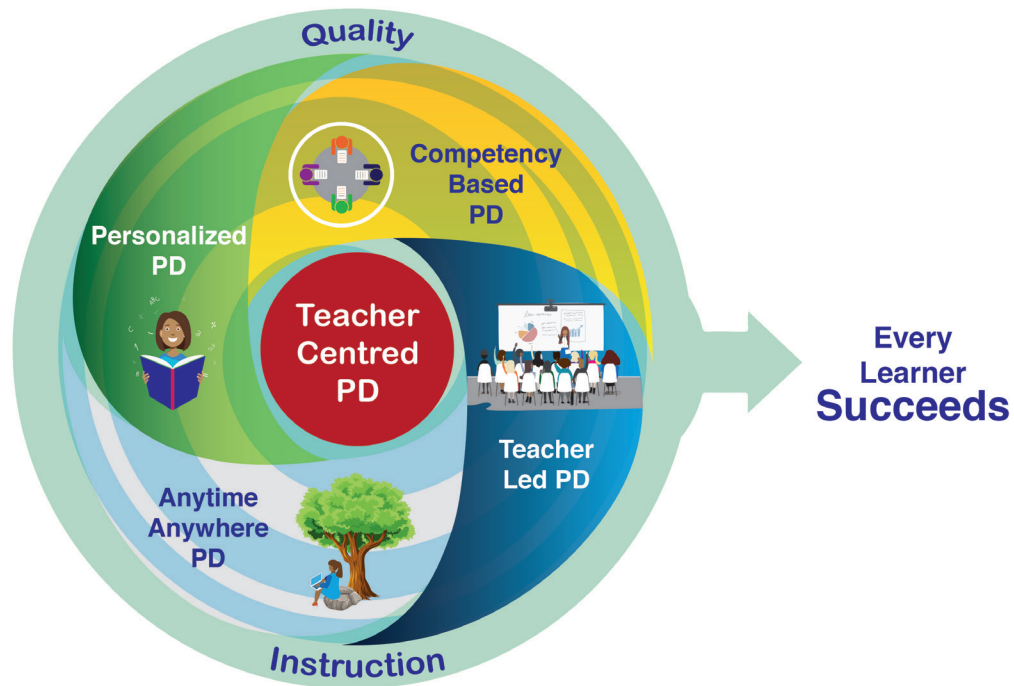
The Model[4]

The four components of the OECS PD Model are intended to work in tandem to provide a robust and comprehensive professional development programme at various levels – from the personal level to the sector level of the education system. No one component of the model is more important than the other. It is the sum total of the experiences intended through the model that is expected to lead to the kinds of competencies and dispositions required in teachers to meet students' needs, improve engagement and ultimately increase student achievements.

It is expected that the model will be applied sector-wide, whether it be for teachers or teacher educators, early childhood or tertiary level educators. In that regard, the model is aligned to the CARICOM Human Resource Development 2030 Strategy which similarly has applications from early childhood to tertiary education. Further, both the PD model and the HRD Strategy have 'improved quality in delivery' as a key outcome. There is also consonance between the PD model and the OECS Development Strategy 2019 – 2028. The second strategic objective under Pillar 2 of the document speaks to promoting inclusive and equitable quality education and to promote lifelong learning opportunities for all. The OECS PD model has a similar objective for both teachers and students.

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[3] Adapted from: Student at the Centre of Learning Framework (https://studentsatthecenterhub.org/interactive-framework/)

[4] Model designed by Ms Rosemarie Lewis, Graphic Artisit of the St Vincent and the Grenadines Ministry of Education.

Personalized PD

As the name implies, Personalized PD is designed for a "person" and as such is tantamount to differentiated PD. This differentiation can and should take place as a natural part of a sector-wide PD programme. The term personalized may also imply a group of "person(s)", suggesting that it is not just one person. At the individual level, Personalized PD is easily interpreted as the PD activities that a professional would design for him/herself based on evidenced needs in their practice, as well as their interests, inclusive of learning style. At the school, national and regional level, Personalized PD is such that it caters to the individual needs of persons for whom the PD is designed. It advocates against one-size-fits-all models of PD and necessitates PD that is adequately informed by data. It also requires adequate flexibility in the scheduling and design to allow for different needs to be addressed in strategic ways.

Competency-based PD

In competency-based PD, data is used to identify the specific areas where teachers need to improve and place them on a spectrum from novice to mastery. While it is not necessary to use the terminology of novice or master, particularly considering the dynamic nature of knowledge and learning, the idea is that a professional may be completely new to a particular aspect of education or may be weak in some practice that is required. Conversely, a teacher may demonstrate excellent knowledge and skill in a particular area. Competency-based PD identifies where the educator is on the spectrum and develops a pathway to mastery. The activities are not necessarily different from those of general PD programmes, but the intention is specific: grow and develop in the identified area towards mastery, and then move on to the next area where mastery is required. Given the nature of learning, of course, the application of this component may not be linear. In other words, a professional may be moving towards mastery in more than one area, depending on his/her abilities, needs, interests and circumstances. This aspect of PD may be designed by the individual, but normally would be driven by Supervisors in collaboration with the target audience.
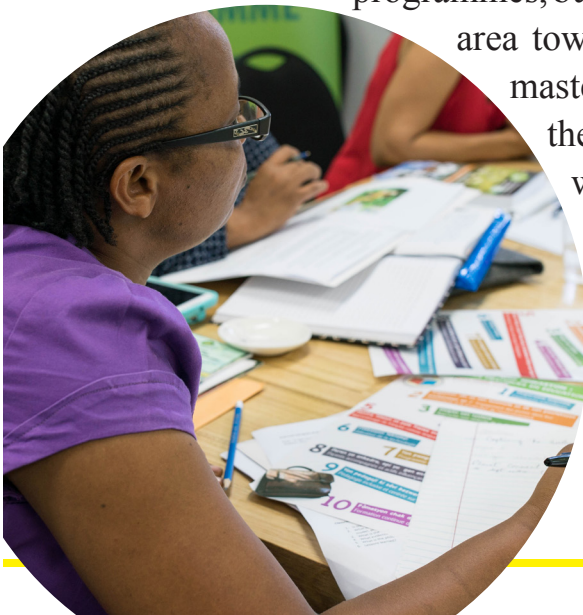
Teacher-Led PD

Teacher-led PD is exactly that: PD that is led by teachers, from concept to completion. It foregrounds existing teacher competencies and expertise, placing high value on the contributions they can make. It encourages teachers to look within and dispel the notion that someone from outside must be engaged to take care of teachers' PD needs. It creates an enabling environment for teacher growth and development by allowing teachers the opportunity to demonstrate their knowledge and skills, share these with their peers and continue the growth trajectory through these opportunities. That enabling environment is extended to teachers who lack certain knowledge and skills. Just like student-centred learning provides students with opportunities to lead and learn by doing, teacher-led PD provides opportunities for teachers to increase their knowledge and skills, as well as change their attitudes and dispositions, by taking the lead in various forms of evidence-based PD.

