



स्वाध्यायान्मा प्रमदः



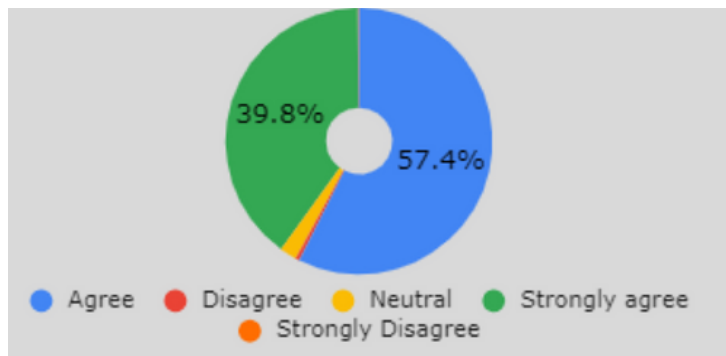
STIR EDUCATION: TDC PROGRAMME IMPACT REPORT

2019-2022

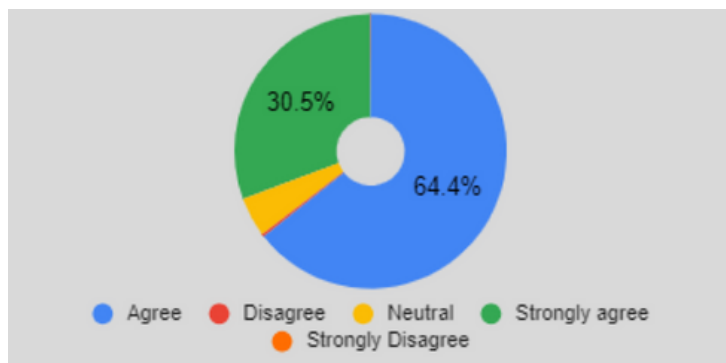
CLASSROOM LEVEL INDICATORS

In March 2022 we ran a survey with ART members and TDCs to understand their perceptions on how the programme has effected classroom-level change.

No. of respondents: 1,372



My participation in ART meetings helped me **make my classroom safer** for students.



My participation in ART meetings helped **students participate more** in class.

Connected LICs

LIC 1: Connect (how to help students feel a sense of belonging in class)

LIC 7: Social Emotional Wellbeing

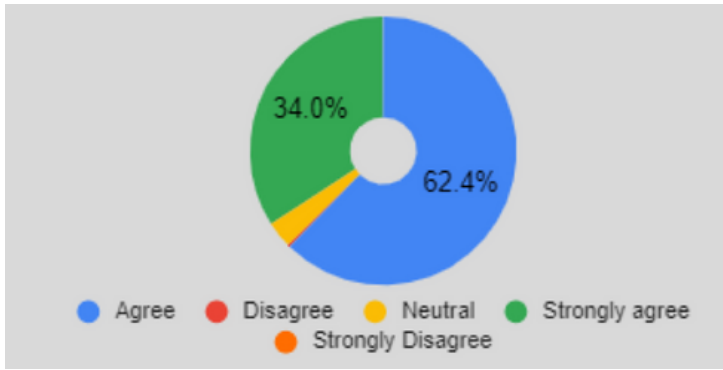
LIC 10: Psychological Safety

LIC 4: Elaborative Questioning

LIC 5: Classroom Routines for Engagement

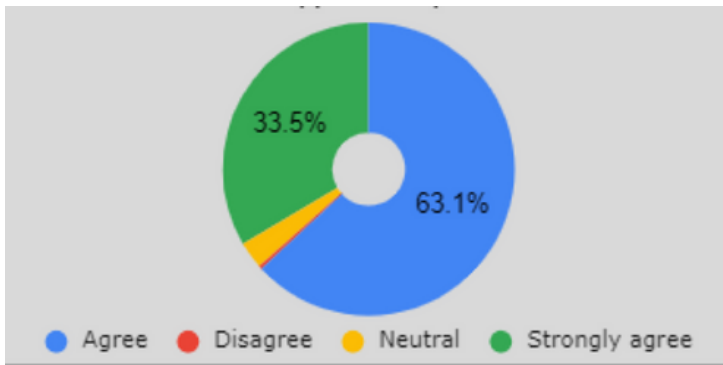
"By building an open system of collaboration and sharing, teachers began to shift their conversations between classes or in the staff room from general to more academic topics."

