PROJECT OVERALL OUTCOME

Projected:
Effective Practicum Process in Atebubu College of Education

Actual Achieved:
73.9% of the targeted teacher trainees had distinction in the off-campus teaching practice
OVERALL AVERAGE PERFORMANCE OF THIRD YEAR OFF-CAMPUS TEACHING PRACTICE (UCC)

<table>
<thead>
<tr>
<th>MARKS</th>
<th>CANDIDATES IN REGULAR SCHOOLS</th>
<th>CANDIDATES IN PILOT SCHOOLS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>FREQUENCY</td>
<td>PERCENTAGE (%)</td>
</tr>
<tr>
<td>60-69</td>
<td>8</td>
<td>2.3</td>
</tr>
<tr>
<td>70-79</td>
<td>290</td>
<td>82.1</td>
</tr>
<tr>
<td>80-89</td>
<td>55</td>
<td>15.6</td>
</tr>
<tr>
<td>TOTAL</td>
<td>353</td>
<td></td>
</tr>
</tbody>
</table>
A graph showing the percentages performance of the candidates in the regular schools and candidates in the pilot schools.
Teachers Responses on the meaning of TLMs.

- TLMs are materials used in teaching and learning: 15%
- TLMs are materials that aid or facilitate effective teaching and learning: 50%
- TLMs are activities that the teacher teaches pupils: 10%
- TLMs are tools and equipment which help teaching and learning: 25%

Categories of Responses:

Inadequate knowledge and skills in TLMs Preparation and application
This result indicates that apart from the 10% of the teachers who knew TLMs are either No cost or Low cost. The rest had several misconceptions on types of TLMs. Some of the teachers could not distinguish among types, categories and examples of TLMs.
Only 32% of teachers who said TLMs should be introduced where they are needed during the lesson. The rest (68%) had varied understanding on where TLMs should be introduced during the lesson.
Teachers Responses on whether they prepare TLMs themselves or not

- Yes: 68%
- No: 32%
Verified Baseline-5
Knowledge of tutors in Clinical supervision

Level of Knowledge in Clinical Supervision

- Satisfactory
- Unsatisfactory

44% Unsatisfactory
56% Satisfactory
Components of Clinical Supervision

Benefits of Clinical Supervision

Factors affecting Clinical Supervision

PERCENTAGES OF RESPONSES

- Satisfactory
- Unsatisfactory
Projected: To improve performance of teacher trainees in lesson delivery

**Actual Achieved:** 90% of target teacher trainees (mentees) improved in lesson delivery

### ANALYSIS OF LESSON PRESENTATION EVALUATION BY LEAD MENTORS AND MENTORS

<table>
<thead>
<tr>
<th>Rating</th>
<th>Scheme of work/Weekly forecast/Curriculum materials</th>
<th>% no. of mentees</th>
<th>Lesson plan</th>
<th>% no. of mentees</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No. of mentees</td>
<td></td>
<td>No. of mentees</td>
<td></td>
</tr>
<tr>
<td>Exceptional</td>
<td>20</td>
<td>43</td>
<td>18</td>
<td>39</td>
</tr>
<tr>
<td>Very High</td>
<td>18</td>
<td>39</td>
<td>20</td>
<td>43</td>
</tr>
<tr>
<td>High</td>
<td>8</td>
<td>17</td>
<td>6</td>
<td>13</td>
</tr>
<tr>
<td>Average</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>Below average</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>
Mentees Performance in Lesson Delivery

Percentage number of mentees

- Exceptional: 50%
- Very High: 40%
- High: 10%
- Average: 0%
- Below Average: 0%
A graph showing mentees' performance in assessing pupils' work.

Percentage number of mentees:
- Exceptional: 46
- Very High: 50
- High: 4
- Average: 0
- Below Average: 0

Rating:

Project Result Area 1 – cont’d
Project Result Area 2

To enhance the preparation and Application of TLMs of Teacher Trainees in Lesson Delivery

**Actual Achieved:** 95.50% OF TEACHER TRAINEES USE TLM EFFECTIVELY DURING LESSON DELIVERY

<table>
<thead>
<tr>
<th></th>
<th>1-Outstanding</th>
<th>2-Exceed Expectation</th>
<th>3- Meet Expectation</th>
<th>4-Below Expectation</th>
<th>5- Unsatisfactory</th>
</tr>
</thead>
<tbody>
<tr>
<td>A1</td>
<td>9</td>
<td>7</td>
<td>6</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>A2</td>
<td>7</td>
<td>12</td>
<td>3</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>A3</td>
<td>9</td>
<td>10</td>
<td>2</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>A4</td>
<td>2</td>
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<td>5</td>
<td>2</td>
<td>0</td>
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<tr>
<td>A5</td>
<td>5</td>
<td>8</td>
<td>8</td>
<td>2</td>
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<tr>
<td>A6</td>
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<td>7</td>
<td>6</td>
<td>1</td>
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<td>A7</td>
<td>4</td>
<td>11</td>
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<td>2</td>
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<tr>
<td>A8</td>
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<td>10</td>
<td>4</td>
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</tr>
<tr>
<td>A10</td>
<td>8</td>
<td>10</td>
<td>3</td>
<td>1</td>
<td>0</td>
</tr>
</tbody>
</table>
### Project Result Area 2 – cont’d