Reading and technology - blending imaginations at the Vide Bouteille Primary School

Anytime, Anywhere PD

This component of the model makes it clear that quality PD can happen anytime and anywhere. It does not embrace tradition that dictates that PD happens in a room where teachers are locked away from the outside world for 6 – 8 hours, sometimes for several days, to ensure that they "get it". It underscores the value of quality professional conversations, outside of formal training or PD sessions, conversations that lead to insights that translate to change in pedagogy and approaches resulting in improved student achievement. In this component, there is also a shift from one-shot PD activities in the school calendar in a formal setting, to "bite-size" continuous PD that may take place during staff meetings or briefings. Conceivably, for instance, teachers may view a three-minute video on a specific topic and respond to it and the implications for their practice. The entire activity may take just 10 – 15 minutes. Similar activities can take place during briefings, planning meetings, at lunch time or after school; whatever, whenever and wherever teachers decide, including in a WhatsApp forum with no time boundaries, and they may be planned or unplanned.

General Comments

It is important to recognize that the components do not function as discreet entities, independent of each other. There is significant overlap for each. For instance, a competency-based PD programme that is developed by the professional himself/ herself is both personalized and teacher-led. Considering the interweaving of the components, there are multiple possible configurations of this nature where overlap becomes evident.

Revolving around the four components of the OECS PD Model is quality instruction. It is envisaged that should a professional apply the model as described above, the result will be quality instruction that leads to the mantra of the OECS, *Every Learner Succeeds.* 'Quality Instruction' also encircles the model as an encapsulation of the four components. The paths from each component to that outer circle suggest that any and all of the components lead to quality instruction, but that as a combined entity, the greatest connection of the components to quality instruction is found.

PD Streams and Recording of PD for OECS PD Model

As part of the implementation of the model, streams of PD have been identified. The rationale is manifold. The streams help teachers and other educators who are responsible for designing and providing PD opportunities to identify the various forms that PD can take. The streams allow MoEs a structure for organizing PD activities at the national and school level. The streams also provide a mechanism for teacher reporting on personal growth and development. That reporting, through a portfolio possibly (hard copy or e-portfolio), provides a more meaningful basis for appraisal meetings. However, it also provides valuable data to schools and the MoE to make further planning and budget decisions about the professional development needs of teachers. The three identified streams are presented below.

Formal and Informal Training – courses or certification programmes: certificate-granting webinars, certificate programmes, short online courses, conferences, seminars, workshops, national, district and school-level professional development activities or sessions, etc

Collaborative PD – PLCs (national or regional level), lesson study, coaching (peer, virtual) and mentoring, professional conversations, co-teaching, co-planning, modelling, group reflection etc

Individualized – reading professional literature, conducting research, writing professional articles/literature, designing education programmes (In school, after school, community etc), portfolio, self-recording for self-evaluation, reflection on practice etc, forming and leading groups (e.g. girl guides, scouts, young leaders, etc)

10

Time Allocations:

The OECS Sector Strategy presents the minimum hour requirement per annum for PD as 18. This is not far from the requirement in other international jurisdictions such as Canada, where the requirement is 20. For teachers of the OECS, the following is proposed:

- Must come from three streams:
    - o training (formal or informal) – maximum claim: 5 hours
    - o collaborative – maximum claim: 9 hours
    - o individualized – maximum claim: 4 hours

- Collaborative and Training must be verifiable (endorsed by Principal or other official, colleague-teacher, certificate, attendance register etc)

It is important to note that the streams are not intended to be parallel to the four components of the PD model. The streams simply define or list PD activities into categories and track the time spent undertaking them. On the other hand, the model guides the development and implementation of PD activities. However, the two harmonize and support each other. For the sake of categorizing and tracking, for instance, a PLC would be collaborative PD and a teacher can accumulate up to 9 hours of PLC or other collaborative PD for the year. A PLC that is established and implemented by teachers could fit any and all components of the model and is likely to lead to quality instruction, based on research evidence.

Applications of the PD Model

Education Development Management Unit of the OECS Commission.

The EDMU will:

1. Refer to the OECS PD model in project documents (Requests for Proposals, Terms of References etc) to adequately consider implementation of the model as early as project design and to allow the model to frame the approach used in the project to meet the professional development needs of teachers (applies equally to activities designed for other education officials).

2. Verify that appropriate implementation of the model is reflected in training and professional development proposals and plans from consultants and Member States before approving

3. Observe the execution of training and PD activities by consultants and officials of the MoE to confirm that model application is evident and provide feedback to achieve more appropriate application of the model

4. Facilitate networking of education officials across the region to discuss model applications: strategies, approaches, successes, challenges and lessons learned

5. Design and coordinate regional activities to address specific educational issues that reflect components of the model

6. Conscientiously provide PD opportunities and training for education officials across the region to address components such as competency-based PD. (e.g. Promoting and sharing links to free online courses and webinars and encouraging other officials to do the same)

7. Monitor, evaluate and report on PD activities and participation of education officials in the OECS for decision making regarding education issues and application of the model to achieve education sector objectives, where appropriate

8. Work alongside the ECJBTE, Teachers' Unions and representatives of the wider education sector to develop a plan for professionalizing teaching, with due consideration to: licensing, career paths, code of ethics, recruiting, retention and appraisals.

Teachers' Colleges.

Teacher Educators will:

1. Engage in their own professional development as life-long learners in accord with the requirements of the OECS PD Model

2. Integrate/connect where appropriate the PD model in aspects of their teaching so that student teachers recognize the value of continuous professional development and understand practical ways that the model can be applied to enhance their professionalism

3. Include attention to the OECS PD Model, its applications and implications in foundation courses that deal with general issues in teaching as a profession

4. Establish and maintain professional communities with their peers within and across the OECS, thereby creating opportunities to contribute to each other's professional development in keeping with the model

5. Support national and school-based professional development activities where timetables allow, giving guidance and technical support or merely participating as a learner in such sessions, giving value to the activity and contributing to learning by their very presence

6. Seek opportunities to conduct research and develop professional literature to contribute to the body of knowledge in their area of expertise, and share these with student teachers, colleagues, and other education stakeholders and communities

7. Advocate for professional development opportunities to be created and presented to teacher educators

Ministry of Education.