- UNESCO IIEP Report on TDC Programme



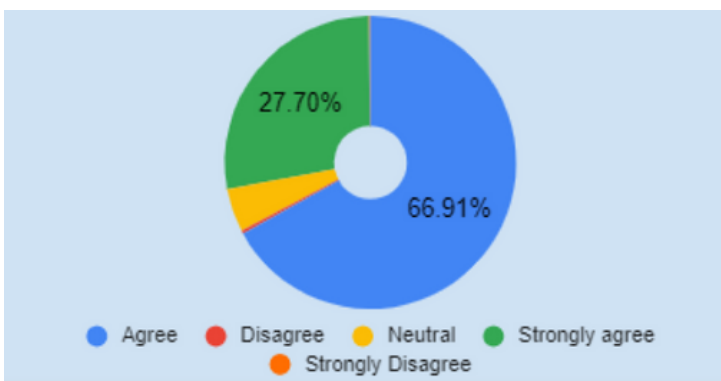
My participation in ART Meetings helped **students feel happier** in my class.

LIC 1: Connect (how to help students feel a sense of belonging in class)
 LIC 7: Social Emotional Wellbeing
 LIC 10: Psychological Safety



My participation in ART meetings helped **students to be more curious** in my class.

LIC 2: Check for Understanding
 LIC 3: Lesson Planning
 LIC 4: Elaborative Questioning
 LIC 5: Classroom Routines for Engagement



My participation in **observing or being observed in the classroom resulted in an improvement** in my students' social emotional skills.

Pre-Covid Internal Data:

78% of classroom observations were joint observations with MTs & TDCs

95% of joint observations were followed by feedback between MTs and TDCs on how to improve their feedback skills

91% of teachers found the feedback they received useful

Prior to Covid, classroom observations were being conducted regularly by STiR's programme managers as well as by TDCs. The following data is based on 274 observations conducted in 2019-2020.

Indicator	LIC 5	LIC 6
Students acknowledged for their efforts even when they are making mistakes during the majority of the lesson (e.g. students looks confident in answering even when they are wrong)	83%	79%
Students ask questions (e.g. ask for clarification, any general question related to the lesson/subject)	83%	83%
Students ask for the teacher's support	72%	70%
Teacher used strategies to differentiate support in the classroom	66%	55%
Students follow the teacher's instructions	89%	91%

“ Many individual examples of improved learning outcomes emerged from interview responses. Specifically, teachers and other stakeholders spoke to increased engagement and connection with students at the emphasis of newly introduced strategies. This led to better classroom environments and student participation - UNESCO IIEP Study on TDC Programme ”



COACHING & PEER FEEDBACK

Data from coaching between Programme Managers and Mentor Teachers.
 No. of Coaching Calls between 2019-2021 conducted by Programme Managers:
 1,348

Indicator: The Coachees (Mentor Teachers)...	LIC 5	LIC 6	LIC 7	LIC 8
Readily provide inputs to the conversation without excessive prompting	56.61%	61.65%	78.95%	75.76%
Link their planned actions to a wider purpose or goal	57.95%	60.75%	84.27%	90.36%
List specific action points to take forward	57.55%	57.75%	83.33%	82.42%
Approach the conversation through problem-solving and discussion	59.29%	62.77%	84.27%	88.24%

"At all levels of the hierarchy, respondents spoke to the positive nature of support they received from either their supervisors or those assigned to them in a mentorship role."

Data from coaching between Mentor Teachers and TDCs post observations.

Indicator	LIC 5	LIC 6
Does the MT provide feedback to the TDC after the classroom observation?	70%	75%
MT asks TDC to reflect on what went well and what could have been better?	70%	65%
MT asks TDC what he/she is planning to take forward based on the conversation?	51%	66%
MT suggests any additional improvement areas in a constructive manner?	69%	69%
Feedback provided by MT is useful	65%	68%
Feedback discussion ends with agreed action plan	66%	68%

"85% of the HOS shared that the presence of TDC in school had been helpful in various ways such as helping teachers in lesson planning, observing classes and sharing insights with HOS"

- Study by DIET Dilshad Garden

Data from coaching between TDCs and ART Members post classroom observation.
 No. of teachers interviewed post-classroom observations: 384

Indicator	LIC 5	LIC 6
Teacher Received Feedback From TDC	55%	73%
Teachers found feedback useful	53%	66%
Teacher is aware of their development areas through feedback	51%	66%

"Majority of the ART members irrespective of gender agreed that their confidence level and motivational level as an academician has increased owing to sharing of strategies, peer observation, and lesson planning during network meetings"
 - Study by DIET Dilshad Garden

Peer observations and feedback began picking up in LIC 5 and LIC 6. However, it came to a stop when Covid hit right before LIC 7. Peer observations and feedback will resume from LIC 11 onwards.

