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Transforming Teacher Education Situation Analysis Report

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TABLE OF CONTENTS

Table of Contents	1
List of Acronyms	3
1. Activity Overview.....	5
2. Methodology.....	7
2.1 Participants.....	7
2.2 Data Collection Protocols.....	8
2.3 Data Collection Schedule	10
2.4 Data Collection Training.....	13
2.5 Data Collection Summary	13
2.6 Data Analysis Procedures.....	15
3. Findings	15
3.1 RQ 1. At each COE/SOE, what is the current state of the capacity of teacher educators to teach EGR to pre-service (student) teachers in the seven designated Zambian languages and English based on the revised primary curriculum courses?	15
3.1.1 Background characteristics of lecturers in Primary Teacher's Degree/Diploma programs at participating institutions	16
3.1.2 Lecturer knowledge of early grade reading.....	17
3.1.3 Lecturers' classroom practices.....	20
3.1.4 Challenges and barriers faced.....	22
3.2 RQ 2. At each COE/SOE, what is the current instructional methodology used in the college classroom? How does the approach differ from the PLP phonics-based approach used under the revised curriculum?	24
3.2.1 Instructional style.....	24
3.2.2 Language of instruction	27
3.3 RQ 3. At each COE/SOE, what resources are available and applicable to evidence-based instructional methods to teach reading/literacy skills?.....	29

3.3.1 Materials usage during instruction	29
3.3.2 Primary curriculum related materials	31
3.3.3 Demonstration Schools.....	33
3.3.4 ICT resources.....	34
3.3.5 Library resources, textbooks, and other supplementary materials to support EGR teaching and learning.....	37
3.3.6 Physical infrastructure.....	39
3.4 RQ 4. What is the mechanism for enacting change to improve pre-service teachers' knowledge, skills, and attitudes related to the teaching of reading/literacy skills?	40
3.4.1 Provision of up-to-date, relevant, and sufficient teaching and learning materials.....	40
3.4.2 Establishment of a robust and relevant CPD plan	41
3.4.3 Support for lecturers' advanced education	42
3.4.4 Strengthen infrastructure, including internet, water, electricity, workspaces, and technology	42
3.4.5 Improve coordination between COEs, universities, MoGE district- and provincial-level stakeholders	43
3.4.6 Monitor teacher supply pipelines and promote equitable deployment.....	44
4. Conclusion	45
5. Appendices.....	46
Appendix A: Institutional Review Board Approval for Study	46
Appendix B: Data Collection Instruments	48

LIST OF ACRONYMS

CHAU	Chalimbana University
COE	College of Education
CPD	Continuing Professional Development
DESO	District Education Standards Officer
ECE	Early Childhood Education
EGR	Early Grade Reading
FSU	Florida State University
HOD	Head of Department
HOS	Head of Section
LOI	Language of Instruction
MoGE	Ministry of General Education
PAR	Participatory Action Research
PLP	Primary Literacy Program
PTD	Primary Teacher's Diploma
SESO	Senior Education Standards Officer
SOE	School of Education
TCZ	Teaching Council of Zambia
TEI	Teacher Education Institution
THRASS	Teaching Handwriting, Reading And Spelling Skills
TTE	Transforming Teacher Education
TWG	Technical Working Group
UNZA	University of Zambia
USAID	United States Agency for International Development

USG	United States Government
ZAMISE	Zambia Institute of Special Education

I. ACTIVITY OVERVIEW

Pre-service teacher education in Zambia faces a series of challenges to meeting its goal of producing high-quality teachers for primary grade classrooms. The pre-service education system has largely been left out of previous and current early grade reading (EGR) projects, which have instead chosen to focus on in-service teachers, who can put their new skills into practice immediately. As a result, there are curricular and pedagogic mismatches between what is taught in pre-service primary teacher diploma programs and what teachers need to know to be successful in the classroom. This leads to difficulties for pre-service (student) teachers during their practica and for newly deployed teachers.

In general, college of education (COE) and school of education (SOE) curricula in pre-service teacher education programs are not aligned with current, evidence-based practices for reading instruction. Changes in approach over the last several decades have left a mix of philosophies of reading in their wake. For example, some Zambian pre-service teacher education programs may teach the Language Experience Approach, a whole language pedagogy that is not in alignment with current, phonics-based instructional approaches. The legacies of these earlier approaches persist through pre-service teacher lecturers, who continue to teach them, as pre-service lecturers have not been included in recent large-scale trainings. COEs and SOEs are often poorly equipped in terms of learning resources and lack current materials on early grade reading, including textbooks, leveled readers, and examples of evidence-based curricula.

Zambian pre-service programs lack focus on pedagogy and practice, as opposed to theory. In a recent study, 96 percent of head and mentor teachers in the Lusaka district asked about student teachers' preparation to teach, said that the student teachers had poor preparation in pedagogy.¹ In that study, one head teacher reported that permanent teachers had to re-teach lessons after student teachers taught them, so that the students in the classroom would not fall behind. Professional ethics are similarly often lacking from the curriculum. Studies in Zambia have found that student teacher absenteeism and lack of discipline and punctuality are problems during teaching practica.

Additionally, the knowledge pre-service primary teacher diploma students gain at their COEs and universities is often disconnected from what they will experience in their classrooms when they become teachers. One reason for this is that many COE and SOE lecturers are former secondary school teachers, and do not have experience teaching primary school. Due to regulations regarding the types of degrees that lecturers must hold, even a highly talented and experienced primary school teacher could be seen as unqualified to hold a lecturer position for a primary teaching diploma program if she does not hold a graduate degree. Additional challenges that pre-service teachers are often unprepared for include resource limitations in Zambian schools and the need to address diverse student abilities and ages within a classroom.

¹ Simuyaba, E., Banda, D., Mweemba, L., & Muleya, G. (2015). Theory against practice: Training of teachers in a vacuum. *Journal of Education & Social Policy*, 2(5), 88-96.

All students in primary teacher diploma programs must complete a practicum, in which they spend approximately six weeks assigned to a demonstration school. Teaching practica are a core component of pre-service teacher training programs, offering students the opportunity to practice their skills with real primary students with the support of a mentor teacher. However, in Zambia the practica are generally unstructured, with no clear responsibilities on the part of the pre-service COE/SOE students, the mentor teachers, or the COE/SOE lecturers, who generally only observe their students once. Zambian pre-service teachers report lack of support from mentor teachers and COE/SOE lecturers, and head teachers in demonstration schools report that student teachers sometimes lack respect for their mentors. The lack of structure and clear responsibilities for all parties means that practica often do not serve their intended role in pre-service teacher training programs.

As noted above, lecturers at the COEs and SOEs have had few professional development opportunities in the area of early grade reading in recent years. These lecturers play a critical role in the education system and should receive greater attention. Without updating their knowledge and skills, they will train their pre-service teachers using outdated content and pedagogy. Lecturers need to be trained to model the type of student-centered instruction that is needed in primary classrooms. Lecturers also have had few opportunities to conduct rigorous education research. As a result, there are few studies available that are contextually relevant and address key issues in pre-service teacher education and early grades reading in Zambia, particularly outside of Lusaka province. Various types of professional development could impact lecturers' motivation and job satisfaction, in addition to their skills and pedagogy.

To date, no rigorous national study has been conducted of Zambia's COEs or SOEs offering the primary grades teaching diploma. Therefore, this study will fill a major gap in the research on teacher training in Zambia, while also providing critical information for policymaking and program planning.

Research questions for the situation analysis include:

- 1) At each COE/SOE, what is the current state of the capacity of teacher educators to teach EGR to pre-service (student) teachers in the seven designated Zambian languages and English based on the revised primary curriculum courses?
- 2) At each COE/SOE, what is the current instructional methodology used in the college classroom? How does the approach differ from the Primary Literacy Program (PLP) phonics-based approach used under the revised curriculum?
- 3) At each COE/SOE, what resources are available and applicable to evidence-based instructional methods to teach reading/literacy skills?
- 4) What is the mechanism for enacting change to improve pre-service teachers' knowledge, skills, and attitudes related to the teaching of reading/literacy skills?

2. METHODOLOGY

Qualitative and quantitative data for the situation analysis were collected through a hybrid approach involving abbreviated in-person campus visits by the activity team and remote interviews, observations and surveys conducted by Heads of Sections at the COEs, Heads of Department at the SOEs, University of Zambia (UNZA) faculty and Florida State University (FSU) team members.

TABLE 1. DATA COLLECTION TEAMS

TEAM A		TEAM B	
Dr. Francis Sampa	USAID Transforming Teacher Education Activity	Kristina Solum	USAID Transforming Teacher Education Activity
Enock Dube	USAID Transforming Teacher Education Activity	Dr, Beatrice Matafwali	University of Zambia
David Shabukali	MoGE Curriculum Development Center	Lazarous Kalirani	MoGE Standards Unit

Data collection procedures involved a series of COVID-19 protective measures, including masking and social distancing. There was no physical contact with participants and limited touching of shared items such as pens or tablets. Participants were provided with sanitizer before and after handling any pens or tablets, and all items were wiped down with sanitizer after use. In the rare case where participants did not have face masks, the activity team provided them. The traveling team members were tested for COVID-19 prior to departure and upon return. Travelers also observed a home quarantine in Lusaka while awaiting post-trip results.

2.1 Participants

The 10 colleges and two universities included in this study were selected by the United States Agency for International Development (USAID) Zambia Mission due to their key role in producing teachers for Zambian schools. We aimed to collect data from lecturers, administrators, pre-service teachers, District Education Standards Officers (DESOS) Senior Education Standards Officers (SESOS), demonstration schools, and key MoGE officials to provide a comprehensive picture of pre-service teacher education in Zambia.

Lecturers in language and literacy sections/departments at the COE/SOEs were involved in several ways. All lecturers were invited to complete an online survey and to participate in an in-person focus group. Depending on the number of lecturers at a given institution, we held either one or two focus groups. One to two lecturers per institution (identified and coordinated with prior to the activity) were observed during instruction.

COE/SOE administrators—COE Principals, SOE Deans, COE Heads of Section (HOS), and SOE Heads of Department (HOD) were invited to participate in interviews that were conducted remotely by FSU and UNZA team members via Zoom and telephone. The HOD/HOSs also completed checklists about the physical resources available at each institution.

Pre-service teachers in Primary Teacher’s Diploma (PTD) programs at the participating COE/SOEs were invited to participate in focus group discussions. All pre-service teachers in the Language and Literacy Program who attended classes on the day of data collection were invited to complete an anonymous online survey that could be completed on their mobile phones. The target was 50 students per institution, but the low enrollment numbers meant that we often collected less student data than anticipated.

DESOs and SESOs assigned to each institution were interviewed as well as key informants at headquarters in Lusaka.

Demonstration schools were visited and Early Childhood Education (ECE) and Grade I instruction observed.

MoGE officials were interviewed, including officials from MoGE headquarters, District Education Standard Officers, and provincial Senior Education Standards Officers for languages.

Please see section 2.2 for details on each data collection protocol and section 2.4 for details on the amount of data collected from each group.

2.2 Data Collection Protocols

All participants—whether they were met in person, interviewed from a distance, or completing online surveys—gave informed oral consent prior to the commencement of data collection. MoGE officials accompanying the travel teams did not participate in focus groups at the COE/SOEs, to avoid any potential influence on the discussions.

Table 2 describes the data collection protocols used in this activity, including online surveys, focus group protocols, interview protocols, and observation tools. The tools are included in Appendix B: Data Collection Instruments.

TABLE 2. DATA COLLECTION TOOLS AND TARGETS

DATA COLLECTION TOOL	PURPOSE	NUMBER REQUIRED	METHOD	TIME
Teacher Educator Survey	Gather demographic information, determine teaching methods, and collect knowledge, skills, and attitudes related to the	Total number of lecturers from the COE/SOE	Online via tablet	45-60 minutes

DATA COLLECTION TOOL	PURPOSE	NUMBER REQUIRED	METHOD	TIME
	teaching of reading and literacy skills			
Teacher Educator Focus Group Discussion (FGD) Protocol	Gather information about personal experiences related to current pedagogical practices and teacher education and training	1-2 groups (4-8 lecturers)	In-person	90 minutes
Pre-service Teacher Survey	Gather demographic information, determine learning methods, and collect knowledge, skills, and attitudes related to the teaching of reading and literacy skills	Up to 50 – completed individually online and on paper	Online via tablet or mobile phone or on paper	60 minutes
College Classroom Observation Protocol	Gather information about, teaching methodology, resources used, and student-teacher interactions observed in the classroom	1 per COE/SOE (focus on literacy courses for pre-service teachers in second or third year)	Recorded via tablet, scored after by FSU team	60 minutes
Pre-Service Teacher Focus Group Discussion (FGD) Protocol	Gather information about personal experiences related to current pedagogical practices and teacher education and training	1 group (4-8 members)	In-person	90 minutes
ECE Classroom Observation Protocol	Gather information about teaching methodology, resources used, and student-teacher interactions observed in the classroom	1 classroom observation per COE/SOE, observing practicum students if possible	Recorded via tablet, scored after by FSU	90 minutes
Grade I Classroom Observation Protocol	Gather information about teaching methodology, resources used, and student-teacher interactions observed in the classroom		Recorded via tablet, scored after by FSU	90 minutes

DATA COLLECTION TOOL	PURPOSE	NUMBER REQUIRED	METHOD	TIME
College of Education Principal/ University College Dean Interview Protocol	Determine enrollment, programs available, and define context	1 per COE/SOE	Conducted remotely via Zoom	90 minutes
Head of Section/Department for Literacy and Language Program Interview Protocol	Gather information about the context of teacher education programs	1 per COE/SOE	Conducted remotely via Zoom	90 minutes
Ministry of Education Interview Protocol	Gather information about teacher deployment, education policies, the structure and management of teacher education programs, and mechanisms for improving teacher education programs	District Education Standards Officer (DESO) Provincial level – Senior Education Standards Officer for Languages (SESO)	Conducted remotely via Zoom	60-90 minutes

2.3 Data Collection Schedule

As discussed above, our hybrid approach involved abbreviated visits to the COE/SOEs and online data collection that occurred over a period of several weeks from late February to late March. Table 3 below shows the COE/SOE visit dates. Eleven were visited by the travel teams. The team was unable to travel to Mongu COE due to a car accident that occurred during travel. Thus, the data from Mongu COE was collected entirely online.