Ministry of Education officials will:

1. Create an asset map with personnel to drive the national PD agenda

2. Develop a national PD programme and plan based on evidence and guided by the model

3. Provide annual updates to education officials on PD reports and priorities to guide district and school-level PD activities

4. Refer to the OECS PD model in national project documents (Requests for Proposals, Terms of References etc) to adequately consider implementation of the model as early as project design and to allow the model to frame the approach used in the project to meet the professional development needs of teachers (applies equally to activities designed for other education officials).

5. Verify that appropriate implementation of the model is reflected in training and professional development proposals and plans from consultants and local education officials before approving

6. Observe the execution of training and PD activities by consultants and local education officials to confirm that model application is evident and provide feedback to achieve more appropriate application of the model

7. Facilitate networking of education officials within the Member State to discuss model applications: strategies, approaches, successes, challenges and lessons learned

8. Design and coordinate national activities to address specific educational issues that reflect components of the model

9. Conscientiously provide PD opportunities and training for education officials within the Member State to address components such as competency-based PD.

10. Provide guidance to Education and Curriculum Officers and Principals on how the model can be implemented at the district and school levels.

11. Facilitate networking and sharing sessions where education officials strategize on the application of the model as well as design PD programmes using the model as a frame of reference

12. Monitor, evaluate and report on PD activities and participation of education officials in the Member State for decision making regarding education issues and application of the model to achieve education sector objectives where appropriate. Chief Education Officers will be responsible for monitoring the development and implementation of national level PD plans, while Education Officers will

monitor and evaluate at the District levels. Evaluations of the effects of PD will occur through educator feedback such as through surveys, impact studies, and observations and studies of teacher practice. Sharing of data and findings on a regional and national level or even through the publishing of research reports would improve the application of the Model at the Member State level.

13. Establish a flexible approach to national PD that is truly teacher-centred, and based on relevance. This implies a shift in focus from everyone attending a particular session, relevant to them or not, to everyone undertaking PD and meeting set PD benchmarks.

14. Strategically deploy existing staff to meet evidence-based PD needs of various schools and districts

15. Establish and implement policies that will support implementation of the PD model and the regional effort to professionalize teaching such as policies on licensing, career paths, code of ethics, recruiting, retention and appraisals

Teachers' Unions.

The Teachers' Unions will:

1. Support regional efforts to professionalize the teaching profession through advocacy for adequate policy and implementation.

2. Refer to the OECS PD model in project documents (Requests for Proposals, Terms of References etc) to duly consider implementation of the model as early as project design and to allow the model to frame the approach used in the project to meet the professional development needs of teachers (applies equally to activities designed for other education officials).

3. Verify that appropriate implementation of the model is reflected in training and professional development proposals and plans from consultants and local education officials,when invited to review such documents

4. Observe the execution of training and PD activities by consultants and local education officials to confirm that model application is evident and provide feedback to achieve more appropriate application of the model.

5. Facilitate networking of education officials within and across the Member States to discuss model applications: strategies, approaches, successes, challenges and lessons learned.
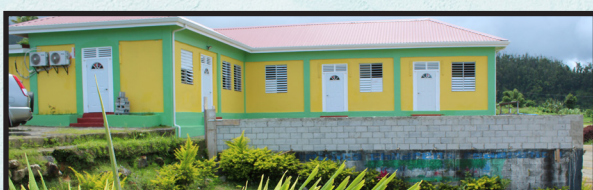
Schools.

Principals will:

1. Create an asset map to identify specific teacher competencies that can be used for overall school achievement and update the map annually

2. Develop a school-level PD programme based on evidence regarding teacher and student competencies using the model as a frame (e.g. if the PD programme is teacher-centered, then teachers would be integral to the development of the programme); the school-level plan should be aligned with the national PD plan and integrated into the school improvement plan

3. Create structures to allow teachers time and opportunities for implementing the PD programme, such as teacher release time through timetabling, shortened days endorsed by the Chief Education Officer to allow teachers more time on specific days of the year to undertake PD activities and the like.

4. Monitor, evaluate and report on PD programme and application of the model. Monitoring will include tracking the number of teachers implementing the PD Model and participating in school level PD, as well as assessing the completeness of their personal professional development plans to ensure a balance among the components and streams. Evaluating will involve collecting feedback from teachers on the effectiveness of the school level PD plan. Data about and from teachers would be collated in a school database and reported to the relevant education officers, and recorded using the Ministry of Education's electronic education management information system.

5. Document and celebrate effective teacher practices and establish models for development of novice teachers and others who require support in specific areas identified with appropriate evidence.

Teachers.

Teachers will:

1. Collect evidence to identify their PD needs and decide on a programme of
   PD aligned with the school PD programme

2. Develop a portfolio containing the following:
   a) Data collected from various sources regarding their practice and impact on
      student performance
   b) Indication of personal professional needs
   c) Brief plan of which needs have been prioritized and how they will be met
   d) Record of PD activities for the year
   e)Samples of work related to PD activities for the year
   f) Certificates and other evidence of PD undertaken for the year

The development of this portfolio will contribute to the teachers' monitoring
of their professional development progress with the inclusion of both the PD
components and streams that will make up their PD experiences. Teachers
will engage in evaluating the effectiveness of the professional development by
completing a Personal Reflection at the end of each school term. The presentation
of portfolios to their school principals during appraisal exercises will be one form
of reporting; termly recording of PD participation on the Ministry of Education's
electronic education management information system will constitute another
level of reporting.