**2019-2021
KEY
INDICATORS
(ART MEETINGS
& TDC
CO-LEARNING
SESSIONS)**

Improvement Focused Feedback

Percentage of meetings in which 75% or more of the participants creceived improvement focused feedback...

ART meetings

2019: 16%

2021: 77%

TDC Co-Learning Session

2019: 23%

2021: 84%

Collaboration with Peers

Percentage of meetings in which 75% or more participants collaborated with a peer...

ART meetings

2019: 16%

2021: 92%

TDC Co-Learning Session

2019: 15%

2021: 86%

Support from Facilitator

Percentage of meetings in which 75% or more of the participants received support from facilitators...

ART meetings

2019: 16%

2021: 100%

TDC Co-Learning Session

2019: 15%

2021: 95%

Developing Action Plans

Percentage of meetings in which 75% or more of the participants created action plans...

ART meetings

2019: 16%

2021: 62%

TDC Co-Learning Session

2019: 23%

2021: 68%

Linking to Purpose

Percentage of meetings in which facilitators linked the discussion to a wider purpose...

ART meetings

2019: 16%

2021: 85%

TDC Co-Learning Session

2019: 15%

2021: 89%

Practising Strategies

Percentage of meetings in which 75% or more of the participants practiced the discussed strategy...

ART meetings

2019: 14%

2021: 92%

TDC Co-Learning Session

2019: 19%

2021: 97%

“ Though they were earlier familiar with the discussed teaching strategies, classroom routines and concept of formative assessment, they appreciated the autonomy given to the teachers and teacher educators to adapt and contextualize these based on their understanding and learners’ need - Study by DIET Dilshad Garden ”



2021-2022 KEY INDICATORS

Safety

Environments where mistakes are normalized



Reflective discussions



Practicing the strategy



Feedback from facilitator



Data-based discussions

Outcome

MT Institutes

TDC Institutes

ART Meetings

Sub indicators of safety show that in the below-given percentage of meetings:



most of the officials participated in reflective discussions*



most of the officials practiced strategy



most of the officials received feedback from facilitators

Engagement

Developing a culture of improvement



Proactive participation



Develop action plans



Ask questions

Outcome

MT Institutes

TDC Institutes

ART Meetings

Sub indicators of engagement show that in the below-given percentage of meetings:



most of the officials participated proactively in reflective discussions*



most of the participants developed an action plan



most of the participants asked questions

Self Esteem

Stakeholders see themselves as enablers



Peer collaboration



Support sought from facilitators



Achievements and efforts recognized and celebrated

Outcome

MT Institutes

TDC Institutes

ART Meetings

Sub indicators of self esteem show that in the below-given percentage of meetings:



most of the participants collaborated with their peers*



most of the MTs and about half of the officials asked for facilitators' support*



achievements of most of the participants were celebrated

Curiosity and Critical Thinking

Stakeholders think analytically and are able to contextualize the content



Link the content to a wider purpose



Ask 'How' questions



Ask 'Why' questions

Outcome

MT Institutes

TDC Institutes

ART Meetings

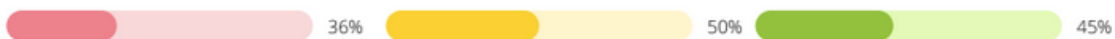
Sub indicators of curiosity and critical thinking show that in the below-given percentage of meetings:



most of the participants could link content to the wider purpose*



most of the MTs and about half of the officials and teachers asked 'How' questions*

