Some country facts

• Since 1991 became independent from USSR
• In 2005 started reforming the educational system following European and western models
• Population of up to 5 mln. with some 89% Georgian native language speakers. Others: Armenian, Azeri and Russian
• Unique alphabet – one of 14 independent alphabets in the world
Before and After
Targets and beneficiaries

Target Grades: I-VI
Target Subjects:
- Reading: GL and GSL
- Math
- Business skills
Target schools: 500
Target students: 100,000

Target teachers: 6,000
- Math teachers: 3,000
- GL and GSL teachers: 3,000
- Business skills teachers: 900

School principals: 500
National trainers and coaches: 1000
Target business volunteers: 100
Improve instructions in reading and math to increase students outcomes.
A blended approach for teachers:

**School-based Practices**
- Teacher trainings
- School-based teacher professional development support through: coach model, internal and external classroom observations and feedback
- Peer interaction: FB, Forum, webinars, teacher conferences
- Acknowledgement of teachers’ engagement by the Government

**Resources**
- Access to instructional and student resources in 4 languages
- Contribution to the next cycle of textbooks
- Enhancement of curricula of HEIs
Trainings: traditional face-to-face
Trainings – electronic @ www.kargiskola.ge via coach model
Resources for teachers: instructional films, resource books, webinars, conferences, Forum on the Portal
Student-centered resources
Leveled Readers: paper, electronic, audio, multimedia (a bank of 300 titles)
სახალინ ეკსპერია... დამატებითი ყურადღება მოხდეს, სანამ თქვენ გამოტანობა...
სტუდენტური გამარჯვება

პირველად, პირველად, პირველად

სტუდენტური გამარჯვება

პირველად, პირველად, პირველად

სტუდენტური გამარჯვება

პირველად, პირველად, პირველად

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პირველად, პირველად, პირველად

სტუდეntური გამარჯვება

პირველად, პირველად, პირველად
Math manipulatives
Reading and math activity cards

ლეგენდაში წარმოქმედებით გრაფიკები, სიმბოლები, ხელმძღვანელობა და სტუმრობა.

ამოცანა თითოეული ხალიჩის ნივთიერების ფაზა რაიმე უჭირავს პას, რომელიც გვანი მოხს. 37.
Posters: reading, math, conversational
Formative assessment tools and instruments

E-Assess &

www.kargiskola.ge
School-based Teacher Professional Development
What kind of Professional Development?

- Student-oriented
- Evidence-based
- Continuous and job-embedded
- Subject-specific
- Promoting teachers as critical-thinkers and decision-makers
- Various and Meaningful Activities
- Supported by School principals
Teacher Learning Circles (TLCs)

Classroom Observations by consultants and TLC coaches

School-based Trainings

School-based Teacher Evaluation and Classroom Observation led by School Principals

G-PriEd Professional Development Model
Teacher Learning Circles (TLCs)

**What?** Teams of math and reading teachers led by coaches

**Why?** To give opportunities for relevant and authentic professional development through active collaboration

**How often?** 10-12 times a year

**Types of meetings:**
- Data Meetings
- Lesson Studies
- Case Studies
- Model Lessons
- Peer observations
Teacher Learning Circles (TLCs)

Teachers engage in analyzing results from diagnostic and other assessments. They review what the evidence from the assessment results tell about student learning and discuss teaching approaches to improve student achievement.
Teacher Learning Circles (TLCs)

Teachers choose real examples of classroom work and discuss them. These cases show common dilemmas and challenges that groups can use to engage in careful reasoning and make judgments.
Teacher Learning Circles (TLCs)

Teachers base the lesson design on their ideas about how students learn. Then they observe student learning during the lesson; analyze observations of student learning after the lesson is taught; use information about student learning to revise the lesson and inform instructional practice.

Lesson Study
Teacher Learning Circles (TLCs)

Teachers get the opportunity to see in practice how effective strategies work. They watch a video of a model lesson attend a lesson itself. Then teachers discuss and analyze the lesson by using a pre-prepared lesson observation protocol.

Model Lesson
Teacher Learning Circles (TLCs)

Teachers share instructional practices with each other by inviting colleagues to their classroom and engaging in critical discussions and analysis of the lesson.

Peer Observations
School-based Trainings: E-sessions

- Expert Presentation: Theoretical Overview
- Classroom Episodes
- Assignments for individual and group work
- Reading materials
- Assignments for classrooms
- Quizzes and tests
Classroom Observations

Why: Provide follow-up support to teachers after the training, check for understanding and support classroom use of innovative methods.

By whom: External consultants and Reading/math coaches.

How often? 2-3 times a year.
Classroom Observations

Format of the Observation

• Informed Observation
• Constructive Feedback (Verbal and Written)
• Observation Form

Feedback framework:

• Teacher Self-reflection
• 3 keepers
• 1 polisher
School-based teacher Evaluation & Observation led by principals

Goal:
Provide follow-up support to teachers after the training

To promote teachers’ self-reflection and engagement in professional development activities

Raise teachers’ responsibility and accountability for quality instruction
Teacher Evaluation Rubric

1. Curriculum and Planning
2. Delivery of Instruction
3. Monitoring and Assessment
4. Learning Environment
5. Family and Community Engagement
6. Professional Culture
Annual Evaluation
Planning and Goal Setting
Formal and unannounced observations
Teacher Self-evaluation
Final Evaluation

September - June
Thank you for your attention

Questions?