3. Contribute to school and national efforts to address specific issues through
   PD where possible and appropriate.

OECS PD Model Applications Illustrated
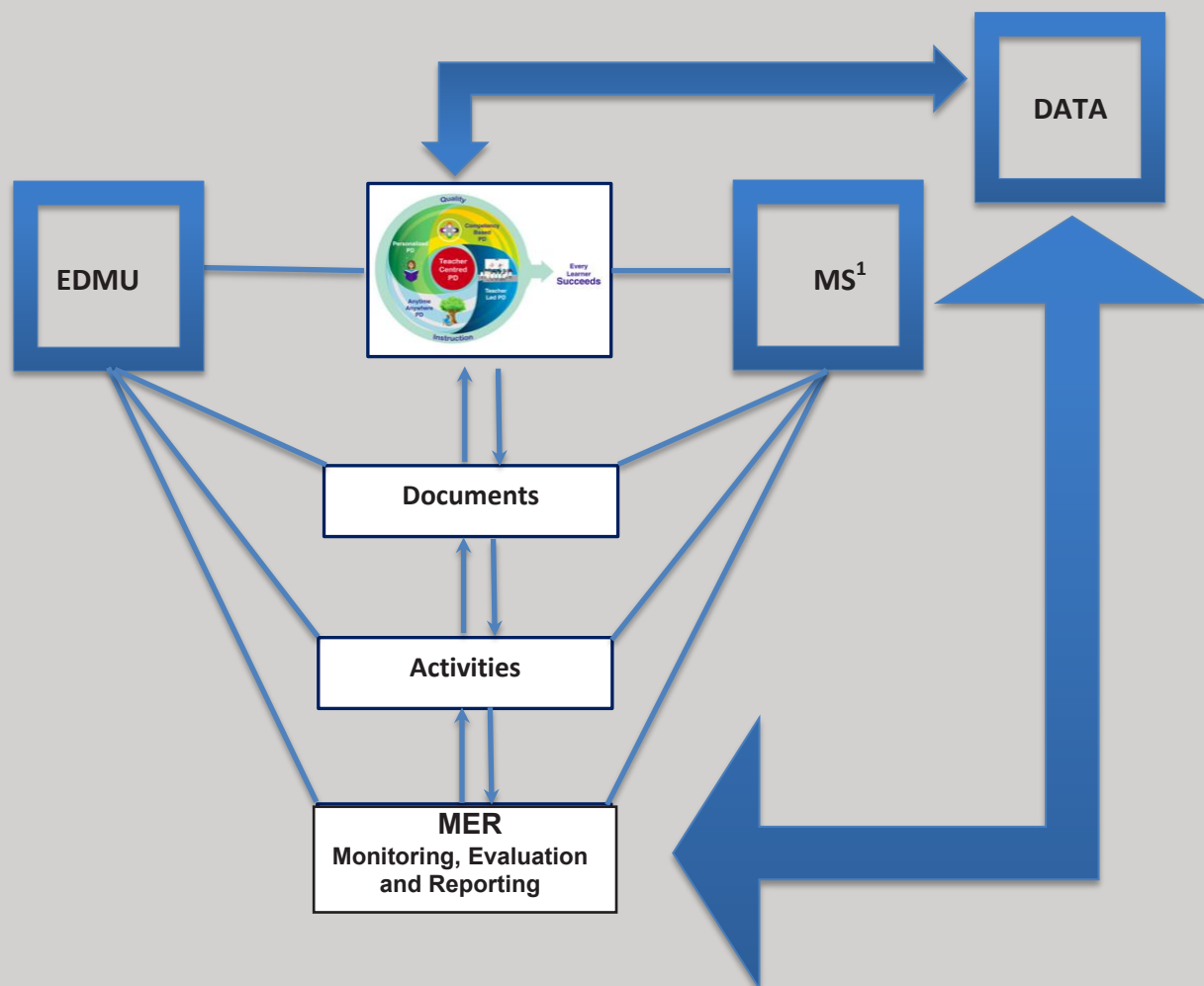
The illustration summarizes the narrative related to actions by various agencies and personnel to apply the model and how that application, informed by data, influences the documents and activities related to professional development intended to improve student achievement.

OECS PD Model Implementation

Personal Implementation.

As a professional, any educator can implement the model with no external influence or direction. In fact, should this happen, it will be a sign that professional development is occurring naturally and meaningfully, as it should. There is deliberate reference to educator and not teacher, because for the model to achieve its true impact, it must be applied by all persons in the sector, who are involved in professional development. An Education Officer needs professional development as well. Therefore, it is expected that they too will seek opportunities to grow professionally.

To apply the model as an individual, an educator may identify requisite competencies through self-reflection and professional conversations with colleagues, including the teachers they serve and supervise (in the case of Supervisors), 360-degree evaluations, sample teaching/action plans and student data (in the case of teacher and teacher educators), among others. National and school PD priority areas may also highlight areas of need. Having prioritized the list of identified competencies that need to be developed personally, the educator may read professional literature and seek training and professional development opportunities such as online Webinars and courses or conferences, as well as asking and answering key questions through research.

An important step beyond the professional development undertaken personally, is to monitor the impact of the PD and training, following

the assessment cycle to determine the degree of growth and mastery of the competency(ies) being addressed. Educators who routinely follow this pattern will continue to grow and develop into the best experts in their field.

CERTIFICATION

An important aspect of the implementation of the PD Model is professional development certification. The certificate referred to here is a certificate of achievement, distinct from a certificate awarded by a University, for instance, upon completion of a course of study. This certificate is evidence that the educator has fulfilled the requirements for professional development during the academic year, in harmony with the PD Model and its applications. For cost effectiveness, the MoE can easily decide to issue electronic certificates.

Why Certification?

Certification gives value to the work related to application of the OECS PD Model. It provides evidence that the model is being implemented and that educators are following the guidelines for use of the model. Therefore, when an educator receives a certificate related to professional development, the certificate serves as validation of the professional development activities and experiences in which the educator engaged for a particular period. There is also tremendous personal benefit to the educator tied to the certification through the PD Model. A certificate of achievement of the standards of PD would be added to personnel files and can be considered with applications for new positions or privileges such as study leave. A certificate that functions as described will be viewed as important by educators, a view that will contribute to the overall successful implementation of the model.

Certification Process

The certification process involves teachers documenting their PD activities and experiences in a teacher's log. The log could be a file or portfolio that chronicles the teacher's PD experiences. It may be hard copy or electronic. However, whatever means is used, it is important at some point that all data

regarding professional development from each teacher be collated at the school level with key administrators having access, enabling them to monitor the data and make decisions about present and future professional development mechanisms and approaches for teachers based on data observed. With that in mind, electronic filing of the data for personal professional development may be more effective and more practical because it will reduce the time and work involved. The school-level data feeds into a district-level database of professional development and then a national-level database. In this way, the MoE administration will have access to the information required at the end of the year to make decisions about certification of educators in PD.

That database is an important reporting mechanism that allows the MoE to go beyond simply providing certificates to educators. It also provides relevant data for developing key documents on the education sector, whether for general reporting purposes or to justify and support documents associated with grants or loans for regional and national projects and programmes. There is a risk, though, that the process of issuing certificates can become routine and lose value. Therefore, periodic reviews should be conducted to determine additional steps required to improve the process.