TABLE 3. DATA COLLECTION VISIT SCHEDULE

TEAM	COLLEGES	DATA COLLECTION DATES	CITY/TOWN	PROVINCE
A&B	Chalimbana University	Feb 23	Chongwe	Lusaka
A	Malcolm Moffat	March 1	Serenje	Central
A	Mansa	March 3	Mansa	Luapula
B	Kitwe	March 3	Kitwe	Copperbelt

TEAM	COLLEGES	DATA COLLECTION DATES	CITY/TOWN	PROVINCE
A	Kasama	March 5	Kasama	Northern
B	Solwezi	March 5	Solwezi	North-Western
B	ZAMISE	March 9	Lusaka	Lusaka
A	Chipata	March 10	Chipata	Eastern
B	UNZA	March 11	Lusaka	Lusaka
A (online)	Mongu	March 16	Mongu	Western
B	Charles Lwanga	March 16	Chisekesi	Southern
B	David Livingstone	March 18	Livingstone	Southern

Table 4 below displays the general daily schedule followed during the COE/SOE visits. In some cases, this schedule varied due to scheduling and contextual circumstances.

TABLE 4. DATA COLLECTION ACTIVITIES

CONDUCTED BY:	ACTIVITY	TIME
In-person team	Introductions, meeting with the Principal/Dean, review data collection tools and protocols.	45-60 minutes
	Meet with HOS, hand over tablets and data collection protocols for online tools and submission requirements	60-90 minutes
	Teacher Educator (lecturer) focus group discussions (1-2 discussions) with 4-8 participants in each group and FSU team members joining remotely	90 minutes
	Pre-service teacher (student) focus group discussions with 4-8 participants in the group and FSU team members joining remotely	90 minutes
Heads of Section	Conduct campus tour checklist	60 minutes
	COE Class Observation – record 2 COE lectures via the tablets	60 minutes
	Manage ECE and Grade 1 classroom observations (1 of each) at the demonstration school, uploaded via the tablet	90 minutes

CONDUCTED BY:	ACTIVITY	TIME
	Manage pre-service teacher surveys. At least 50 pre-service teachers should complete the online survey on either the tablet or another device (50 required)	60 minutes
	Manage lecturer surveys. All lecturers should complete the online survey on either the tablet or another device.	60-90 minutes
Remote team (UNZA/FSU)	HOS interview	90 minutes
	Principal/Dean interviews	90 minutes
	MOE Interviews with DESO/SESO	60-90 minutes

During face-to-face data collection, data from the tablets was uploaded to the cloud each evening. The HOD/HOSs were also asked to upload their data each day until all quotas were met. A team member from FSU checked the uploaded data daily to verify that each COE/SOE met the required numbers for each element of the study. The remote team recorded interviews and shared notes electronically.



FIGURE 1. WORKING WITH A COE HOS TO ORGANIZE DATA COLLECTION

2.4 Data Collection Training

Prior to data collection, the enumerator teams engaged in training exercises to become familiar with all data collection tools, with specific trainings for the traveling teams, the HOD/HOSs, and the remote FSU/UNZA team. These trainings included simulations, data uploading procedures, and review of safety protocols. The training schedule is shown in Table 5 below:

TABLE 5. TRAINING SCHEDULE

DATE	ACTIVITY/PARTICIPANTS	TRAINING TOPICS
Feb 11	Travel team training	FGD guides, HOD/HOS training overview
Feb 16	Orientation with Principals/Deans and HOD/HOSs	Introduction to project, overview of the data collection, including role of HOD/HOS in data collection
Feb 18	Training with HOD/HOSs	Review surveys and quotas, observation recording practice, campus checklist, review how to upload surveys/videos, schedule for class/school visits and surveys collection
Feb 22	Training with remote team (UNZA, FSU)	Review interview protocols, including online recording and note taking
Feb 23	Both travel teams collect data at Chalimbana	Teams A and B go to Chalimbana University to conduct a real visit but also use the day as a practice to change/update procedures for the upcoming data collection

2.5 Data Collection Summary

Our hybrid data collection procedures resulted in a large amount of data for analysis, as shown in Table 6. Variation in the numbers of student participants in focus groups and surveys was related to low enrollment numbers at some institutions, such as the ECE diploma program at David Livingstone COE.

TABLE 6. DATA COLLECTION SUMMARY

SITE	Teacher Educators		Student Teachers		Classrooms Observed	Dean/ Principal Interviews	HOD/ HOS Interviews	DESO/SESO Interviews
	FGD Participants	Survey	FGD Participants	Survey				
Chalimbana University	4	3	7	45	2	1	1	1
Charles Lwanga	2	3	7	36	2	1	1	2

Chipata	4	6	7	36	1	1	1	2
David Livingstone	2	1	3	8	1	1	1	1
Kasama	5	7	8	49	1	1	1	2
Kitwe	6	9	4	45	2	1	1	1
Malcolm Moffat	7	6	8	37	2	1	1	1
Mansa	5	7	8	48	1	1	1	1
Mongu	6	4	8	29	2	1	1	2
Solwezi	3	6	5	53	2	1	1	1
University of Zambia	3	5	3	22	2	1	1	0
Zambia Institute of Special Education	2	3	3	11	2	1	1	1
Total	49	60	71	419	20	12	12	15



FIGURE 2. LECTURER FOCUS GROUP AT A COE

2.6 Data Analysis Procedures

The activity team used a variety of approaches and methods to analyze the qualitative and quantitative data gathered. During data collection, the teams held a series of debriefing meetings to identify emerging themes from the visits, interviews, and observations.

The quantitative survey data, which was gathered using Qualtrics, was moved to Excel for cleaning and then analyzed using Stata software. Descriptive statistics were produced for each variable in the surveys. The activity team analyzed the campus checklist data using Excel.

The focus group discussion and interview audio files were transcribed for analysis. For this report, the activity team used a thematic analysis approach, examining the text for information on both pre-determined and emergent themes. For example, the presence or absence of instructional resources related to early grades literacy was a pre-determined theme, while concerns related to student enrollment were an unexpected, emergent theme in the interviews.

Two members of the FSU team with extensive teaching and teacher evaluation experience watched all observation videos (COE/SOE, Grade I, and ECE) and completed observation forms independently, before comparing their responses and discussing their findings.

After all data was analyzed, the results from each component of the study were combined to address the four research questions. Section 4 presents additional findings that are relevant to future activities.

3. FINDINGS

3.1 RQ 1. At each COE/SOE, what is the current state of the capacity of teacher educators to teach EGR to pre-service (student) teachers in the seven designated Zambian languages and English based on the revised primary curriculum courses?

To answer research question 1, the activity team used data from the teacher educator survey as well as information gathered during lecturer focus group discussions and interviews with HODs and HOSs. We begin with a discussion of the background characteristics of the college/university lecturers, then analyze their levels of knowledge regarding early grade reading, examine their classroom practices for evidence of capacity, and summarize the challenges and barriers faced regarding lecturer capacity at these institutions, as reported by participants.

3.1.1 BACKGROUND CHARACTERISTICS OF LECTURERS IN PRIMARY TEACHER'S DEGREE/DIPLOMA PROGRAMS AT PARTICIPATING INSTITUTIONS

As a first step in understanding the capacity of lecturers to teach early grade reading, we used an online survey to gather data on the lecturer's background preparation/training for their roles, as well as selected demographic characteristics (see Table 7 below). Across the 60 lecturers who completed the survey, their mean age was 47. Forty-five percent were female, though this percentage ranged significantly, from just 14 percent at Kasama COE and Mansa COE to 8 percent at Mongu COE and 100 percent at ZAMISE.

Lecturers' academic preparation also varied widely across institutions. At several COEs, including Mansa, Mongu, and Solwezi, the majority of surveyed lecturers in the PTD program had only a bachelor's degree. The two universities, as well as Kasama, Charles Lwanga, and David Livingstone COEs, had two-thirds or more with a master's degree as their highest degree.

On average, surveyed lecturers had eight years of experience as a primary school teacher. However, we note that more than one in four lecturers had no primary grade classroom teaching experience at all, and a full third had less than the officially required five years of primary teaching experience. Except for Mansa COE, the average years of experience as a teacher educator was five years or more at the institutional level.

TABLE 7. DEMOGRAPHIC CHARACTERISTICS OF TEACHER EDUCATORS

SITE	N	FEMALE (%)	MEAN AGE	MS AS HIGHEST DEGREE (%)	BS AS HIGHEST DEGREE (%)	MEAN YEARS AS TE	MEAN YEARS AS PRIMARY TEACHER
Chalimbana University SOE	3	67	49	100	0	9	10
Charles Lwanga COE	3	67	45	67	33	6	9
Chipata COE	6	33	43	50	50	6	8
David Livingstone COE	1	100	54	100	0	18	0
Kasama COE	7	14	46	71	29	6	5
Kitwe COE	9	44	52	56	44	11	9
Malcolm Moffat COE	6	50	50	50	33	8	5
Mansa COE	7	14	47	43	57	3	8
Mongu COE	5	80	50	40	60	5	10

SITE	N	FEMALE (%)	MEAN AGE	MS AS HIGHEST DEGREE (%)	BS AS HIGHEST DEGREE (%)	MEAN YEARS AS TE	MEAN YEARS AS PRIMARY TEACHER
Solwezi COE	6	33	48	33	67	11	11
University of Zambia SOE	4	50	43	75	0	6	11
Zambia Institute of Special Education	3	100	40	57	40	6	7
Total	60	45	47	57	40	8	8

3.1.2 LECTURER KNOWLEDGE OF EARLY GRADE READING

The lecturer survey included a set of 27 questions covering knowledge of early grade reading theory (nine items), skills for teaching early grade reading (nine items), and attitudes toward early grade learners and literacy development (nine items). These items are presented in Table 8 below as subscales as well as an overall scale. Note that each item on the 27-point scale was a selection between two choices, so if a person answered the questions by guessing randomly, with no knowledge of the topic, we would expect a score of 13.5, on average.

The mean score across the 59 lecturers who completed the 27 items was 18.0 points out of 27 (67 percent correct). Comparing the three scales, lecturers generally performed highest on the theoretical knowledge subscale, as compared to skills and attitudes. Lecturers' performance varied across the COE/universities, and in some cases the standard deviation across lecturers within institutions was large (for example, nearly three points at Kasama COE).

TABLE 8. LECTURERS' KNOWLEDGE OF LITERACY AND READING INSTRUCTION

SITE	N	KNOWLEDGE (9 POINTS)	SKILLS (9 POINTS)	ATTITUDES (9 POINTS)	OVERALL (27 POINTS)
Chalimbana University SOE	3	7 (1)	6.7 (.6)	6.7 (.6)	18.3 (1.2)
Charles Lwanga COE	3	6.7 (.6)	6.0 (1.0)	6.0 (1.0)	18.0 (2.6)
Chipata COE	6	6.0 (0)	6.2 (.8)	6.2 (.8)	17.3 (1.2)
David Livingstone COE	1	6.0 (.)	6.0 (.)	6.0 (.)	17 (.)
Kasama COE	7	6.4 (1.7)	6.6 (1.5)	6.6 (1.5)	18.4 (2.8)
Kitwe COE	9	7.0 (.7)	6.1 (1.6)	6.1 (1.6)	17.7 (2.7)