![Component Bar Chart for TLM Demonstration](chart.png)

<table>
<thead>
<tr>
<th></th>
<th>A1</th>
<th>A2</th>
<th>A3</th>
<th>A4</th>
<th>A5</th>
<th>A6</th>
<th>A7</th>
<th>A8</th>
<th>A9</th>
<th>A10</th>
</tr>
</thead>
<tbody>
<tr>
<td>5-Unsatisfactory</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>4-Below Expectation</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td>2</td>
<td>2</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>3-Meet Expectation</td>
<td>6</td>
<td>3</td>
<td>2</td>
<td>5</td>
<td>8</td>
<td>6</td>
<td>5</td>
<td>4</td>
<td>5</td>
<td>3</td>
</tr>
<tr>
<td>2-Exceed Expectation</td>
<td>7</td>
<td>12</td>
<td>10</td>
<td>13</td>
<td>8</td>
<td>7</td>
<td>11</td>
<td>10</td>
<td>9</td>
<td>10</td>
</tr>
<tr>
<td>1-Outstanding</td>
<td>9</td>
<td>7</td>
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<td>2</td>
<td>5</td>
<td>6</td>
<td>4</td>
<td>6</td>
<td>7</td>
<td>8</td>
</tr>
</tbody>
</table>

**Note:** The chart and table provide a visual representation of the frequency distribution across different categories.
A1 to A10 are the Attributes and Performance. The attributes are:

A1. The learning objectives clear (i.e. A1 on the graph).
A2. The content is current, relevant, balanced and accurate (A2).
A3. Clearly stated TLMs for effective lesson delivery (A3).
A4. Material present options for meeting individual needs (A4).
A5. Material satisfy the various teaching and learning styles (A5).
A6. The material appropriate for adults (A6).
A7. The material present information in appealing ways (A7).
A8. The material provide flexibility in its use (A8).
A9. The material supports self-directed learning (A9).
A10. Effective use of TLM during lesson delivery (A10).

- A1-91.9%  A2-99.96%  A3-87.5%  A4- (91%)  A5-91.30%  A6-95%  A7-(91%)  A8-95.20%  A9-95.45%  A10- 95.50%
Project Result Area 2 – cont’d

PERFORMANCE OF TEACHER TRAINEES DURING OCTP

- Exceptional
- Very High
- High
- Average
- Below Average
Project Result Area 2 – cont’d

TEACHER TRAINEES APPLICATION OF TLMs IN LESSON DELIVERY

- Exceptional
- Very High
- High
- Average
- Below Average
Key Results Achieved

• All 46 target mentees gained **confidence in lesson delivery** after being supervised 6 times by the link tutors in their target schools.

• Mentees now prepared their lesson with their mentor’s assistance.

• Pre-supervision meeting before supervision and post-supervision meeting with the mentees after the supervision process has **improved the confidence level of the mentees during lesson delivery**.

• About 90% of target mentees performed credibly in lesson delivery. Their confidence level and general performance improved over the performance of their non-pilot mentees.

• Almost 80% of the tutors in the college acquired knowledge and skills on clinical supervision.
Key Results Achieved - 2

• The Circuit Supervisor for Atebubu West Mr. Bashiru Tanko commended the performance of the mentees during a send off party organised by the Methodist church for mentees.

• The teacher trainees demonstration of TLMs in lesson delivery improved during teaching practice.
Key Results Achieved - 3

• The increased supervision from 3 to 6 times of target trainees by their mentors and link tutors has led to improved performance in teaching practice.

• There have been improved mentoring and coaching skills of tutors in the selected partner schools.

• The project team has also improved in their project implementation and reporting.

• Improvement in financial management including value for money in the college as a result of capacity building from T-TEL.
Strategies Used

- Inception meetings to brief key stakeholders
- Launch of the project
- Stakeholders’ Feedback Forum

Clinical supervision
- TLM design, preparation and application training for tutors, mentors and mentees.

- Organized a peer supervision session for tutors
- Observation sessions were organized and recorded for micro teaching sessions
- Orientation for mentees before deployment
- Mentees deployment and supervision
- Post-supervision review meeting for link tutors
Strategies Used – (Stakeholder Engagement)

The Principal of Atebubu College of Education Mr. Wayo Zakaria delivering the opening address during the inception meeting

Mentors of Danufawa contributing to the discussion at Danufawa during the inception meeting

Deputy Director of Education addressing the participants
District Director of Education for Atebubu Amantin delivering a speech during the joint launching and matriculation ceremony.
Strategies Used – (Stakeholder Engagement)
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Strategies Used – (Stakeholder Engagement)
Strategies Used – (Capacity Building)-1

Nicky Williams facilitating a workshop on clinical supervision at ATECoE Auditorium
Strategies Used – (Capacity Building)-2
Strategies Used – (On & Off Campus TP)