Q. Does the PD need to be verified in Reporting?
The first two streams associated with the PD Model (Formal and Informal Training, and Collaborative PD) must be verifiable. Individualized PD does not have to be verifiable because realistically, it cannot be. There is no way of verifying, neither should there be, that an educator spent 'X' number of hours doing personal readings of research literature in a particular area of interest or need, or other personal endeavour to develop personally. If the OECS PD Model celebrates 'Anytime, Anywhere PD', then it must make allowance for acknowledging it when conducted, even when it cannot be proven. However, given the need for evidence in this engagement, and the non-verifiable nature of individualized PD, a maximum 4 of the 18 hours required for certification can be counted.

Q. How is PD verified?
Verifiable means that the PD is endorsed by a principal, other official, colleague-teacher, certificate, attendance register etc. This may involve a lesson plan signed by the teacher or other educator involved in a co-planning session and the like. Any document that gives evidence that the educator was involved in a professional development activity serves as verification and should be included in the teacher's files as evidence of meeting the requirement for certification in PD.

Basic illustration of the process of application of the PD model: **relevant to all levels of the sector.**

Sample Personal PD Plan

Data Sources	Topic/ Objective	Action/ Activities	Time	Assessment
Reflection on lessons Student results Principal's feedback	Formative assessment	**Competency-Based**: Search and sign up for a webinar on designing formative assessment **Anytime Anywhere PD:** Search out and speak with an effective teacher	1 month 2 weeks	Post PD reflections on lessons Student results Feedback from clinical or peer observation by an observer (e,g HOD or colleague) of the educator's choice.

School Implementation.

The process of implementation for a school bears many parallels with individual implementation except that professional development needs are determined at the broader level of the school and data sources are more formal. Staff members come together to identify priority areas for professional development using empirical data. Based on the identified needs, a school PD plan is constructed. It is important to note that using this approach may mean that not all the identified areas of need are applicable to all teachers, all of the time. The school plan must allow for flexibility permitting educators to create a personal plan when such situations arise. As with the personal approach, it is important to monitor and assess the impact of the training, both at the personal level and the school level.

Sample School PD Plan

Data Sources	Topic/ Objective	Action/ Activities	Time	Person(s) Responsible	Assessment
Document analysis (lesson plans, exams) Reports from clinical Supervision District and national PD plans	Promote higher order thinking	**Teacher-Led:** Present findings from analysis and observations to staff for validation **Competency Based/ Teacher-Led:** Teachers evaluate a sample test to identify levels of questioning and discuss strategies to improve, then redesign the test and other instructional plans and activities	Nov – Dec Jan – April	Principal/ Senior Teacher Assessment specialist on staff and model teachers	Comparative analysis of instructional plans and activities as well as exams before and after PD activities Observations of lessons to determine how questioning is used to promote higher order thinking in instruction

District/ Zonal Implementation.

The process of implementation for a district bears many parallels with school implementation except that professional development needs are determined at the broader level of the district and data sources are wider. The District Lead or Education Officer brings Principals together to identify priority areas for professional development using empirical data from the schools' data collection exercises. Based on the identified needs, a district PD plan is constructed. The district plan must be guided by the same principles, as the school plan, that is, it should be flexible, and not a one-size-fits-all, both in terms of teacher and school. While a bottom-up approach is used here and at the school level to a lesser degree, a top-down approach would also be necessary sometimes. Priorities identified at the higher level and policy decisions for example, which would have PD implications would need to form part of the plan. In that case, a top-down approach is taken, making the plan development process more transactional in nature. Whatever the approach, though, what remains constant is the need to monitor and assess the impact of the PD and training to inform future decisions.

Sample District/ Zonal PD Plan

Data Sources	Topic/ Objective	Action/ Activities	Time	Person(s) Responsible	Assessment
District administered survey of parents, teachers, students Convergence of findings from school-collected data	Providing effective feedback	**Competency-Based**: Create a more effective/qualitative student data capture form to be used by teachers Training for teachers on the use of the form through webinars and video tutorials, as well as meetings at the school level **Teacher-led:** Identify model teachers who are competent in the area of giving effective feedback to lead PD sessions in small groups. **Teacher-led/ Anytime, Anywhere:** Teachers find articles online and share on a drive that all teachers in the district can access.	June - July Sept - Oct Sept - Dec Oct - March	Select group of teachers from the district Creators of the form Principals, Education Officers, Curriculum Officers and model teachers Grade Heads and Model teachers	Post survey of parents, teachers, students

23

National Implementation.

National implementation follows the same pattern as the other levels of implementation. The first step is data collection which points to identified PD needs, giving rise to a plan of action in response. The data sources include national assessments such as examinations, national and regional reports, convergence of findings from district-level data and the like. The Chief Education Officer, along with his/her technical team will prioritize needs and develop a costed action plan. While the national plan is informed by data from schools and districts, it also informs the plans of schools and districts. Further, data is collected throughout the process to inform decision making about implementation and future plan development.

Sample National PD Plan

Data Sources	Topic/ Objective	Action/ Activities	Time	Person(s) Responsible	Assessment
Observation of sample of teachers by technical team: Ed Officers, Principals, teacher educators and teachers Convergence of findings from district-level data	Computation in Mathematics	**Personalized PD:** teachers are given a voice in identifying the issues with computation and the design of the intervention for them and students Teachers are guided to adapt the intervention to suit their needs and the needs of their students **Teacher-led:** Leading Math teachers come together armed with information from other teachers to design the national intervention Principals are given an orientation to understand the intervention and their role in supporting teachers to implement	Sept – Nov Jan Nov – Dec Dec	National Math Team: Curriculum Officer(s) for Mathematics and leading Math teachers Principals	Review of adapted interventions, lesson plans and assessment tools used by teachers Lesson observations Student data

There are various options for implementation or approaches that Ministries of Education may adopt for the national implementation of the OECS PD model. The model of implementation chosen will depend on factors unique to each educational system, including the characteristics of educators, professional development needs, as well as areas of priority. While the previous sections have given due consideration to the various players in the sector and how they will apply the model in their varying roles, this section focuses on the overarching approaches that Ministries of Education can take to allow the OECS PD model to have meaningful impact on the education sector.

A) Implementation Option 1 – Voluntary to mandatory approach

In this approach, the Ministry of Education gradually introduces the PD model to allow practitioners time to become sensitized to this new approach to professional development and to start formulating their plans for professional development, whether at the national, district, school or personal level. This model covers a range of options for the Ministry.