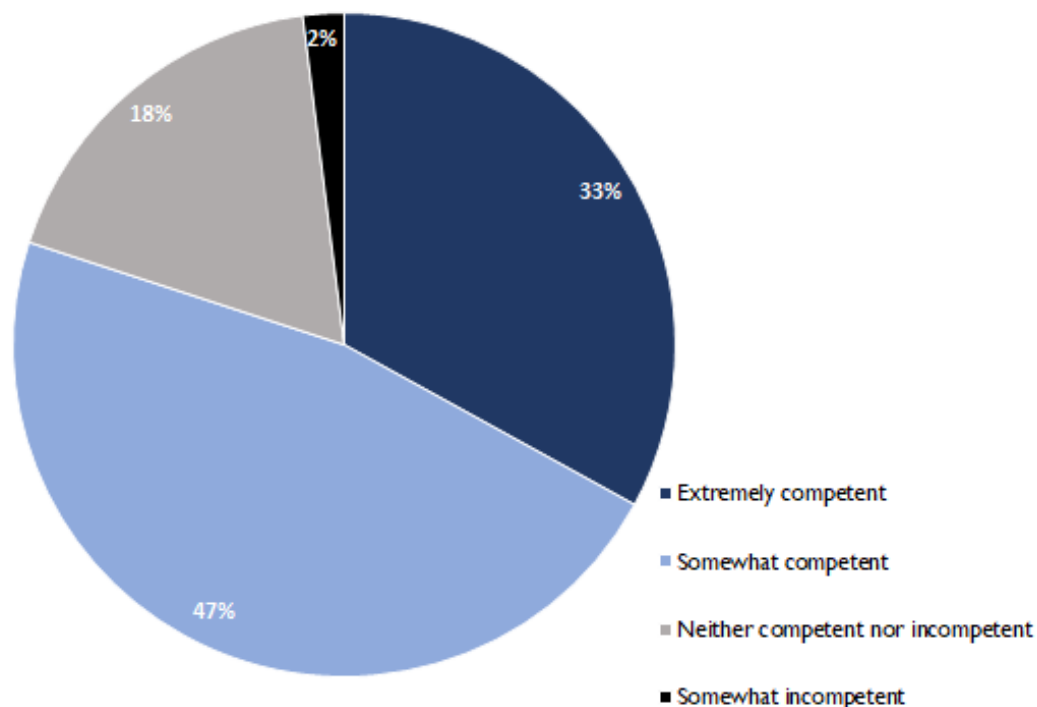
SITE	N	KNOWLEDGE (9 POINTS)	SKILLS (9 POINTS)	ATTITUDES (9 POINTS)	OVERALL (27 POINTS)
Malcolm Moffat COE	6	7.5 (1.0)	6.0 (1.3)	6.0 (1.3)	19.2 (1.2)
Mansa COE	7	7.0 (1.0)	5.9 (1.2)	5.9 (1.2)	18.3 (2.4)
Mongu COE	5	7.2 (.4)	5.4 (1.7)	5.4 (1.7)	18.0 (1.6)
Solwezi COE	6	7.2 (1.0)	5.5 (.5)	5.5 (.5)	18.7 (2.7)
University of Zambia SOE	3	6.7 (1.2)	5.3 (1.5)	5.3 (1.5)	15.7 (2.1)
Zambia Institute of Special Education	3	8 (0)	5.7 (.6)	5.7 (.6)	18 (2.0)
Total	59	6.9 (1.0)	6.0 (1.2)	5.2 (1.5)	18.0 (2.1)

Note: Standard deviations in parentheses.

The findings above align with lecturers' self-assessments on the survey, shown in

Figure 3 below. One survey item asked lecturers to state how competent they felt in their ability to teach literacy skills. Only one third said they felt "extremely competent" in their ability to teach literacy skills. Nearly half (47 percent) said "somewhat competent," and 18 percent "neither competent nor incompetent." A few lecturers (2 percent) assessed themselves as "somewhat incompetent." Combining these latter three categories, a full two-thirds of PTD program lecturers feel less than fully competent to teach in this critical area.

FIGURE 3. LECTURERS' SELF-ASSESSMENTS OF THEIR COMPETENCY TO TEACH EARLY GRADE READING



While this section of the report focuses on lecturers' capacity, we also examined pre-service teachers' survey responses, as a further point of triangulation in our assessment of the capacity of lecturers to teach early grade reading. Table 9 below displays the results of pre-service students on the same knowledge, skills, and attitudes assessment that their lecturers completed. As would be expected, students' scores are lower than their lecturers'. Students performed particularly poorly on the skills subscale, with a mean score of 4.7 out of 9 points, just above what would be obtained by random guessing, on average. While it would be expected that pre-service students would struggle with skills, having little or no teaching experience, we would expect that they would be learning about pedagogy in their courses and should thus be able to answer some of these questions. This might be an indicator that the PTD curriculum is overly focused on theory, at the cost of pedagogy. We also note the high relative performance of students at ZAMISE, whose average overall score was higher than that of lecturers at several institutions. Interestingly, despite their weakness in the skills section on the survey, pre-service teachers felt even more confident about teaching reading than were their lecturers—62 percent said they were “extremely competent” and 23 percent “somewhat competent.”

TABLE 9. PRE-SERVICE TEACHERS' KNOWLEDGE OF LITERACY AND READING INSTRUCTION

SITE	N	KNOWLEDGE (9 POINTS)	SKILLS (9 POINTS)	ATTITUDES (9 POINTS)	OVERALL (27 POINTS)
Chalimbana University SOE	43	6.4 (1.0)	4.5 (1.1)	4.7 (1.5)	15.6 (2.1)
Charles Lwanga COE	35	6.0 (1.2)	4.5 (1.4)	5.5 (1.6)	15.9 (2.3)
Chipata COE	34	5.2 (1.1)	4.2 (1.6)	5.5 (1.3)	14.9 (1.6)
David Livingstone COE	8	5.1 (1.4)	5.0 (1.1)	5.6 (1.6)	15.75 (2.3)
Kasama COE	50	5.5 (1.1)	5.1 (1.7)	5.4 (1.6)	16.0 (2.4)
Kitwe COE	43	6.1 (1.1)	5.1 (1.5)	5.5 (1.2)	16.7 (2.1)
Malcolm Moffat COE	34	5.5 (1.1)	4.4 (1.1)	5.6 (1.4)	15.5 (1.9)
Mansa COE	46	5.8 (1.2)	4.4 (1.3)	5.7 (1.6)	15.9 (2.1)
Mongu COE	48	5.9 (1.3)	4.8 (1.5)	4.7 (1.4)	15.4 (2.1)
Solwezi COE	51	6.1 (1.0)	4.9 (1.6)	5.1 (1.2)	16.1 (2.3)
University of Zambia SE	21	6.2 (1.0)	4.7 (1.3)	4.2 (1.3)	15.1 (2.3)
Zambia Institute of Special Education	11	6.6 (1.6)	5.2 (1.8)	5.4 (1.4)	17.2 (2.9)
Total	424	5.9 (1.2)	4.7 (1.4)	5.2 (1.5)	15.8 (2.2)

Note: Standard deviations in parentheses.

3.1.3 LECTURERS' CLASSROOM PRACTICES

We next turned to the observation data as a means of assessing lecturers' knowledge. The pedagogies used for instruction will be discussed in-depth below. Findings from the observations related to research question 1 identified several issues: inadequate lecturer knowledge regarding PLP and other current literacy programs, inadequate familiarity with components of mother-tongue based multilingual education strategies, and inadequate instruction directly applicable to primary literacy planning, instruction, or assessment. These recurrent themes suggest that lecturers may have capacity gaps in these areas.

In the survey, 80 percent of lecturers said that they were "familiar" with the PLP, but 27 percent said that their instruction only aligns "somewhat" with the PLP and 2 percent said it did not align at all. During the observations, lecturers mentioned the PLP in nearly every session (they may have been directed to lecture on this subject), but they only discussed it in a

theoretical sense. At times, the PLP discussion became a tangential conversation regarding challenges teachers experience in classrooms. In one class, the PLP was briefly discussed then students spent 30 minutes brainstorming and discussing three quotes about teaching – one was “The wonder of teaching is watching caterpillars become butterflies.” In one class observed, a discussion of the Scope and Sequence of PLP took place, and the lecturer then led the students in a discussion of how sound frequencies are different across languages. Otherwise, no actual instruction on PLP or phonics-based approaches, beyond the use of the commercial Teaching Handwriting, Reading And Spelling Skills (THRASS) program in one case, were discussed or used in the classrooms. Some instructors presented information related to EGR and PLP incorrectly.

Table 10 below summarizes these findings at the institution level. The first column refers specifically to instruction on the use of Zambian languages in reading instruction. The second refers to skills instruction related to early grade reading, including PLP and THRASS approaches. As shown in Table 10, there were few cases where both categories were observed. This suggests that lecturers need specific capacity development in these key areas.

TABLE 10. LITERACY-RELATED INSTRUCTIONAL TOPICS OBSERVED AT THE UNIVERSITIES AND COLLEGES

SITE	MOTHER-TONGUE BASED MULTILINGUAL EDUCATION STRATEGIES	INSTRUCTION DIRECTLY APPLICABLE TO PRIMARY LITERACY PLANNING, INSTRUCTION, OR ASSESSMENT
Chalimbana University SOE		✓
Charles Lwanga COE		✓
Chipata COE		
David Livingstone COE		✓
Kasama COE		
Kitwe COE		
Malcolm Moffat COE		
Mansa COE		✓
Mongu COE	✓	✓
Solwezi COE	✓	✓
University of Zambia SOE	✓	

SITE	MOTHER-TONGUE BASED MULTILINGUAL EDUCATION STRATEGIES	INSTRUCTION DIRECTLY APPLICABLE TO PRIMARY LITERACY PLANNING, INSTRUCTION, OR ASSESSMENT
Zambia Institute of Special Education		

3.1.4 CHALLENGES AND BARRIERS FACED

In the surveys and focus groups, principals, HOD/HOSs and lecturers raised several issues that are connected to lecturer capacity to teach early grade reading. These include the assignment and promotion processes for lecturers, lack of COE/university involvement in in-service training programs, and the need for training in areas closely related to early grade reading, including special education and the use of technology in instruction.

First, concern was raised by HODs regarding the processes and qualifications by which lecturers are appointed to PTD roles in colleges of education. One HOD reported that some of the lecturers sent to the PTD programs in the colleges were secondary-school oriented and had no primary background, and this posed the biggest challenge his college faced in terms of lesson delivery. He further stated that such lecturers did not demonstrate PLP lessons to their pre-service students because they had very little or no knowledge about what goes on a literacy classroom. As a result, student teachers from one college were not allowed to teach literacy in primary schools during practicum because primary schools were worried about the lack of skills to teach literacy. Thus, student teachers were allowed to teach all other subjects except literacy on the premise that they lacked pedagogic competence to provide literacy instruction. In fact, in one HOD revealed that for a period of time, his college did not have a lecturer qualified to teach literacy, and the department consequently had to organize a short literacy instruction training with VVOB.

It was common for lecturers with primary grade teaching experience to have “upgraded” to focus on secondary school instruction, particularly after earning master’s degrees in English, religion, or other subject areas. Lecturers reported that they did this due to the lack of respect they felt primary education lecturers were afforded within the COEs. This problem was magnified for early childhood lecturers. In a focus group, one ECE lecturer shared that ECE pre-service students were mocked and not supported within the college, though she felt that this was improving over time.

Second, many of the HODs and principals reported that their institutions needed additional support from the MoGE at the district and provincial levels in terms of lecturer capacity development. Specifically, participants said that COEs and universities were not invited to participate in the rollouts of new programs. As one lecturer contended, *“We have not been included in the trainings for early grade reading and we have noted that when a project is rolled out they leave out the most important stakeholders. Programs must include colleges.”*

One principal said that some of his PTD staff did not even know what PLP was, because lecturers have not been trained on the program by the MoGE alongside in-service teachers. In

the opinion of another, this leads to “contradictions” when newly graduated teachers enter primary schools:

“It will be better if at some point the government should think of each time they are rolling out a new program, first it should be introduced in the colleges so that if it remains it embedded in the colleges, and they have a challenge, the teachers they are given the training during the holidays so that we should not have variations or contradictions. Because you know where sometimes the same program taken to schools and not thinking of the colleges there will still contradictions. The way people would understand it out there, or the interpretations of whatever is supposed to be done is all different.”

Third, participants noted gaps in training in special education and technology. In focus groups, lecturers expressed discomfort with their ability to instruct pre-service students on approaches to teach reading to pupils with disabilities. Despite a general policy of inclusive education, one lecturer said, *“We do not have the capacity to teach students with special needs. We refer them to special schools like UTH [University Teaching Hospital].”*

Technological weaknesses, in terms of both institutional and individual instructor capacity, have been brought to the forefront over the past year and a half, due to COVID-19. In focus groups, a common discussion point was the need for more training and exposure so that lecturers are comfortable using technology such as videos for demonstrating lessons. Such techniques can help lecturers to focus more on pedagogy than on theory in courses—for example, by watching a taped lesson and critiquing the teacher. We did not find much use of technology in the colleges and universities, other than lecturers and students using their personal devices to search for information and resources online.

Fourth, a lack of adequate knowledge of the multilingual education strategies and how to teach special skills such as handwriting was identified. Poor handwriting and the inability for college lecturers to train student teachers to teach handwriting was a recurring challenge faced by colleges. It was suggested that college lecturers needed capacity building in handwriting and how to teach it. Further, HODs explained that they did not prepare student teachers on how to teach multilingual classrooms because they did not know what strategies would work in multilingual classrooms. In fact, lack of multilingual language strategies came up as one of the challenges college graduates faced upon employment and that this challenge emanated from lecturers’ inability to prepare students for multilingual learners.

Fifth, lecturers lacked the skills to develop literacy materials. HODs and college principals reported during interviews that colleges did not have adequate and updated literacy teaching materials. While lecturers may need to develop some materials to make up for the deficit, the challenge was that college lecturers lacked the skills to develop literacy materials. One principal suggested that college lecturers needed training on how to develop materials which would be contextually appropriate in the absence of MoGE materials.

3.2 RQ 2. At each COE/SOE, what is the current instructional methodology used in the college classroom? How does the approach differ from the PLP phonics-based approach used under the revised curriculum?

To answer research question 2, we used data from classroom observations, lecturer and pre-service student surveys, and lecturer and pre-service student teacher focus group discussions.

3.2.1 INSTRUCTIONAL STYLE

Focus group discussions with both lecturers and students revealed that across the institutions, most classes are taught using predominantly lecture approaches. Although different methods such as small group work, student presentations, demonstrations, and peer/demo-teaching are used for different topics, lecturers admit that they predominantly focus on theory rather than practical application of teaching methodology.