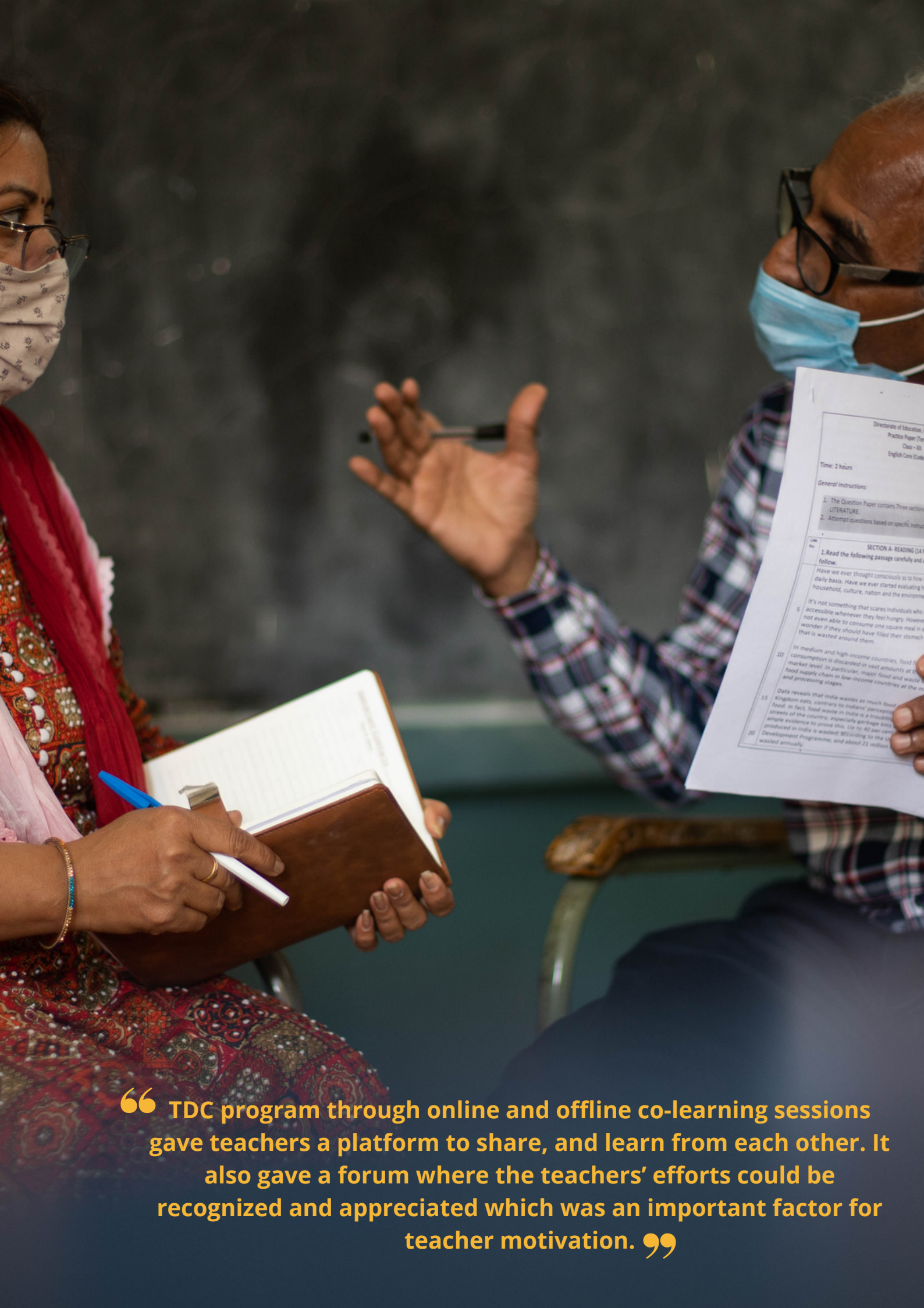


most of the MTs, about half of the officials and very few teachers (0-33%) asked 'Why' questions

AREAS OF IMPROVEMENT

Following are our priorities for the upcoming year along with the support required.

Area of Improvement	Proposed Plan	Support Required
ART to non-ART engagement	Capacity building of ART members to lead similar discussions once a month in their faculty meetings. ART members will then collect best practices and challenges and bring to the next ART meeting.	Official communication of ART to non-ART engagement process
Strengthening TDC Capacity	Building capacity of TDCs as coaches and improving their data related skills.	Running sessions for TDCs through Mentor Teachers with the support of Core Design Team
Building support for TDCs at school level	Stronger alignment with HOS through CLDP Programme	Enforcement of 22-period rule for TDCs
Rebuilding culture of classroom observation	Prioritising classroom observations and feedback after each ART meeting	Role modelling classroom observations by DIET faculty, Mentor Teachers and Core Operational Group.