Voluntary Phase: In the initial phase, after having effectively sensitized educators, the Ministry allows persons to volunteer to implement the model.

Education Officers may decide that they will advocate implementation within their districts/ zones. Principals may decide that they encourage implementation within their schools and individual educators may decide that this has personal merit and take the initiative to design a personal implementation plan. The support of the Teachers' Union is also critical in this phase, as preparations are made for the mandatory phase.

Mandatory Phase: During the voluntary phase, persons not implementing are informed of a start-date for full implementation. Multiple activities, with adequate representation from the Teachers' Union, are designed to promote the model and its applications to prepare educators for the coming implementation requirements. Every educator would have to engage in the minimum hour requirement per annum of professional development. The Ministry will make a clear link between implementation and the appraisal and contracts during the mandatory phase.

Implications of Option 1

1. Using the voluntary approach in the initial phase may inadvertently give educators the perception that professional development is optional. Effective sensitization is imperative to gain buy-in from educators, and the support structures must be established to ensure that the model is implemented successfully by those who volunteer, as their experiences and feedback can help propel the transition towards full implementation.

2. Educators who have permanent status may not be motivated to implement the model without supporting policy/ structures/legislation (e.g licensure). They may also be indifferent because participation, or lack thereof, does not impact their job status.

3. In order to effectively monitor and record what is happening with professional development in the initial, voluntary phase of this model, a structured system must be established to track practitioners who opt to implement.

B) Implementation Option 2 – Cluster approach
(all schools and teachers within a cluster)

In this model, the Ministry of Education uses a phased approach for implementing the PD model. Groups or clusters apply the model, after which full implementation is institutionalized. Clusters may be formed in the following ways (based on country-specific factors such as student performance, number of trained/untrained educators, recency of training, population):

● All educational districts, with selected schools within the districts
● Selected educational districts, with all schools within the district
● Selected educational districts, with selected schools within the districts
● Selected schools, with all educators within the schools
● Selected schools, with selected educators within the schools
● Temporary status educators, to permanent status educators based on recency of training

Implementation of this model may follow these phases:

Phase One: All educators within the selected group/ cluster apply the PD model.

Phase Two: Following an evaluation of Phase One, the Ministry of Education determines whether there will be one phase for full implementation, or a series of phases before full implementation is achieved.

26

Implications of Option 2

1. A timeline for the phases (initial to full implementation) must be decided upon by the Member State.

2. Sensitization must be carried out effectively so that within the groups/ clusters, application of the model is the choice of informed educators.

3. At the end of the first phase, an evaluation of the initial implementation must be carried out. A monitoring system must be established to record data to be used for the evaluation.

4. Sensitization must be ongoing and include educators within the clusters who can provide additional support for the implementation by all educators.

C) Implementation Option 3 – Merger of Option 1 and Option 2
(voluntary to mandatory within a selected cluster)

In this model, the Ministry of Education uses a combination of Implementation Models 1 and 2. The Ministry identifies the group/cluster of educators according to the country-specific factors outlined in Implementation Model 2. Options for using Implementation Model 3 may be:

Option One:Phase One: Within the group/cluster, application of the PD model moves from voluntary to mandatory.
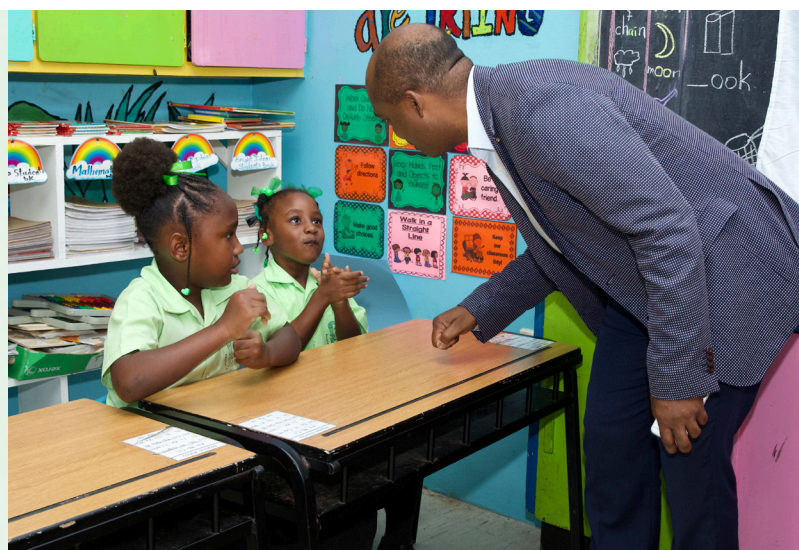
Phase Two: Application of the PD model is mandatory for all other educators

Option Two: Phase One: Selected groups/clusters engage in mandatory application of the PD model while other clusters engage in voluntary application, concurrently.
Phase Two: Application of the PD model is mandatory for all other educators

Implications of Option 3

1. Clusters selected for mandatory application may feel targeted unless the rationale for selection is clearly outlined and supported by data. This requires effective sensitization (in terms of quality and time) of selected clusters, as well as other educators.

2. Timelines and monitoring mechanisms must be established for each phase of implementation, so that adequate support and continued sensitization can be provided for upcoming phases.

D) Implementation Option 4 – Full Implementation

(Mandatory for all schools and teachers)

In this approach, the Ministry of Education mandates that every educator implements the model at a specified period of time.

Implications of Option 4

1. This option can result in major resistance to the initiative and may hinder the success of implementation. It can also erode morale as educators may feel that the initiative is being thrust upon them. To mitigate this, prior to the implementation of this model, there must be in-depth and sustained sensitization of educators to engender buy-in and ownership.

2. This approach may be most effective if licensure were imminent.

Whatever option is used, whether one of those just described, or one designed by the Member State, it is imperative that the present environment within which teachers work, their culture and interests be taken into consideration. All human beings want to know that they are valued and that they are given a voice and a choice, perceived or otherwise. Therefore, every attempt must be made to ensure that the model remains truly teacher-centered by giving teachers due consideration as the model designed primarily for them is implemented

Implementation Support

There is evidence to substantiate the concept that quality teacher collaboration leads to improved student achievement and that teacher growth and development happen more rapidly in schools with better collaboration. Consequently, the support system for implementation of the OECS PD model must adequately create opportunities for such quality collaboration beyond the opportunities that teachers create for themselves. With this in mind, the EDMU will establish the following supports through funding from OESP, ELP, and future initiatives.