FIGURE 4. LECTURE-BASED CLASSROOM INSTRUCTION IN A COE



FIGURE 5. COE STUDENTS COMPLETING GROUP WORK

The most common learner-centered methods reported by lecturers and students were the use of classroom discussion, question and answer sessions, and group work. Some colleges provided primary grades curriculum lesson demonstrations and tutorial sessions as well as active learning. One lecturer explained, *“The content you have in a particular lesson determines which strategies, which methods to use as you are teaching.”* Another lecturer stated, *“Role play, drama, debate, discussion method, study groups, presentations, lectures. When students need additional support, we change strategies.”* The majority (70 percent) of lecturers said that students have opportunities to observe lessons or practice teaching in demonstration schools prior to the practicum course. Meanwhile, 94 percent of students said that they had been taught to prepare a lesson plan, but just 63 percent of students surveyed had actually taught a lesson using a primary reading and writing curriculum.

The classroom observations revealed little variation in the instructional methodologies used across universities and colleges (see Table I | Table I | below). All lecturers were observed lecturing, using question and answer, and using large group discussion. Several lecturers were observed using small group work, student presentations, and instructor demonstrations. Two lecturers were observed using technology-based presentations and one lecturer was observed using independent work. No lecturers used technology-integrated activities. Examples of these

types of activities might include viewing a video and reflecting on the teaching practices observed or opening a website to play sounds from the International Phonetic Alphabet and discussing how sounds connect to letters in different languages.

TABLE 11. INSTRUCTIONAL STYLES OBSERVED AT THE UNIVERSITIES AND COLLEGES

SITE	LECTURE	QUESTION & ANSWER	LG. GROUP DISCUSSION	SM. GROUP WORK	PAIR WORK	INDEPENDENT WORK	STUDENT PRESENTATIONS	INSTRUCTOR DEMONSTRATION	TECHNOLOGY-BASED PRESENTATION	TECHNOLOGY-INTEGRATED ACTIVITIES
Chalimbana University SOE	✓	✓	✓					✓	✓	
Charles Lwanga COE	✓	✓	✓	✓			✓		✓	
Chipata COE	✓	✓	✓							
David Livingstone COE	✓	✓	✓	✓	✓		✓			
Kasama COE	✓	✓	✓	✓						
Kitwe COE	✓	✓	✓	✓						
Malcolm Moffat COE	✓	✓	✓	✓	✓					
Mansa COE	✓	✓	✓		✓					
Mongu COE	✓	✓	✓	✓				✓		
Solwezi COE	✓	✓	✓	✓		✓	✓			
University of Zambia SOE	✓	✓	✓							
Zambia Institute of Special Education	✓	✓	✓					✓		

During lectures, students passively received information – and this sometimes led to group discussions or hands-on activities. Classroom discussions and some question and answer sessions required students to share content knowledge and reflect on learning, but others were fill-in-the-blank prompts where students chorally completed the lecturer’s sentence (e.g., Lecturer: “*Children must learn in Zambian what?*” Students: “*Languages*”). Other questions were

aimed at the students providing a definition for key vocabulary in the lesson. A few oral questions engaged the students in deep reflection about the topic and led to a rich classroom discussion. In some classes, time was also provided for students to ask questions and for clarification of course content.

Students were frequently grouped into small groups or pairs. In several of the observed classes, this grouping provided opportunities for students to engage in discussion or respond to questions related to the lesson (e.g., “*What activities can teachers use for guided practice in listening comprehension and reading comprehension lessons?*”). In some instances, small group work resulted in each group sending a representative to the front of the class to share the group’s response to a prompt or ideas about lesson planning, instruction, or assessment. Occasionally, however, when students were grouped into pairs or small groups, the style of instruction did not change or the students did not know what was expected of them. For example, some students were paired and then continued to receive a lecture and, in another class, students were grouped into small groups but the students worked independently and did not talk to one another.

A few lecturers used materials from THRASS or from the Primary Literacy Program to demonstrate and/or discuss methodologies for teaching literacy in the classroom. One instructor led students in a discussion of the Grade 1 Scope and Sequence and correctly emphasized that the order of letters/sounds to be taught would change depending on the language, as sound frequencies differ across languages. Another lecturer demonstrated a complete Grade 3 English lesson with the students role-playing primary grade pupils so that the students could understand each component of the daily literacy lesson.

Participants’ familiarity with PLP varied. Four out of five surveyed lecturers said that they were “familiar” with the PLP, but 27 percent of them said that their instruction only aligns “somewhat” with the PLP and 2 percent said it did not align at all. One principal said that their lecturers in the Language and Literacy section had little knowledge of PLP, as discussed above. Therefore, it is unsurprising that the observed courses had little PLP-specific content.

Lecturers responded in the survey that they use a wide range of assignments to assess students, including projects, micro-teaching/demonstration teaching, group work, presentations, and reports.

3.2.2 LANGUAGE OF INSTRUCTION

The national language of instruction at the tertiary level in all Zambian institutions is English. However, since COE/SOE PTD graduates (new teachers) will be expected to teach in Zambian languages, it is important that they experience some lesson planning and demonstrations in those local languages. Lecturers revealed in focus group discussions that they try to prepare the students for teaching in local languages by introducing them to the languages, and there were class sessions observed where lecturers provided instruction in how to develop a lesson plan. However, there are no formal lesson planning or practice activities based on Zambian languages before the students go for practicum.

A few of the lecturers surveyed indicated that they incorporate Zambian languages into their instruction, and students reported that they are exposed to several Zambian languages, to various degrees, throughout their program. During classroom observations, a few lessons displayed instances of local language integration. For example, in one class, students used several languages to discuss and design learning activities. In another class, the lecturer demonstrated and led students through a lesson on syllable reading in Silozi. Table 12, below, shows that several observed classes integrated local language activities in the lessons.

TABLE 12. LANGUAGES OF INSTRUCTION OBSERVED AT THE UNIVERSITIES AND COLLEGES

SITE	ENGLISH	CINYANJA	CHITONGA	ICIBEMBA	KIKAONDE	LUVALE	SILOZI
Chalimbana University SOE	✓						
Charles Lwanga COE	✓						
Chipata COE	✓	✓					
David Livingstone COE	✓						
Kasama COE	✓						
Kitwe COE	✓						
Malcolm Moffat COE	✓						
Mansa COE	✓						
Mongu COE	✓						✓
Solwezi COE	✓						✓
University of Zambia SOE	✓	✓		✓		✓	✓
Zambia Institute of Special Education	✓						

In interviews and focus groups, lecturers, HOD/HOSs, and principals noted the challenges of preparing primary grade teachers for Zambia's multilingual education system. One lecturer said,

“Deployment of teachers does not pay attention to what the teacher is familiar with. Maybe they teach the concept of language to students and everything but course language requires improving vocabulary and that kind of development which I think the teachers may not know at the time that they are deployed.”

Some lecturers reported that PTD students' competency in Zambian languages was often poor:

"We also have challenges with our students because they lack competence to read and write Zambian languages. It's not everyone who has been [studying] Zambian language out there... You find there are very few people who could read a book fluently, and even when it comes to writing...I saw those challenges with some students that would have problems in reading and writing in Zambian language they lack that competence only in Zambian language."

Even if PTD students were trained to teach in the local language of the COE's province, however, graduates may be placed in a teaching position anywhere in the country, so there is no guarantee that the Zambian language studied would be the same one they would need for teaching. This results in many COE lecturers keeping predominantly to English in the classroom, as shown in Table 12 above.

3.3 RQ 3. At each COE/SOE, what resources are available and applicable to evidence-based instructional methods to teach reading/literacy skills?

To answer research question 3, we used data from classroom observations, lecturer and pre-service student surveys, interviews with HOD/HOSs, and the campus checklists.

In the survey for lecturers, 90 percent of the respondents said that "lack of resources" at their institution was a major challenge they faced in teaching their courses and meeting their other responsibilities. Commonly mentioned missing resources included the PTD curriculum and syllabus, primary literacy materials, demonstration schools to support teaching practice, libraries, ICT support and infrastructure.

3.3.1 MATERIALS USAGE DURING INSTRUCTION

DURING DATA COLLECTION, 21 LESSONS TAUGHT AT THE COLLEGES AND SCHOOLS OF EDUCATION WERE OBSERVED. FOLLOWING THE OBSERVATIONS, A DETAILED CHECKLIST WAS COMPLETED THAT HIGHLIGHTED WHAT RESOURCES WERE PRESENT AND UTILIZED DURING THE LESSON OBSERVED. TABLE 13,

Table 14, Table 15, and Table 16 below highlight a summary of these findings.

TABLE 13. CLASSROOM RESOURCES IN OBSERVED COE/SOE CLASSROOMS

EQUIPMENT, RESOURCES, AND MATERIALS AVAILABLE IN THE COE/SOE CLASSROOMS										
Electricity	Projector	Board	Desks	Seats	Benches	Podium	TLMs	Laptop	Assistive Tech	Internet
57%	10%	81%	86%	86%	0%	10%	43%	29%	3%	10%

TABLE 14. RESOURCES LECTURERS USED DURING LESSONS

ICT USED DURING THE LESSON			TEACHING AND LEARNING MATERIALS USED DURING THE LESSON								
Videos	Projector	Laptop	Internet	Web-based resources	Text-books	Handouts	Magazines	TLMs	PLP Materials	ZATEC, NBTL, TARL Resources	Storybooks/ Literature
0%	10%	29%	10%	5%	0%	24%	0%	29%	14%	0%	0%

TABLE 15. RESOURCES STUDENTS USED DURING LESSONS

RESOURCES STUDENTS USED DURING THE LESSON					
No resources available	Students used resources	Students borrowed resources	Library resources used	Personal copies of resources	Course notes
67%	24%	0%	0%	5%	0%

TABLE 16. RESOURCES STUDENTS BROUGHT TO LESSONS

RESOURCES STUDENTS BROUGHT TO THE LESSON					
Student Notebooks	Textbooks	Writing Tools	Student Laptops	Craft Materials	Primary Materials
81%	0%	81%	5%	0%	5%

3.3.2 PRIMARY CURRICULUM RELATED MATERIALS

The Zambian Government revised the School Curriculum in 2013 to further its efforts to improve the quality of education delivery. Notably, the introduction of the Primary Literacy Program (PLP) which promoted the use of familiar Zambian languages as the official languages of instruction from pre-school through the early grades (1-4) was among the policy innovations effected in the 2013 Revised Curriculum Framework. To support curriculum implementation, MoGE, through the Curriculum Development Centre (CDC), developed the syllabi and other curriculum-related materials such as teacher guides and learners' books. At operational level, all educators, COE/SOE inclusive, ought to have access to the Revised Curriculum Framework and other important curriculum related documents. Data collected on the presence of

materials from the campus checklist is summarized below. Note that this table shows the percentage that have at least one copy, not whether they have enough copies for all lecturers and students to use.

TABLE 17. PRIMARY CURRICULUM-RELATED MATERIALS

LEARNING MATERIALS	PRIMARY TEACHER DIPLOMA CURRICULUM	SUPPLEMENTARY BOOKS		
		LEARNER BOOKS	TEACHER GUIDES	CHILDREN'S LITERATURE
Percentage of COEs with these materials	75%	67%	67%	58%

The majority of the COE/SOEs reporting having the 2013 Revised Curriculum and the PTD Syllabus to guide delivery of language and literacy courses, although lecturers indicated that the number and availability of copies were not adequate. Implementation of the PTD syllabus was being supplemented with modules locally developed by faculty. This was confirmed in FGDs with MoGE officials and lecturers. However, the content, quality, and depth of the modules varied across institutions. Additional support may be required in the review of PTD supplementary material to ensure harmonization across institutions.

Access to supplementary materials from Primary School such as teachers' guides and learners' books remains an important feature of teacher preparation. According to the campus checklists, a considerable number of COEs had supplementary materials from primary schools: eight out of the 12 COE/SOEs had learner books, nine had teacher guides, and eight had children's literature. However, the information from FGDs with lecturers and students was somewhat different, as it revealed limited access to these supplementary materials or where available, the copies were inadequate to cater for all the students. Data generated from classroom observations corroborated the information from the FGDs. Out of the 21 classroom observations, only one class used resources from primary materials.

When COE/SOEs had supplementary materials from primary schools, they had obtained them through their own initiative rather than through the MoGE material distribution procedures. One lecturer participating in a focus group said,

"When the CDC writes some books, they are supposed to bring them to the colleges so that we expose our learners to such materials which they are going to find in schools before they go there. But they jump us they go straight to schools and our students usually see these materials when they go to schools and they might have challenges on how to use them."

Another echoed,

"The government distributes the Primary Materials to the primary schools first. If there are leftovers, they are shared with the COEs. Otherwise, the COEs have to use their own funds to get the primary materials."

Several principals said that it was challenging to source these materials through their own budgets given the limited resources available to the COE/SOEs. In some cases, lecturers asked students to borrow materials from primary schools near the campus or when they went for their teaching practicum.

During certain observations, we noted the use of old supplementary materials which were not aligned with PLP and the current primary school curriculum. One lecturer said, *“the department has a set of old primary materials that were used in the primary schools prior to the release of the new ones but they don’t have the current primary materials.”* At another institution, a lecturer similarly said, *“The prescribed readings of the national ECE & Primary Teacher Education Diploma Syllabi [that we have] are old and few. Sometimes, students have an hour to use them and then pass them to another student.”*

It is critical for pre-service students to have the most up-to-date materials with which to practice from the beginning of their programs. In FGDs with lecturers and students, respondents highlighted the need for improved access to learner’s books and teacher guides at the colleges to ensure that pre-service teachers are exposed to materials used in primary schools before they graduate. To address this gap, one MoGE official at the headquarters affirmed the government’s commitment to providing these resources, emphasizing that the focus of the MoGE was to see that resources were re-printed and supplied to all COE/SOEs. However, at the district level, DESOs that we interviewed generally had a different viewpoint, stating that these materials had to be purchased by the institutions.

