

Logic Model for P4H In-School Professional Development

Situation:

In Haiti there are 18,000 schools with over 180,000 teachers. Over 80% of these educators have not received any pre-service training and over 25% of these educators have not gone past secondary school (USAID, 2014). In an effort to improve the quality of education in Haiti, P4H Global (P4H) developed a 3-year In-School Professional Development program. This Haitian-led program and includes 3-days of training on various research-based topics, teacher observations prior to and following the training, director support, ongoing virtual professional development and access to P4H's digital resources.

Training Topics: Foundational Educational Theories, Classroom Management, Collaborative Learning, Assessment, Lesson Planning, Self-Reflection & Leadership

Inputs	Outputs		Outcomes - Impacts		
	Activities	Participants	Short Term	Medium Term	Long Term
<p>Curriculum developed by experts</p> <p>P4H Staff Planning</p> <p>P4H Staff Oversight of Program</p> <p>Support Resources & Documents</p> <p>Time invested in training & support following the training</p> <p>School to host the 3-day training</p> <p>Partnerships between private and public schools in Haiti & Ministry of Ed. (Haiti)</p> <p>Time of US & Haitian P4H Staff</p> <p>Formative and Summative Evaluations</p>	<p>Baseline Classroom Observations for Schools</p> <p>3-day Seminar (Annually)</p> <p>Classroom Observation Follow Ups (Twice a Year)</p> <p>Ongoing Support</p> <p>Monthly PD Videos</p>	<p>US P4H Staff</p> <p>Haiti P4H Staff</p> <p>Host School/Organization</p> <p>Haitian Educator Participants</p> <p>School Directors</p> <p><u>Stakeholders :</u> Representatives from Host Organization</p>	<ul style="list-style-type: none"> 100% Participants demonstrate knowledge gain as seen by improved test scores (PPT) 95% Participants report positive perceptions of student-centered approaches. (PTE) 95% of Participants report confidence in utilizing at least 3 student-centered strategies (PTE) 100% of Participants intend on using at least one student centered strategy daily in their classroom (PTE) 	<ul style="list-style-type: none"> Teachers use student-centered pedagogical skills in classroom (CO) Increase in student active engagement during lessons (CO) 	<p>Increase in <u>Educator Effectiveness</u> as seen through an increase in overall <u>Student Achievement</u>. The following indicators will be measured:</p> <ul style="list-style-type: none"> Students Passing End-of-Year Exam Lower Student Drop Outs Higher Student Attendance Increase Student-Time-On-Task Improved Teacher-Student Relationships Higher Percentage of Students Attending College <p>Creation of Vibrant School Communities as seen through:</p> <ul style="list-style-type: none"> Teacher Retention Positive Parent-Teacher Relationships Teachers in leadership roles in school and community Positive Perception of Teachers in Communities
<p>Assumptions:</p> <ul style="list-style-type: none"> Haitian educators desire new pedagogical knowledge for classroom instruction. School Directors will continually encourage use of new strategies throughout year. Host Organization is supportive of new structures beyond the training. Teachers are willing to be observed and tracked. Theories of Change are applicable in teacher behavior adoption (Theory of Planned Behavior & Diffusion of Innovations). 			<p>External Factors:</p> <p>Social: Haitian educators have been exposed to traditional methods of teaching based on the French colonial system. Historical: The educational system is influenced by colonial French educational system (Teacher-centered). Economic: Haitian educators in public school have gone through many instances where the government has not paid them for more than 6 months at a time. Educational: 25% of Haitian educators have not gone past secondary school. Emotional: Haitian educators may feel frustrated towards educational system. Political: Haitian Government is underfunded and has limited oversight over public & private school institutions. Personal: Over 80% of Haitians live in economic poverty, educators included.</p>		
<p>Evaluation:</p> <p>Evaluations have been identified in the Short Term and Medium Term Portion of the Outcomes. Their definitions are provided below:</p> <p>PPT: Pre-Post Test during 3-day Seminar; PTE: Post-Then Evaluation given following the 3-day seminar; CO: Classroom Observations conducted twice annually; LPC: Lesson Plan Collection occurring at least once a year by P4H; TI: Semi-Structured Teacher Interviews conducted annually by P4H.</p>					