1. Online platform for teacher networking/ collaboration and sharing

The EDMU of the OECS Commission conducted research for a period of about six (6) months to identify an appropriate online space for teacher networking, sharing and collaboration across the OECS. IT specialists and those with a background in Media and Technology in Education assigned to various MoEs and Teachers' Colleges were engaged as part of this process. At the same time, various Member States have begun working with NotesMaster to achieve a similar

purpose in support of teachers' growth and development, while CXC has increased its engagement with NoteMaster to develop a Learning Institute. The conclusions, thus far, of the education officials who have scoured the internet in search of an appropriate platform, is that the OECS Commission consider developing a learning hub in the OECS with all Member States who have their national platforms connected. The OECS Learning Hub will also provide connections to the CXC Learning Institute. The OECS Commission will fund and provide opportunities for increased networking of educators by working with MoEs to identify those who are active on the platform and contributing meaningfully. These educators will be invited to share in specific activities within and across

Member States of the OECS with pre-determined and agreed growth and development objectives in mind that are directly tied to student achievement.

2. Virtual Classrooms

Through the OECS Education Support Project (OESP), the EDMU will procure equipment to establish virtual classrooms in the four participating Member States – Dominica, Grenada, St Lucia and St Vincent and the Grenadines. Through the ELP, similar equipment will be procured for Antigua and St Kitts and Nevis. The equipment will be used to establish virtual classrooms that will allow teachers to virtually sign in to classes of teachers from within and across the Member States.

This allows for collaborative PD at a

school, district, national or regional level. The equipment will also allow teachers to record themselves conducting their lessons for their personal review and reflections or to do so with a peer or group of colleagues. Unfortunately, present funding does not allow for similar support to the three non-independent


English-speaking Member States of the OECS. However, the EDMU will work with the Ministries of Education of these territories to devise a plan for establishing virtual classrooms in the remaining Member States.

3. PD Manual

Through the OESP, a PD manual will be designed to guide the design and execution of PD activities in the OECS. The manual will serve as an information package and will give due attention to the PD model and streams. It will provide evidence-based approaches to PD that cohere with the model, guidance on how teachers can track and record their PD and how to allow data, monitoring and evaluation to weave through all PD activities. This manual will function as a valuable resource to all educators on PD matters.

Promotional Materials

In recognition of the need to reach all educators with the intended message of the model, supporting promotional materials are required. The development and use of the materials will aim to not simply make educators aware of the model and its intentions, but as well, to appeal to them and inspire them to the point that they feel inclined to use the model for their professional development and for those in their charge. The following presents the intended promotional materials and the basic strategies for using these materials.
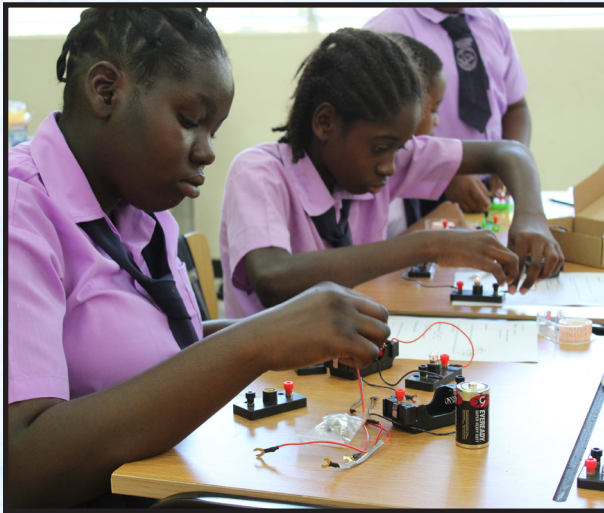
1. Promotional video on PD model

The promotional 5-minute video will be a professional production. It will present the model, providing a brief description of the components and the context for its development. The thoughts and reflections of educators from various levels of the education sector will feature in the video in an effort to tout its value and raise expectations about the model and its impact on teacher quality and teacher professional

development geared towards improved student achievement. Technical Officers of the MoEs will be encouraged to view the video and discuss implications for their design and conduct of professional development activities. Principals' meetings, school staff meetings and other appropriate gatherings of educators will be used as opportunities to view and discuss the video and implications for the approach to PD at the level appropriate to the audience viewing the video at the time.

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[6] Ronfeldt, M., Farmer, S. O., McQueen, K., & Grissom, J. A. (2015). Teacher collaboration in instructional teams and student achievement. American Educational Research Journal, 52(3), 475-514.

2. PD Magazine

A group of 12 teachers from OESP and ELP participating Member States have been working on the development of a high quality PD magazine that targets teachers with conceptualizations of PD vis-à-vis traditional notions of PD. It will highlight cases in schools across the OECS where evidence-based PD is being implemented presently. A centre-spread will be used to feature the OECS PD model, its components and the streams of PD that will guide

the like. This group of teachers, along with others identified from the non-participating Member States of the listed projects, will be trained to conduct consultations with cluster samples of teachers across the island. They will be supported by the national PD team, the ELP Coordinators and other Ministry of Education officials.

Sustainability

teachers' record of PD associated with the model. The magazine will be distributed in print and electronic format. The aim is to further develop the magazine so that it does not remain a static PDF, but is developed further into an interactive document with links to videos and other materials developed through Member State and OECS initiatives as well as links to other PD websites and

History has taught us that the most meritorious initiative can fizzle away rapidly if it is not built with an adequate sustainability mechanism. There is built-in sustainability in the approach identified in various aspects of this guide. A key strategy, for instance, is to ensure that the EDMU, Ministries of

Education, Teachers' Unions and any other agency conducting professional development in the education sector, feature the model from project design down to implementation. This must be jealously guarded by education officials to ensure that it applies to all sectors – early childhood to tertiary education – where PD is intended for educators. However, beyond the implicit attention to sustainability, more specific actions are required.