3.3.3 DEMONSTRATION SCHOOLS

Demonstration schools are an important resource in the preparation of student teachers. Ideally, pre-service students should be exposed to real students, teachers, and classrooms from the beginning of their PTD coursework. If the COE/SOE has good relationships with one or more local demonstration schools, students can observe instruction, tutor struggling students, or study the available instructional materials, which may not be available in the COE/SOE.

For Primary Teacher Diploma programs, 11 out of the 12 institutions (92 percent) visited had internal arrangements with primary schools near the campus grounds to serve as demonstration schools. For the ECE Teacher Diploma, seven out of the 12 institutions (58 percent) visited had demonstration schools within the COE/SOE itself. According to lecturers, exposure to these demonstration schools provided student teachers with hands-on experience for micro-teaching and classroom observations.



FIGURE 6. ECE DEMONSTRATION SCHOOL

3.3.4 ICT RESOURCES

ICT resources—including the lack thereof—came up across all interviews and focus group discussions and were highlighted during the campus tours and checklists. ICT includes computers labs, printing, wireless internet, classroom projectors, laptop/desktops and other technological resources used for teaching and learning.

TABLE 18. ICT RESOURCES AT THE COES/SOES

TYPE OF ICT	FACULTY ACCESS TO FREE WIFI ON CAMPUS	STUDENTS ACCESS TO FREE WIFI ON CAMPUS	STABLE SOURCE OF WIFI ACCESS ON CAMPUS	CLASSROOMS HAVE GENERATORS FOR WHEN THE ELECTRICITY IS OFF	WIFI AVAILABLE IN CLASSROOM	RESOURCES: PROJECTORS
Percentage of COEs with ICT support	83%	75%	58%	58%	67%	58%

All the colleges visited had computer labs, but at most colleges, the majority of the computers were not functioning properly and did not have a stable internet connection. One MoGE official at headquarters noted that while the colleges have these labs, only one college is able to use their lab effectively and reliably. This was supported by the findings of the campus tours. Computers were scarce, generally, and many lecturers reported using their own computers to perform their job functions. One HOD reported that while individual lecturers had laptops, they were not purchased by the institution. Another HOD said there is only one desktop computer for everyone in the Language and Literacy Department and lecturers had to share it.



FIGURE 7. INOPERABLE COMPUTERS IN A COE COMPUTER LAB



FIGURE 8. OUTDATED HARDWARE AT A COE

Internet is an ongoing challenge at the COE/SOEs. Based on the tours, 10 out of 12 colleges (83 percent) appeared to have some Wi-Fi capability, but only seven of those (58 percent) reported the connection was reliable. One HOD reported that the internet was available and stable and free for all because the institution paid for it, but also noted that the library had not been connected and remained without Wi-Fi. This was supported by the responses on the surveys. Just 32 percent of surveyed lecturers said they always had a reliable internet connection at their institutions. Nearly half sometimes had a connection, and 22 percent never had one. The figures reported by surveyed students were somewhat different—61 percent always, 27 percent sometimes, and 12 percent never had connection. When probing this issue through interviews, it became apparent that some of the colleges that did have Wi-Fi only had a signal at the administration block and it could not be used in classrooms or lecturer offices. The internet was available in seven of the libraries, yet respondents from those colleges said the connection was not stable and often went off. One principal explained, *“The infrastructure is there for wireless internet... except that we have not paid, so they have switched us off. The one that I am using is just a personal Mi-Fi to see to it that at least I am able to communicate with outside.”*

Intermittent wireless internet service due to nonpayment of bills was also mentioned by several other principals.

Lecturers reported that they did not have local access to the materials they needed to teach their courses, such as textbooks or articles. To address this issue one lecturer talked about using their own internet bundles, at their own cost, to find information, “So we don’t have books, we don’t have reference books it is only that the world has become global so get some bundles here and there you surf the net in order to get some information.” This problem would be eliminated with the stable provision of wireless internet.

Electronic library capabilities varied greatly across the institutions. Two COE/SOEs (17 percent) had E-library resources, included electronic copies of print materials found in the library. One HOD did not appear to know what resources were included in the E-library and therefore had not been able to use them in his work. The other ten institutions (83 percent) did not have any electronic library services.

The interviewed lecturers stated that additional electronic resources would be welcome, to better support their pre-service students. One HOD said,

“We really need more materials and support. I do not know how best we can do it, if those materials can either even be books or recordings of different classrooms, the lesson demos...I will easily show them that video in class and say this is the topic, we have this topic, let us look at this teacher, how this teacher delivered this lesson in class, they will look at those and I think they will pick one or two methods or how different teachers deliver different lessons. So, I think even those will come in very handy.”

The use of videos in pre-service education is one way of closing the theory-practice divide that is common across countries and was also documented in these COE/SOEs. However, this would require not only internet access, but also a laptop and projector to show such files in class.

Regarding additional technology, one HOD stated that the whole college only had one copy machine and a projector which needed to be shared across all departments. Projectors were used in only two observed lessons. The lack of these resources could impact the ability of the COE lecturers to deliver the best lessons possible for their student teachers.

3.3.5 LIBRARY RESOURCES, TEXTBOOKS, AND OTHER SUPPLEMENTARY MATERIALS TO SUPPORT EGR TEACHING AND LEARNING

Textbooks, library materials, research articles and other resources that would support teaching and learning were inadequate at the COE/SOEs. While most of the institutions (83 percent) had a library, they were poorly resourced. Many of the available materials were outdated or obsolete. One principal described the library at their institution:

“In the library we have some old journals, we have some old textbooks, we also deposit in newspapers that we collect. The college buys newspapers on daily basis, and then we also deposit them in the library. Then we ask members of staff to do some research and then when they produce whatever they have done, we also deposit in the library for students to do the reading. And some very old reference books. Those are the ones we have in the library. That is the type of materials we have in the library.”

Textbooks are not being used in courses at the COE/SOEs. In all the student and lecturer FGDs, the respondents said they do not have textbooks for any of the literacy and language department courses; they instead rely on course notes created by lecturers, which vary across all the sites. Since lecturers' access to electronic materials is not stable, the notes may not be based on the most up-to-date evidence. Lecturers said that students access materials in the library, on their mobile phones or computers, or that are provided by the lecturers. Students also borrow materials from each other. These responses were echoed by the surveyed students.

The lack of textbooks should be considered alongside the abilities and needs of the pre-service students. Several of the principals, HOD/HOSs, and lecturers noted that incoming PTD students often struggle with basic academic skills. As one lecturer explained, *"There is a trend that most of our learners including those that are coming to train have a challenge. They seem to have a problem with reading and writing skills."* These students were challenged by basic academic requirements, and therefore are unlikely to be able to independently find high-quality academic resources to support their learning. A lecturer said during a focus group,

"As lecturers we are also finding it very difficult because we need to give again special lessons to see to it that this trainee teacher who has to do two things now. Must learn how to read, how to write, and at the same time must do the course work to enable him or her become a professional teacher."

Textbooks would be a useful scaffold for this student population.

Materials available in libraries were uniformly outdated, according to all stakeholders, except at one college. As reported in the lecturer and student focus groups, the materials ranged from old to very old and were not used by the lecturers nor the students. No participants said they used the library for research or classroom materials. One lecturer explained, *"our college has a library which was archaic, very old and most of the textbooks were not worth using. The six textbooks that were supplied by VVOB were being shared against five hundred students."* Another said, *"We have a few books in the library but those books are old. We have made a request that we [buy] some books but nothing. Only a few [of the existing books] would respond to the current syllabus."* In addition, some HOD/HOSs reported having their own books that were kept in their own departmental spaces for them to use when planning lessons, and in some cases, students accessed them.

The relationship between the learning materials available and the syllabus was noted as a major disconnect. A lecturer explained,

"If you went to our Department, I'm sure you will be able to see that the materials are not adequate enough to help us. On average the materials are not adequate enough to plan and deliver our lessons but because of the experience and the knowledge we may have here and there look for materials otherwise the challenge is there....the syllabus is not compatible to any of the latest textbook we would have so you find that you have a syllabus but you don't have any reference book that you can relate to that also trickles down to our students."



FIGURE 9. OUTDATED LIBRARY BOOKS AT A COE

At all the COE/SOEs, the language of instruction is English, with some lecturers using the Zambian languages when demonstrating lessons and highlighting language specific topics in reading and/or writing yet. Despite the fact that PTD graduates must teach literacy in a local language, they had little exposure to Zambian language materials in the COE/SOEs. Sixty-one percent of the pre-service students surveyed said that the materials used in their courses were *only* in English. The minority of students said that materials in Zambian languages were also used. In the student FGDs, it was further discussed that there are few or no resources in the Zambian languages for the students to use in the libraries.

3.3.6 PHYSICAL INFRASTRUCTURE

The physical infrastructure at the COE/SOEs was noted as having an impact on the learning experience of the pre-service students and the working conditions of the lecturers. Across the colleges of education, two thirds of the institutions have individual offices or workspaces for the lecturers in the Literacy and Language Department. When viewing these workspaces, some were co-located and did not offer privacy or security for the lecturers. This could impact the lecturer's abilities to store materials, secure electronic equipment, and work with students. One HOD stated that *"the college had offices for lecturers, which were too small to accommodate everyone and some lecturers preferred to go to the library to plan for lessons."* Another HOD reported that lecturers must use the tutorial room and staff room when planning lessons, since they do not have individual office spaces.

In several cases, the COE/SOE buildings were found to have serious issues with leaks, roof problems, or other visible structural damage.



FIGURE 10. CEILING LEAK AT A COE/SOE

TABLE 19. INFRASTRUCTURE FOUND AT COES/SOES

INFRASTRUCTURE	INDIVIDUAL OFFICES/ WORKSPACE	COMPUTERS/ LAPTOPS	MEETING ROOMS	RESOURCE ROOMS	LIBRARY FOR THE DEPT
Percentage of COE/SOEs with infrastructure	67%	58%	50%	33%	17%

3.4 RQ 4. What is the mechanism for enacting change to improve pre-service teachers' knowledge, skills, and attitudes related to the teaching of reading/literacy skills?

To answer research question 4, we used information from interviews with the HOD/HOSs, DESOs, regional SESOs, and SESOs from headquarters of the Ministry of Education. When analyzing the data, six major themes were identified as potential mechanisms to enact change to improve pre-service teacher's knowledge, skills, and attitudes related to the teaching of literacy skills. We detail each of these six action areas in the following section.

3.4.1 PROVISION OF UP-TO-DATE, RELEVANT, AND SUFFICIENT TEACHING AND LEARNING MATERIALS

While the primary schools have been better resourced with student textbooks and materials in recent years, colleges and universities lack sufficient learning materials. This is not a new problem. The 1996 *National Policy on Education, Educating Our Future*, recognized that libraries in teacher training colleges were stocked with inappropriate books and were not well organized

(p. 86). The provision of up-to-date, relevant, and sufficient teaching and learning materials to the pre-service faculty and pre-service students at the Colleges of Education was deemed as critical to improve pre-service teachers' knowledge, skills, and attitudes related to the teaching of reading/literacy skills. It was reported that the lecturers have challenges in accessing reference materials such as textbooks, research journals, and curricular materials. The deans, principals and HOD/HOSs shared that most of the reference materials available at the libraries are outdated. There is an absence of up-to-date textbooks or research journals in the libraries or resource alcoves in the colleges, as discussed above. Early grade materials in Zambian languages are also largely absent.

A common thread amongst the colleges' leadership was that the pre-service students are not exposed to the primary materials used at the schools. It is at the practicum experience when the pre-service students see the primary materials for the first time. One of the pre-service students who participated in a focus group at one of the colleges said that *"we must be given opportunity to use primary materials and resources while we are in college."*

Officials from the MoGE who were interviewed informed that the MoGE distributes the primary materials across the schools and the colleges receive them only if there is surplus. However, the HODs and deans stated not having the primary materials currently used at the schools available for the lecturers and students. Furthermore, they mentioned that the colleges would need to procure such materials to have them available for instruction. Due to the colleges' financial limitations and other budgetary priorities, purchasing the primary materials is a low priority. Hence, coordinating efforts to make the primary materials and updated reference sources available to the colleges is undoubtedly a mechanism for change. Given the constraints on government funding, there is need for coordination with cooperating partners supporting the MoGE's efforts to improve learning outcomes in reading so that resources given to schools can be provided to the colleges and universities, in alignment with the revised curriculum.

3.4.2 ESTABLISHMENT OF A ROBUST AND RELEVANT CPD PLAN

Our analysis process identified the lack of a robust, coherent, and relevant continuing professional development plan (CPD) for the pre-service lecturers at the COE/SOEs. The views expressed by the interviewed deans and principals suggested that to improve pre-service teachers' knowledge, skills, and attitudes related to the teaching of literacy, the lecturers should participate in a systematically and purposefully planned capacity-building program. Although the department/sections are encouraged to provide regular trainings, they are in practice rarely provided because of the heavy workload of the administrators and lecturers.

Since in-person activities are limited due to the global pandemic, the option of virtual CPD was raised amongst the leadership of the COEs and universities. For example, one interviewee mentioned UNZA's institute for distance education, which could support the provision of virtual CPD to lecturers. The MoGE, with help from UNESCO, has developed a robust Continuing Professional Development Framework for Teachers in Zambia. This framework also covers colleges and universities. TTE will investigate opportunities to support its' implementation.