“ TDC program through online and offline co-learning sessions gave teachers a platform to share, and learn from each other. It also gave a forum where the teachers’ efforts could be recognized and appreciated which was an important factor for teacher motivation. ”

KEY ACHIEVEMENTS

COVID-19 RESPONSE

Quick Response to Systemic Needs	Teacher Motivation & Support	Forums for Alignment
LIC focused on Social Emotional Wellbeing to align with state priorities	Network Meetings provided teachers a space to share challenges and solutions	All-DIET bi-weekly meetings were set up to enable DIETs to regularly communicate and develop shared action plans
Capacity building sessions on using technology effectively	Regular coaching calls between BRPs/DIETs/PMs and MTs, and MTs and TDCs provided an additional channel of support	Core Operational Team was engaged to ensure smooth implementation of programmatic activities
Google Forms to gather required data on teacher-student connect	All strategies and activities were centered around sustaining student & teacher resilience and wellbeing	Regular communication with State bodies to determine requirements and way forward
All programmatic activities adapted to virtual forums	ART meetings were transformed into sharing meetings during the second wave for teachers to be able to support each other emotionally	

BEHAVIOUR CHANGE

Mindsets and Attitudes



Data shows that the programme has been able to motivate teachers and officials to see opportunity for growth in collaboration and through peer learning opportunities.

Competency Development



Improvement in facilitation skills and engagement of teachers and officials is seen. Facilitators are increasingly creating opportunities for practice and planning while participants are exhibiting greater critical thinking and curiosity.


Culture of Continuous Improvement: Coaching



Coaching lies at the heart of the TDC Programme and data shows great improvement in observation and feedback processes at all levels.

Strengthened Academic Environment

One of the aims of the TDC Programme is to develop a culture of peer learning that leads to stakeholders supporting each other's professional growth through meaningful academic discussions.



01 Increased academic discussions among teachers

The TDC Programme has enabled stakeholders to increasingly support each other in their professional development and growth.

02 Collaboration among stakeholders has increased

Qualitative studies as well as internal data point to increased opportunities for collaboration as well as establishment of environments that support collaboration.

UNESCO IIEP

The study found evidence of collaboration at various levels of the system.



Mentor Teachers have furthered collaborative thought and sharing of new ideas among separate schools.



TDCs have fostered collaboration among teachers within schools.



All interviewed teachers highlighted a better collaborative environment in their responses.

Engagement

All officials and teachers play the role of facilitator *and* participant in the TDC Programme. Data shows an improvement in behaviours related to engagement.



01 Improvement in questioning during discussions

Due to the establishment of supportive and safe environments, we see more people asking questions during discussions.

02 Increased participation in reflective discussions

There is an increased level of participation seen in reflective discussions that help stakeholders contextualise what they learn.

03 Increase in curiosity & critical thinking

We see more participants asking 'why' questions during reflective discussions, indicating an interest in developing a greater understanding.

Facilitation

We find that facilitators are increasingly able to connect material to a wider purpose that the system is working towards, and also create opportunity for practice and planning.



01 Development of action plans shows an increase

Although a dip is observed in LIC 8 due to the uncertainty brought about by the second wave of Covid-19 in Delhi.

02 Practicing Strategies

More participants are seen practicing strategies prior to implementation in monthly meetings or institutes. This allows participants to think of possible challenges and also get feedback from their peers.

03 Linking to Wider Purpose

In order for people to learn and invest their time, it is important that they understand the broader purpose towards which they are working. We see facilitators increasingly talk about a wider purpose.

04 Change in Student Behaviour

We see a change in student behaviours linked to the thematic areas of the LICs conducted in the TDC Programme so far.

Coaching

The TDC Programme focuses on building key competencies under the areas of coaching – such as giving effective feedback, focussed classroom observations, and data-informed decision making. Along with these competencies, the programme also focuses on creating a growth mindset to increase initiative and a problem-solving attitude.



01 Culture of classroom observations strengthened

Across LICs, we see an increase in the number of classroom observations completed as well as high numbers of observations followed by feedback.

02 Feedback has become more frequent

We see increasing instances of observations followed by feedback as well as high rates of teachers finding the feedback they receive useful.

03 Strengthening of Processes to Support Coaching

More MTs and TDCs are completing joint observations with MTs coaching TDCs on how to improve their feedback and observation skills.