The following strategies will be explored to sustain implementation of the PD Model:

1. Apply the strategies from the regional and national sustainability plan to implementation of the PD model
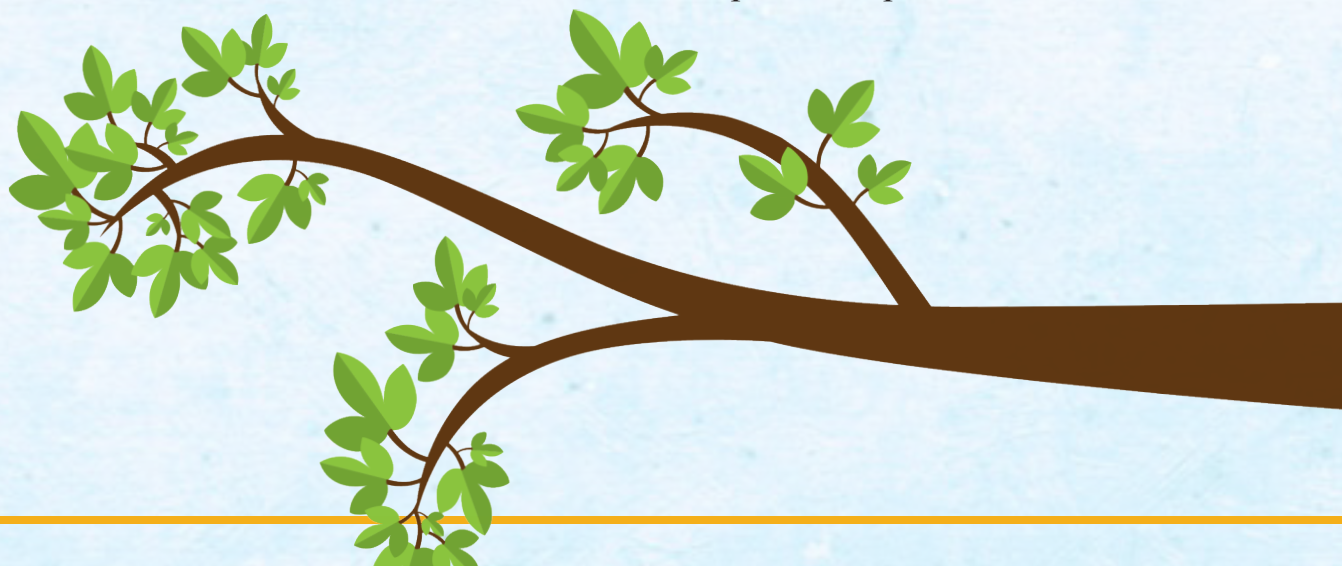
2. Conduct a review of all PD activities and funding used for PD to ascertain impact and value for money. Where necessary, discontinue activities and use funding to support specific PD activities identified in the national PD plan
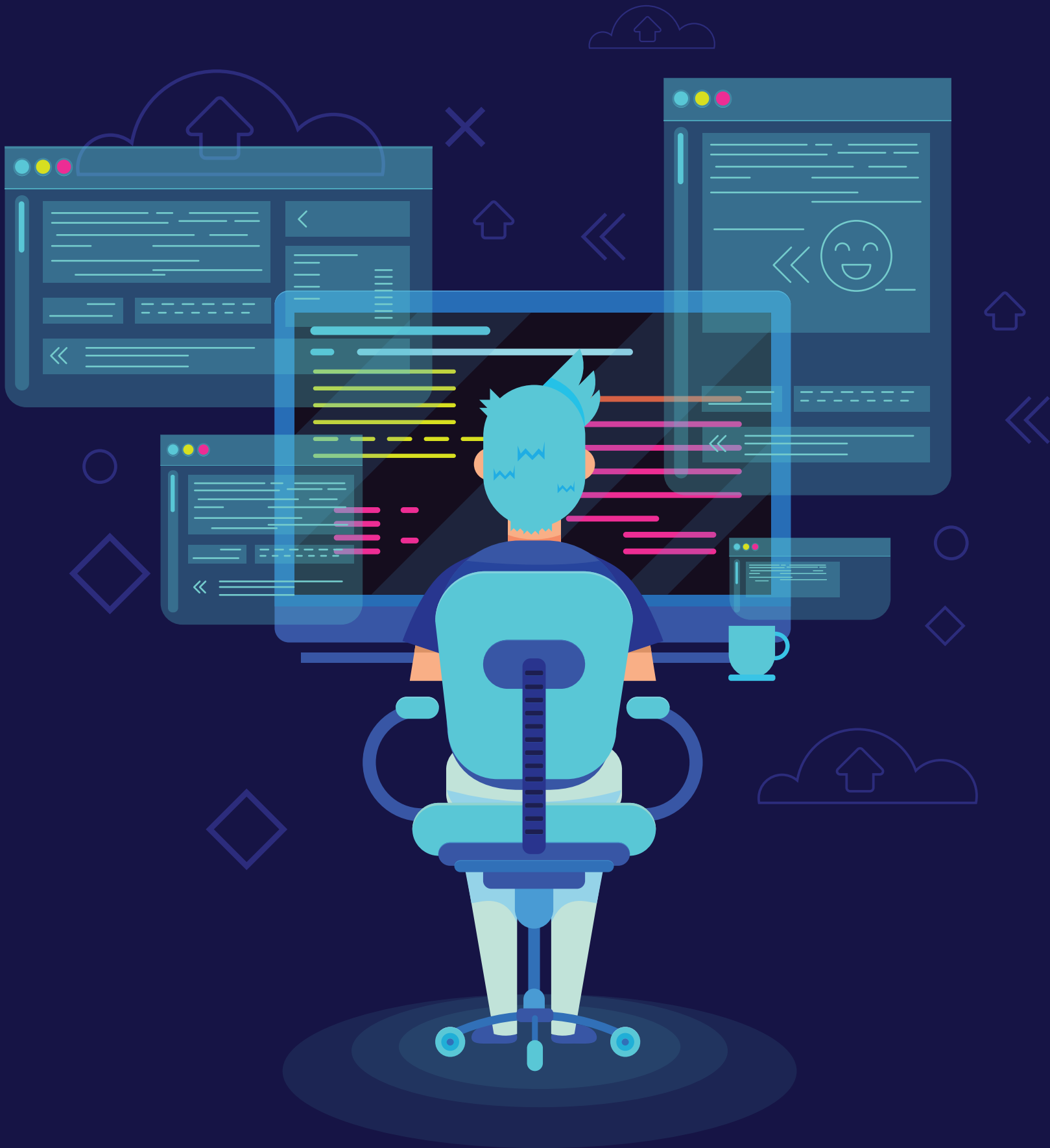
3. Develop a mechanism for integrating data and plans into the national PD plan, inclusive of a planning template, pre-approved dates in the annual calendar for school, district and national PD planning and budget allocations to support plan implementation

4. Institute a policy of releasing annual funds to schools upon their submission and Ministry approval of PD plans as part of the school development plan

5. Provide topics to teachers and other education officials in training related to the PD model and its implementation as options for conducting research

6. Convene meetings of technical teams, inclusive of Principals and teachers to devise new strategies for sustaining the PD model and implementation efforts associated with the model. The strategies will be shared regionally for overall improved implementation.