Teacher trainees presentation during on-campus teaching practice at the college auditorium
Strategies Used – (On & Off Campus TP)
Two most effective/innovations/strategies that helped in achieving the results

- Stakeholder engagement
- Capacity building
Most significant innovation introduced to the college in implementing this project

- The introduction of pre and post meetings (clinical supervision) in the supervision process gave the teacher trainees confidence in their lesson delivery and hence improve upon their use innovative way of lesson presentation.
- The use of M and E tools in checking the attendance of tutors during the supervision process.
- Inclusion of mentors in the supervision process
- Increasing the number of visit of tutors to the partner schools for supervision.
- Recording of teacher trainees lesson delivery and playing it back to them for discussion and provision of input increased the teacher trainees knowledge in reflective practice.
Good practices emerged from implementing this project

✓ Stakeholders’ interest should be considered and aligned to the project objectives for a better collaboration which will lead to a successful project implementation.

✓ Provision of a semester time table for supervision helps in early planning on the part of the link tutors, tutors, mentors and mentees.

✓ Regular M&E is critical for impact assessment.

✓ Regular feedback sessions with stakeholders helps to fine tune project strategies and address inherent challenges.

✓ Combining activities always save cost so when the opportunity comes utilise it.
Lessons Learnt/Opportunities-1

• M&E tools (Pre and post evaluation forms, mentors supervision checklist, TLM demonstration checklist, etc.) developed under the project are very useful and the college will adopt and institutionalise it for use in the coming years.

• Documentation and knowledge management are critical for references and institutional memory.

• Involvement of key stakeholders in the practical process of the project has been useful and helpful.
Lessons Learnt/Opportunities - 2

• Late submission of reports affected early disbursement of funds for project implementation.

• Effective **planning** of the project resulted in a reduced cost and duration and increase quality over the life of the project.

• Regular feedback sessions with stakeholders help to fine tune project strategies and address inherent challenges in the implementation.
Lessons Learnt/Opportunities - 3

• Self assessment of ones lesson delivery can perfectly be done by recording and playing it back for reflection.

• Evaluation is necessary in every activity to assess the work done.

• Immediate report writing is necessary in every activity undertaken.
Challenges Identified/Encountered

• Since stakeholders are not allowed to be paid on this project, the commitment levels of some were very low especially the project team members.

• Effective planning and team work was also a challenge as work is left on few team members.

• The clash of programmes in the college has put extra demand on tutors and other key stakeholders especially combining classroom work and project implementation.
Challenges Identified/Encountered - 2

• There was no support for the teacher trainees to prepare TLMs during the supervision period.

• The change of the 4-semester DBE to 5-semester and back to 4-semester by NCTE affected the timing of the supervision and training conducted by the college.

• The evidence needed to support the results achieved are difficult to gather especially writing reports for each project activity.
Recommendation/Way Forward

• Further training that will involve tutors and mentors working together to establish their role within the supervision process should be developed.

• The need for Atebubu College of Education to create, resource and operationalize the Research and Professional Development Unit.

• The college needs to establish an E-filing system to improve knowledge management and institutional memory.
Recommendation/Way Forward - 2

• Management should mobilize funds to roll-out the project to cover additional partner schools.

• The college should improve its working relationship with the District Assembly, Traditional and Religious authorities as they are key education Stakeholders.

• T-Tel should provide more funding to roll out successful projects in our college.

• The college need to institutionalize tracer studies to track the performance of past students (alumni) in the teaching field.
Efforts to sustain results in the future

- The clinical supervision approach to supervision in adapted to be use for supervising current mentee on the out segment.

- The Check list for Mentors, mentees and tutors designed during the Challenge Fund project implementation has been adapted and used in the on going teaching practice process.

- During the orientation before assigning the Teacher trainees to the various partner schools, the challenge fund team oriented the trainees on the use of the Checklist for tutors and mentors in checking the attendance of the tutors/supervisors.
Efforts to sustain results in the future-2

- Mentors in the pilot schools are using the skills in preparation of TLM and lesson delivery to support the mentees assigned them.

- TLMs prepared during the TLMs training are used to support the mentees in the various schools.

- A follow up has been made to the District Assembly who promised during the feedback forum to provide TLMs for the teacher trainees during their out-segment.
What can be replicated or scaled up?

- The training given to tutors and mentors on Teaching and learning materials should be scaled up for the other partner schools of the college.
- The collaboration between the College, the District Education Directorate and the District Assembly should be strengthened to support education in general in the entire District.
- The M&E tools should be adapted and use by all colleges in Ghana.
- The Training on clinical supervision should be replicated for all the other college tutors.
- Video recording of lesson delivery of teacher trainees and playing back to them as reflection practice.
The principal and management of Atebubu College of Education wish to express our sincere gratitude to the entire T-TEL team (Ghana and Abroad) for sponsoring and the technical support given to the College in the course of the project.

We hope that, T-TEL will continue to support us to roll out the project to cover all our partnership schools and other similar projects relating to teaching and Teacher Education.