In summary, data from the interviews indicated a common understanding of the need for CPD and training in literacy instruction in order to strengthen lecturers' pedagogical skills and be able to more effectively teach pre-service teachers. According to an HOD who participated in the interviews: *“human resource capacity development is a long-term investment that will transform the faculty to be more effective.”* We found a great deal of enthusiasm among lecturers, HOD/HOSs, and principals for CPD opportunities through TTE. Hence, a systematic CPD plan is suggested as an important mechanism for enacting change to improve pre-service teachers' knowledge, skills, and attitudes related to the teaching of early grade literacy.

3.4.3 SUPPORT FOR LECTURERS' ADVANCED EDUCATION

Closely related to CPD is the need to support advanced education for lecturers, which is another recommendation drawn from the interviews. The principal at one of the COEs stated that to improve pre-service teachers' knowledge, skills, and attitudes related to the teaching of literacy, the lecturers should be encouraged and supported to further their academic training by pursuing an advanced degree in a relevant area. Advanced degrees also allow for greater career progression, which can be limited for lecturers who have a primary school teaching background as opposed to secondary.

Paying full tuition for a graduate program can represent an expensive undertaking, out of the reach of many lecturers. It was reported that one institution provides a 50% tuition discount to faculty who pursue an advanced degree at that institution. However, the program offerings are limited and do not meet the interests and needs of all lecturers. There are no cooperative agreements between the universities and COEs to provide tuition waivers or reduced tuition to the lecturers to pursue higher degrees. We therefore suggest exploration of providing tuition waivers, reduced tuition or scholarships to lecturers teaching at the COE/SOEs who are interested in obtaining an advanced degree in an area relevant to their instructional area.

3.4.4 STRENGTHEN INFRASTRUCTURE, INCLUDING INTERNET, WATER, ELECTRICITY, WORKSPACES, AND TECHNOLOGY

Infrastructure and resources such as internet, water, electricity, meeting rooms and computers are important facilities which contribute to efficiency and the enhancement of pre-service teachers' skills in language and literacy. However, there is limited funding for education for infrastructure. For example, in 2020, 12.4 percent of the total budget of 13.1 billion kwacha was allocated to the education sector. Out of this amount, only 8.2 percent (1.07 billion kwacha) was allocated for infrastructure for government ECE, primary schools, secondary schools, colleges, and universities.² The amount is not sufficient to meet the infrastructure demand and due to underlying funding for infrastructure and textbooks, funds have not been released for some years.

² KPMG. (2019). *2020 Budget Highlights*. <https://assets.kpmg/content/dam/kpmg/us/pdf/2019/10/tnf-zambia-2020-budget-oct1-2019.pdf>

As a result of this irregular and limited funding, most of the colleges and universities have infrastructure that is insufficient to cater for all students at the same time, or in some cases facilities that are not fully operational. During the situation analysis, challenges to the learning environment were evident, including limited internet facilities and general absence of appropriate technology, infrastructure, learning materials and resources for demonstration, experimentation, and reference materials. As discussed above, the availability of computers and internet access was limited and intermittent. Such access is particularly important in the current period, due to the COVID-19 situation. During our visits and interviews, we found that workspace is highly constrained for lecturers. In most cases, colleges have small, shared offices that do not provide enough space for meeting students for individual coaching or feedback.

We recommend that the MoGE should stress to the government the importance of providing adequate structures and resources for producing quality teachers. There should be strong collaboration among the Ministry of Education, Ministry of Higher Education and Ministry of Finance and Planning to put more resources to the colleges and universities to improve the infrastructure and the provision of resources. Since reading is a foundation for all learning, the government should ensure that those key resources for promoting reading are made a priority, especially those that relate to gender, such as provision of water and sanitation facilities. The MoGE must take steps to strengthen collaboration with the Ministry of Finance and Planning and the colleges and highlight the need for the resources in the sector plans and budgets. All partners involved in pre-service teacher training should collaborate to develop a strategy that supports the prioritization and adequate funding to the colleges and universities. The critical role colleges play in training teachers needs to be recognized and acknowledged through increased funding for resources and infrastructure.

3.4.5 IMPROVE COORDINATION BETWEEN COES, UNIVERSITIES, MOGE DISTRICT- AND PROVINCIAL-LEVEL STAKEHOLDERS

During the interviews with DESOs, SESOs, principals, and HOD/HOSs, it became clear that the management and lines of responsibility for the COE/SOEs were complex and not well understood by all stakeholders. The colleges are managed and run by the College Board. In the decentralized system, the main institutions for teacher training and development are the COEs. The management and control of each college is vested in the College Education Board. The principal is the head of the college and the chief executive officer of the board and reports to the Provincial Education Officer. The College Board is responsible for the interpretation and implementation of policies of the MoGE, including the colleges. During the situation analysis it was pointed out by MoGE officials that the management structure of the colleges and universities has marginalized the involvement of the provincial and district officials. We recommend greater involvement of the provincial and district staff in the governance and management of the colleges.

One specific area of conflict regarded in-service teacher trainings. The provincial and district education officials should engage COE/SOEs whenever there is training in new methods for teaching and learning, such as the PLP method and the Catch-Up program. Responsibility for materials provision was another point of conflict, with COE/SOEs stating that it was the MoGE's responsibility to send them primary grades materials, while DESOs and SESOs stated

that this responsibility fell on the shoulders—and budgets—of the COE/SOEs. A third area where greater collaboration would be beneficial is regarding the monitoring of pre-service students engaged in their practica. There should be also strong collaboration and more involvement between COEs, universities, the MoGE and provincial and district level officials in planning the practicum and monitoring of students during their teaching practice in primary schools. The provincial and district officials can be encouraged to monitor how the students are supported and the level of mentoring students get from teachers. This is already included in the teacher education guidelines, but capacity to implement high-quality supervision at scale is lacking. TTE aims to provide support in this area through its work on the practicum system.

To accomplish the goal of greater communication and coordination among stakeholders, there should be regularly planned consultative meetings between the COEs, universities, and provincial and district teams to plan trainings, the distribution of resources and materials to primary schools and colleges, and the monitoring of pre-service students in schools.

3.4.6 MONITOR TEACHER SUPPLY PIPELINES AND PROMOTE EQUITABLE DEPLOYMENT

Zambia currently has a hiring backlog of thousands of trained teachers, due to budget-related recruitment freezes in recent years. For example, in Zambia's 2018 teacher recruitment cycle, only 2,000 were hired from a pool of 27,000 applicants.³ In 2021, the government announced its annual recruitment would be just 1,200 teachers.⁴ This is one of the factors that principals and lecturers posited was causing their enrollment declines over the last several years, in addition to reductions or eliminations of student bursaries. Strong secondary school students may look at the teacher hiring backlog and decide to enter another field if they have the option. While falling enrollments pose challenges to COE/SOEs, they may also provide a short-term pressure release, as the number of new teachers adding to the backlog will be lower for a period of several years. This could provide opportunities for the relevant government bodies to make changes to the deployment system.

Addressing this problem is an important action point for TTE, because in the current situation, a COE graduate who benefits from the TTE activity may not enter the classroom as a full-time teacher for years after graduation. Recruiting teachers years after their initial training affects the quality of teaching because they may forget what they learned during their pre-service education. We intend to engage with the MoGE, the Ministry of Finance and Planning, and the Teaching Service Commission to ensure that teachers benefitting from the TTE activity are deployed to teach in ECE and primary schools within a reasonable time frame. Special

³ Kasonde, C., & Chipindi, F. M. (2020). Teacher selection in the public sector: Challenges, pitfalls and opportunities. *International Journal of Research and Scientific Innovation*, 7(11), 239-245.

⁴ Tembo, C. (2021, March 9). Recruiting 1,200 teachers insignificant, a recipe for social confusion – NAQEZ. *The Mast*. <https://www.themastonline.com/2021/03/09/recruiting-1200-teachers-insignificant-a-recipe-for-social-confusion-naqez/>

consideration should be given to placements in rural primary schools, which generally have fewer teachers and fewer female teachers as role models.

The situation analysis identified several issues related to deployment and teacher supply, in addition to the overall hiring backlog. The key issues observed were related to matching teacher training and skills with specific posts—ensuring that while in their schools, teachers teach the correct subjects for which they were trained, in languages which they speak. The current system allows teachers to apply directly to the districts where they wish to teach. However, some districts do not receive sufficient applicants and need to recruit teachers who applied to other districts, many of whom do not speak the language of instruction in those districts. If teachers do not speak the language of instruction, it affects the teacher’s ability to teach learners in ECE and primary classes where the medium of instruction is one of the designated seven Zambian languages. This problem can be addressed if the Teaching Service Commission—the agency responsible for recruitment, deployment, and retirement of teachers—the MoGE and the COE/SOEs collaborate to improve matches. One approach would be to consider the use of language proficiency as a criterion for recruiting and posting the graduate teacher to a district.

4. CONCLUSION

Through this situation analysis, we identified several action items that should be addressed to improve the capacity of COEs and SOEs to train primary grade teachers. Many of these areas can be addressed, if partially, through the TTE activity. Others, such as improvements to teacher deployment policies and processes, will need higher level advocacy to accomplish.

While this report discusses the many challenges that COE/SOEs face, from materials shortages to lack of CPD to leaky roofs, we want to conclude with one of our most consistent findings, which is positive. In all cases, when TTE staff mentioned the CPD opportunities that would be available through TTE starting in late 2021, study participants responded with enthusiasm. From principals to lecturers to MoGE officials, all were united in their willingness to support lecturers’ participation in early grade reading trainings and other activities. Administrators and lecturers at the COE/SOEs have felt sidelined from Zambia’s educational development process for some time, and they are eager to catch up and develop their skills, at the individual and institutional levels.

5. APPENDICES

Appendix A: Institutional Review Board Approval for Study

FLORIDA STATE UNIVERSITY
OFFICE of the VICE PRESIDENT for RESEARCH



APPROVAL

November 24, 2020

Stephanie Zuilkowski
850-645-0376
szuilkowski@fsu.edu

Dear Stephanie Zuilkowski:

On 11/23/2020, the IRB reviewed the following submission:

Type of Review:	Expedited (7)(a) Behavioral research; (7)(b) Social science methods
Title:	Transforming Teacher Education in Zambia: Situation Analysis
Investigator:	Stephanie Zuilkowski
Submission ID:	STUDY00001835
Study ID:	STUDY00001835
Funding:	Name: U. S. Agency for International Develop, Funding Source ID: Cooperative Agreement No. 72061120CA00006
IND, IDE, or HDE:	None
Documents Reviewed:	• hrp-411-checklist-waiver-of-written-documentation-of-consent.docx, Category: Other; • hrp-412-checklist-pregnant-women.docx, Category: Other; • Data Collection Tools.docx, Category: Survey/Questionnaire; • Zuilkowski CITI cert.pdf, Category: Other; • FSU TTE Proposal, Category: Sponsor Attachment; • Information Sheet, Category: Consent Form; • Zuilkowski TTE Award, Category: Sponsor Attachment; • Zuilkowski TTE Protocol, Category: IRB Protocol;

The IRB approved the protocol, effective from 11/23/2020. Your study conforms to FSU policy on COVID-19-related requirements and restrictions related to research activities that involve in-person interventions or interactions with human research participants. Note that once the COVID-19-related requirements and restrictions are lifted and IF you plan to substitute remote interactions or interventions with in-person alternatives, or IF you plan to include as human subjects persons who were previously excluded due to their high risk for severe illness from COVID-19 or ages 65 or more years, please be sure to submit a modification to the IRB for its review of these substitutions. If however you only plan to discontinue other COVID19-specific risk mitigation (e.g., social distancing, screening, use of PPE), then no study modification request need to be submitted to the IRB for review before these changes may be implemented. For all other study modifications, see notes below.

You are advised that any modification(s) to the protocol for this project must be reviewed and approved by the IRB prior to implementation of the proposed modification(s).

Federal regulations require that the Principal Investigator promptly report any new information related to this protocol (see Investigator Manual (HRP-103)).

In conducting this protocol, you are required to follow the requirements listed in the Investigator Manual (HRP-103), which can be found by navigating to the IRB Library within the IRB system.

Sincerely,

Human Subjects Research Office
humansubjects@fsu.edu

Appendix B: Data Collection Instruments

Campus Tour Checklist

Instructions: Kindly visit the following areas of the campus and document resources available. Some lines are requests for information - please fill in requested information. Provide photos of each area/resource if possible.

Area of Campus	Resource or specific information requested	Fill info or tick blank box if Photo taken
Library	Hours of operation:	
	Location in relation to student classes:	
	Is this a separate library for the college of education?	Yes / No
	Research Journals in Education	
	Books related to Education	
	Resources for teaching Early Grade Reading – Teacher Guides	
	Resources for teaching Early Grade Reading – Learner Books	
	Resources for teaching Early Grade Reading – Children’s Literature	
	Study Rooms	
	Computers	
	e-library (internet accessible computers)	

	Other Resources (list):	
Store	Book or Campus store to purchase learning supplies	
Computer Lab	How is it used?	
	Number of computers in the lab:	
	Number of computers up-to-date and usable:	
Language Lab	How is it used?	
	Number of computers in the lab:	
	Number of computers up-to-date and usable:	
Study Area	Social/Study area for students to gather	
Inclusion Resources	Resource Room for those who are deaf/Hard of hearing or visually impaired	
	Support Staff	
	Braille texts	
	Braille stylus	
	Other resources for students with visual impairment (list):	

	Resources for students who are deaf or hard of hearing (list):	
WIFI	Do faculty have access to free Wifi on campus?	Yes / No
	Do student have access to free Wifi on campus?	Yes / No
	Is there a stable source of Wifi access on campus?	Yes / No
Cafeteria	Area where students can purchase food and beverages	
Facilities	Do females have access to enclosed bathrooms with running water?	Yes / No
	Do males have access to enclosed bathrooms with running water?	Yes / No
	Does the campus have drinking fountains with running water?	Yes / No
	Does the campus have a reliable source of electricity?	Yes / No
	Do females have access to safe, on-campus student housing?	Yes / No
	Do males have access to safe, on-campus student housing?	Yes / No
	Where do most students live?	
Classrooms	Are classrooms closed against the weather?	Yes / No
	Do classrooms have generators for when the electricity is off?	Yes / No
	Is Wifi available in classrooms?	Yes / No
	Resources: projectors	

	Resources: white boards or chalk boards	
	Resources: seating	
	Resources: desks/tables	
	Resources: fans/ventilation/AC	
	Resources: storage areas	
	Resources: other (list)	
	Learning Materials: Wall Charts	
	Learning Materials: Text Books	
	Learning Materials: Primary School Curriculum	
	Learning Materials: flip charts	
	Learning Materials: markers and writing utensils	
	Learning Materials: manipulatives (e.g., alphabet letters, cards, etc.)	
	Learning Materials: other (list)	
Faculty Resources	Individual offices/desks/workspace	
	Computers/laptops	

	Meeting Rooms	
	Resource Rooms	
	Textbooks	
	Library (separate from the student library)	
	Primary School Curriculum	
	Computers	
	Printers	
	Copy Machine	
	Office Supplies (markers, paper, tape, etc.)	
	Other Resources (list):	
	What resources/materials do faculty purchase themselves (list)?	

University/College Lecturer Focus Group Discussion Protocol

University/College:	
Department:	
Date of focus group:	
Facilitators:	
Start time of focus group:	End time of focus group:
# of female participants:	# of male participants:

Orientation about the goals of the Transforming Teacher Education project Consent: Thank you for agreeing to speak with us. The information we gather from this focus group will be used to determine what type of support the institution needs in order to deliver effective instruction to teachers in training. Early Grades Literacy includes components of reading, writing, listening, speaking, and teaching in MT. I will not write down your name, and all your comments will be anonymous. You are free to decide whether you will participate, and you may stop at any time. Do you agree to participate?
--

1. Has anyone in the group been a primary grade teacher?
2. What is the language of instruction for the literacy courses in your department?
 - a. For course materials?
3. Which languages do your students use for learning in class?
 - a. What strategies do you use to help the students understand course content when they do not speak the language of instruction?
4. When students enter the program, how prepared are they to read, understand, and apply course content (e.g., reading & writing skills, study skills, etc.)?
 - a. If they don't have the skills to do the course work, how do you support them?
5. What types of instructional strategies do you use?

6. How are student grades determined?
 - a. How do you provide feedback and answer student questions outside of class?
7. What challenges do you face in teaching and carrying out other department responsibilities?
8. Can you discuss the knowledge, skills, and attitudes related to early grade literacy that are necessary for pre-service teachers?
9. How are inclusive strategies for the primary classroom and ECE taught in the courses (for example, how to teach groups of pupils with different skill levels or pupils with disabilities)?
10. What materials and resources do you use to prepare for and teach your courses? Do you have a Guide for the Lecturers? A student book?
11. Tell us about the primary-grade curriculum materials used in the literacy-related courses (for practicing instruction). (using PLP or something else)
12. At what point in the program do students begin microteaching their peers? At what point do students go to the schools to begin practicing instruction?
13. How well prepared are your graduates to teach Zambian language literacy skills to ECE and Primary school students? (reading, writing, speaking, listening) How do you know?
14. What are the strengths of your program?
15. Is there anything you would like to see improved in your program so that your students are better prepared to teach early grade reading skills?
16. Developing deep knowledge about teaching literacy requires some intensive professional development. If an opportunity arose for you to take part in a graduate-level course taught by FSU faculty, would you be interested? Would you be able to leave campus for one week per month for 4 to 5 months?
17. At what times during the year is the campus quiet so that you could leave or receive training?
18. What types of support can we provide that would be helpful for you?
19. Reflecting on this discussion, are there any additional resources or information that would be helpful for us to review? Course Module formats, Program of Study, Curricular materials, Lesson Plans, Assessment records, etc.
 - a. **Note: Take notice of what is mentioned and request these from the HOD**

Thank you very much for your time. This information will help the Transforming Teacher Education team to support your teacher-training program.

College of Education Student (Pre-Service or In-service) Teacher Focus Group Discussion Protocol

University/College:			
Program:			
Date of focus group:			
Facilitators:			
Start time of focus group:		End time of focus group:	
# of female participants:		# of male participants:	
Cohorts represented (# of students):			
Year 1 _____ Year 2 _____ Year 3 _____ Year 4 _____			

- Assemble a focus group of 4-6 students. Be sure to include both male and female students. If possible, include year 3 students.
- No university/college educators or administrators should be present for this focus group; only students. Find a place that is relatively quiet and private.
- Be sure to ask the questions below, but also feel free to follow up on participants' comments and ask other questions that arise.
- During the discussion, keep detailed notes of the students' statements.
- Orientation about the goals of the Transforming Teacher Education project

Consent:

Thank you for agreeing to speak with us. The information we gather from this focus group will be used to determine what type of support the institution needs in order to deliver effective instruction to teachers in training. Early Grades Literacy includes components of reading, writing, listening, speaking, and teaching in MT. I will not write down your name, and all your comments

will be anonymous. You are free to decide whether you will participate, and you may stop at any time. Do you agree to participate?

1. How did you learn to read? And in which language did you learn to read in first?
2. Are any of you currently teaching, or have already taught, in a primary or ECE classroom?
3. Which instructional strategies help you learn best (for example, lecture, small group work, demonstrations, lesson planning, microteaching, practice, etc.)?
4. How is your learning assessed, and how is your final course grade determined?
5. Have you had any practice using any ECE and/or Primary Materials (e.g., teacher's guides, student books, supplementary readers, library books)? If yes: What materials have you used? How do you have access to these materials?
6. What materials do you use for courses in literacy (e.g., textbooks, modules)? How do you access these materials?
7. Have you practiced writing lesson plans and/or schemes of work?
8. Are you given opportunities to practice instruction or observe lessons at demonstration schools before the practicum? Have you practiced delivering instruction to your peers?
9. Tell us about what you expect to do in the practicum.
10. In your courses, what is/are the language(s) of instruction? How do you use your own language(s) for learning?
11. Think about how you will teach in Zambian languages. What has made you feel prepared to teach in a Zambian language? Is there anything else you feel like you should learn about how to teach in a Zambian language before you become a teacher?
12. What are the challenges associated with teaching primary and ECE pupils in a Zambian language, and how do you plan to handle these challenges?
13. Now think about how you will teach reading and writing in any language. What has made you feel prepared to teach reading and writing? Is there anything else you feel like you should learn about how to teach reading and writing before you become a teacher?
14. What courses in your program have made you feel most prepared to teach in the primary school classroom?

15. What are the strengths of the teacher training program here?
16. Is there anything you would like to see improve in your program?
17. Do you feel prepared to teach primary grade pupils with disabilities, or to teach other diverse pupils? Why?
18. Is there any other information you want to share that can help improve the program(s)?

Thank you very much for your time. This information will help the Transforming Teacher Education team to support your teacher-training program.

Dean/Principal Interview

Consent:

Thank you for agreeing to speak with us. The information we gather from this interview will be used to determine what type of support the institution needs in order to deliver effective instruction to teachers in training. Early Grades Literacy includes components of reading, writing, listening, speaking, and teaching in MT. You are free to decide whether you will participate, and

Date and location of interview:	University/College:
Name of administrator:	Interviewer:
Academic Degree:	
Length of time working at the University:	Length of time in the position:

ORGANIZATIONAL/ ADMINISTRATIVE STRUCTURE

Questions	Answers
I. What are the responsibilities of the dean/principal?	

2. What is the duration of the term of the dean/principal?	
3. Are there associate and/or vice deans or vice principals in the institution, and what is their title(s)?	☐ Yes ☐ No
4. If so, what are the associate and/or vice dean/vice principal's responsibilities?	
5. Who designates the Dean/Principal, Associate and/or Vice Dean/Principal, Section/Department Heads, and faculty at your institution?	
6. What are the biggest challenges you face as the Dean/Principal of this College?	
7. What are the minimum qualifications of the department heads at this institution?	
8. Is there an equitable presence of female and male department heads ?	☐ Yes ☐ No
9. If not, are there any plans or efforts to achieve a balanced in terms of gender?	
10. Who is responsible for recruiting, hiring, and terminating teaching faculty, the vice dean/principal, and the dean/principal?	
11. What are the requirements for hiring new faculty?	
12. Who decides the academic load of the teaching faculty?	

13. Do the Dean/Principal and Vice Dean/Vice Principal have teaching responsibilities?	
14. On average, how many courses does each lecturer teach during each term?	
15. When is faculty informed of the courses to be taught in a term?	
16. Is there an equitable presence of female and male lecturers?	☐ Yes ☐ No
17. If not, are there plans or efforts to achieve a gender balance?	
18. Who determines the curriculum?	
19. Who determines the content of the courses?	
20. Who sets the format for the syllabi or course outlines?	
21. Does your college have a systematic and planned professional development program for faculty?	☐ Yes - (answer the following question) ☐ No - continue with question # 22
22. If yes: when was the last training, what was the topic, and when is the next training scheduled?	
23. If no: would you consider establishing a systematic and planned professional development program?	☐ Yes ☐ No
24. What topics would you like to offer in professional development activities for the faculty?	☐ _____ ☐ _____

	☐ _____
25. In a normal year, what months are first term/semester courses taught?	
26. In a normal year, what months are second term/semester courses taught?	
27. Is there a 3rd term/semester? If yes: In a normal year, what months are these courses taught?	
28. What are the most prevalent languages used for communication on campus?	
29. What languages are used for instruction on this campus?	
30. In what languages are the materials and resources used in the courses to teach primary grade literacy skills?	
31. Are there other international organizations working with your Faculty? Or have there been any prior interventions with the College/University?	☐ Yes ☐ No
32. If so, what are the organizations? What have they done?	

PHYSICAL ENVIRONMENT (CHECKLIST)	
33. Is there a library in your institution?	☐ Yes ☐ No
34. Are there support staff (for example: librarian, administrative staff)?	☐ Yes ☐ No
35. If so, what materials are in the library?	☐ Textbooks ☐ Magazines, Professional Journals (including electronic format)

	☐ Children / Kids Books and Literature ☐ Textbooks/modules ☐ PLP (Phonics based approach) ☐ ZATEC (Zambia Teacher Education Course) ☐ NBTL (New Breakthrough to Literacy) ☐ TARL (Teaching at the Right Level – Catch up Program) ☐ Magazines ☐ Newspapers ☐ Professional journals ☐ Internet resources (social media, videos, others) ☐ Others (specify): _____
36. Are there computers in the library available for students?	☐ To access online materials and resources ☐ That support students with visual and/or hearing impairment?
37. Is there a language laboratory?	☐ Yes ☐ No
38. Is there a resource room or materials room available to the faculty?	☐ Yes ☐ No
39. Is there a resource room or materials room available to the students?	☐ Yes ☐ No
40. If yes: what materials are in the resource or materials room?	☐ Supplementary materials for education classes ☐ Online textbooks, videos, research articles ☐ Flashcards ☐ Paper for writing ☐ Resources for making teaching and learning materials ☐ ECE and/or Primary Curriculum (e.g., teacher guides, pupil books, etc.) ☐ Photocopier ☐ Other: _____
41. Is there a stable supply of electricity?	☐ Yes ☐ No
42. Is there a stable supply of water?	☐ Yes ☐ No
43. What measures do you take when there is no electricity and/or drinking water?	

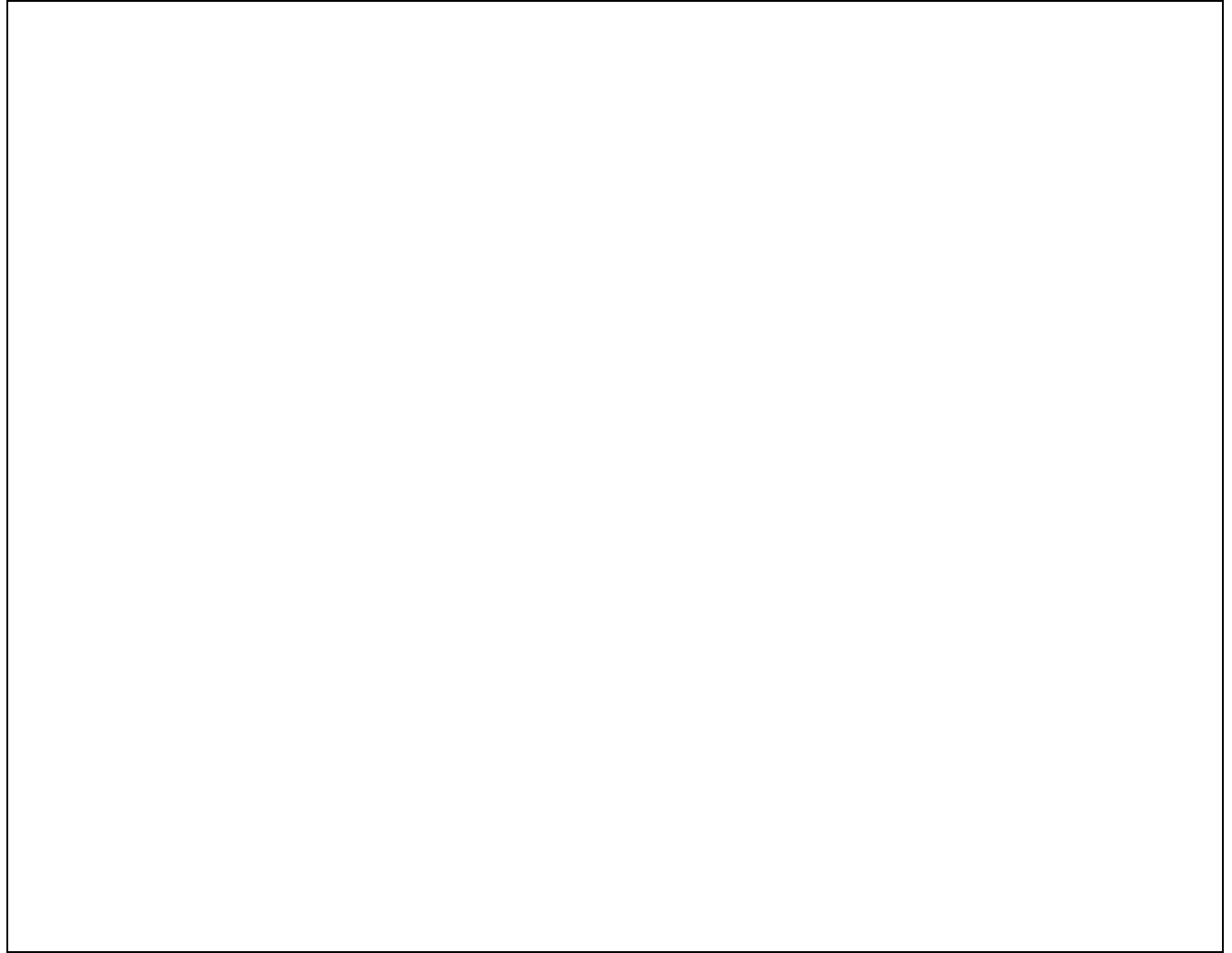
44. Is internet access available?	☐ Yes ☐ No
1. Is it stable?	☐ Yes ☐ No
2. Free for lecturers?	☐ Yes ☐ No
3. Is it free for students?	☐ Yes ☐ No

LITERACY	
45. Are the following degree programs offered by this institution:	
1. ECE Diploma/Degree?	☐ Yes ☐ No
2. Primary Diploma/Degree?	☐ Yes ☐ No
46. How prepared do you think your lecturers are to teach literacy and multi-lingual education?	
47. Do you think that the faculty in your college need additional training to teach the existing course(s) literacy and multi-language education?	☐ Yes ☐ No
48. If yes: In what areas/skills does your faculty need training?	
49. To strengthen the ECE and Primary Education programs, are additional courses needed in teaching literacy and/or teaching in a multilingual environment?	☐ Yes – What do you suggest? _____ _____ _____ ☐ No - Why? _____ _____

If yes: 50. What training and materials will the faculty need to teach these courses? 51. What support can you offer to the department heads and faculty to ensure that they are properly prepared?	
52. As you know, developing a core group of lecturers with strong skills in evidence-based practices requires intensive training. Would you be open to give permission to your lecturers to attend CPD courses in the area of literacy instruction?	
53. Do students in the ECE or Primary education programs take any classes with lecturers from other departments (e.g., teaching students with disabilities; assessing students)? I. Which classes and why?	
54. What is the process for incorporating new materials and evidence-based practices into the pre-service teacher education programs?	

STUDENT PROFILE	
55. What are the ECE and Primary program entrance requirements?	

56. Is an entrance exam required for admission?	☐ Yes ☐ No
57. If yes: what is the minimum score for admission, and what percent of applicants pass?	
58. How prepared are the admitted students to meet the academic demands of college?	
59. What percentage of students are female?	
60. What incentives do you have in place to attract more females to enroll?	
61. How prepared do you think your graduates are to teach literacy and multi-lingual education?	
62. Are there any skills or experiences that would make your graduates stronger literacy/multilingual teachers?	
63. Is there any other information that will help us in developing materials for the program(s)?	
ADDITIONAL COMMENTS / SUGGESTIONS / NOTES :	



Head of Section/Department Chair Interview

Consent:

Thank you for agreeing to speak with us. The information we gather from this interview will be used to determine what type of support the institution needs in order to deliver effective instruction to teachers in training. Early Grades Literacy includes components of reading, writing, listening, speaking, and teaching in MT. You are free to decide whether you will participate, and you may stop at any time. Do you agree to participate? Yes/No

Date and location of interview:

College/Department:

Name of the administrator:

Interviewer:

Academic Degree:

Length of time working at the University:

Length of time in the position:

Infrastructure (organizational/administrative structure)

1. What are your principal responsibilities as Head of Section/Department Chair?	
2. What are the major challenges that you face as Head of Section/Department Head/Department Chair in this institution?	
3. What are the requirements for hiring new lecturers?	
4. How are new lecturers brought onboard if they have no experience teaching primary school?	
5. Are you involved in assigning the academic load of the lecturers?	
6. How many courses represent the regular academic load for lecturers for each term?	
7. When do the lecturers know the course/courses that they will teach for the semester?	
8. Who determines the curriculum?	
9. Who determines the content of the courses?	
10. Who sets the format for the syllabi?	
11. What is the number of lecturers assigned to teach primary education courses? How many for ECE courses?	
12. Does this institution offer: a Bachelor in ECE a Bachelor in Primary Education?	Yes / No Yes / No
13. Is there an overlap between the lecturers who teach primary education and ECE?	
14. What is the number of students currently enrolled in the	ECE:

programs (ECE, Primary/Elementary Ed)?	Primary:
15. In a normal year what months are first term/semester courses taught?	
16. In a normal year what months are second term/semester courses taught?	
17. Is there a 3 rd term/semester? If yes: in a normal year what months are these courses taught?	
18. In which term/semester do students enter the program?	
19. Can you provide the average number of students in each program by cohort/year? (if no, continue with question 21)	0. no 1. yes
a. Primary Education, year 1 (diploma)	
b. Primary Education, year 2 (diploma)	
c. Primary Education, year 3 (diploma)	
d. Primary Education, year 4 (degree)	
e. ECE, year 1 (diploma)	
f. ECE, year 2 (diploma)	
g. ECE, year 3 (diploma)	
h. ECE, year 4 (degree)	
20. Can you provide the total number of students enrolled in each program?	0. no 1. yes

a. Primary Education (diploma)	
b. Early Childhood Education (diploma)	
21. What is the number of classrooms currently available for education courses?	
22. What is the approximate class size?	
23. What resources are available to your faculty for preparation of class instruction?	☐ computer ☐ copy machine ☐ printer ☐ Wi-Fi/internet access ☐ other audio/visual equipment ☐ chart paper ☐ TLM (alphabet charts, manipulatives, etc.) ☐ Textbooks, resources, instructional materials ☐ ECE and/or Primary Materials ☐ Textbooks listed in the Diploma Course Syllabi ☐ Other print materials ☐ Library ☐ Online resources (e.g., online textbooks, research articles, videos) ☐ other resources
24. What additional technology is available to your lecturers to teach their courses?	☐ Overhead projector ☐ Document camera ☐ Electronic projector ☐ Desktop computers ☐ Laptop computers ☐ Wi-Fi/Internet enabled classrooms ☐ Technology supports for lecturers and pre-service teachers with hearing and/or vision disabilities ☐ Other:

25. What additional resources are provided to your lecturers?	☐ Meeting room ☐ Time for collaboration ☐ Membership to professional organizations ☐ Sponsorship to attend professional meetings (e.g., conferences) ☐ Other:
26. Are the classrooms technology enabled? If yes, describe.	
27. Do the lecturers have dedicated offices and space to prepare for instruction?	0- no 1- yes
a. If yes, is internet access provided?	0- no 1- yes
28. Does the institution have a demonstration/research school?	0- no 1- yes
a. If yes, what grade levels are included at the demonstration school?	
29. Are there resource rooms available for the following:	☐ Primary Education ☐ Early Childhood Education ☐ Language Lab ☐ Other: _____
30. What are the most prevalent languages used on this campus?	
31. What languages are used for instruction on this campus?	
32. In what languages are the materials and resources used in the courses?	
Professional Development: Literacy and Multilingual education	
33. What responsibilities do lecturers have in addition to teaching (e.g., publish research, serve on committees, provide training the primary teachers, etc.)?	

34. Is time allocated for lecturers to collaborate (e.g., discuss course content and teaching methods)?	
35. Does your institution have a systematic and planned professional development program for faculty?	
a. If yes: when was the last training, what was the topic, and when is the next training scheduled?	
36. How prepared do you think your lecturers are to teach literacy in a multilingual environment?	
37. How prepared do you think your graduates are to teach literacy in a multilingual environment?	
38. Are additional courses needed to focus on teaching literacy and/or teaching literacy in a multilingual environment?	
39. If so, what training and materials will the lecturers need to teach these new courses?	
40. As you know, developing a core group of lecturers with strong skills in evidence-based practices requires intensive training. Would you be open to your department/section lecturers (including yourself, if appropriate) to attend CPD courses in the area of literacy instruction?	
41. What are the best times of the year to engage all stakeholders in materials development and training activities?	
42. What is the process for incorporating new materials and evidence-based practices into the pre-service teacher education programs?	
43. In what ways you think this project can provide assistance to your team of lecturers?	

44. Is there any other information that will help us in developing materials for the program(s)?	
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Ministry of Education Interview

Consent:

Thank you for agreeing to speak with us. The information we gather from this interview will be used to determine what type of support the institution needs in order to deliver effective instruction to teachers in training. Early Grades Literacy includes components of reading, writing, listening, speaking, and teaching in MT. You are free to decide whether you will participate, and you

Date and location of interview:

Interviewer:

Name(s)/Title(s) of administrator(s) / Directorate/department and position:

Questions	Answers
I. Which Directorate(s) are directly responsible for providing oversight and support of the Colleges of Education/University ECE and Primary Teacher Education Programs?	☐ Directorate of Teacher Education and Specialized Services ☐ Directorate of Standards & Curriculum ☐ Primary Education Officer Pre-Service Education ☐ Directorate of Early Childhood Education ☐ Directorate of Human Resource (recruitment of lecturers)

	☐ Directorate of Planning and Information (infrastructure and internet) ☐ Other: _____ _____
2. How do each of these Directorates provide support to the Colleges of Teacher Education?	
3. Which Assistant Directors/ Specialists/Officers provide support to the ECE and Primary Education Programs at the Colleges of Teacher Education/Universities?	☐ Assistant Director-Teacher Education ☐ Assistant Director – Specialized Services ☐ Principal Curriculum specialist – MOGE HQ ☐ Principal Education Officer (in-service) – Teacher Education ☐ Principal Education Officer (pre-service) – Teacher Education ☐ Principal Education Officer – Guidance and Counselling ☐ Principal Education Officer Principal Education Officer – Special Education ☐ Other: _____
4. What are the titles and roles of the Provincial education officers in providing support to the ECE and Primary Education Programs at the COEs/Universities?	(e.g., SESO for Languages, Teacher Education, Curriculum, etc.)
5. What other local organizations provide support to the Colleges of Education/Universities?	☐ Curriculum Development Center ☐ Teacher's Unions (Union of Teachers, etc.) ☐ Teaching Council of Zambia ☐ Zambia's Preschool Association ☐ Other: _____
6. What international organizations provide support to the ECE and Primary Teacher Education Programs at the COEs?	☐ VVOB Flemish Association for Development Cooperation and Technical Assistance ☐ Let's Read Project ☐ JICA Japanese International Technical Cooperation Agency ☐ UNICEF ☐ UNESCO ☐ Other _____

7. There are national ECE & Primary Teacher Education Diploma Syllabi a. In the syllabi, there are prescribed readings and recommended readings. 1. Are these readings available to the lecturers for the related courses they teach? 2. Are these readings available to the pre-service teachers? b. Are there Tutor Guides and Student Books for the COE Courses? c. What resources do the instructors use for the course sessions and assignments?	☐ Yes ☐ No ☐ Yes ☐ No ☐ Yes ☐ No
8. To prepare the students to teach in ECE and primary classrooms, are the Primary Literacy Teaching and Learning Materials (Teacher Guides, Learners' Books, Supplemental Readers) a. Available for the Lecturers to use in the related courses? b. Available for the pre-service teachers to use for developing and practicing lessons?	☐ Yes ☐ No

	☐ Yes ☐ No
9. If the ECE and Primary materials are not available, how can they be provided to the COEs/Universities?	
10. What is the National Language Policy for pre-service teacher education programs?	
11. How well prepared are teacher education graduates to teach literacy and/or teach in a multi-lingual environment?	
12. How well are teacher education graduates prepared to teach diverse pupil populations?	
13. How long does it take to employ a new teacher education graduate?	
14. What is the process for a new teacher graduate to be posted to a school (any consideration of province, language, education, skills)?	
15. What are the Ministry's goals for the Transforming Teacher Education project related to improving pre-service teacher education?	
16. What is the process for incorporating new materials and evidence-based practices into the pre-service teacher education programs?	
17. If courses or course materials are developed and training provided to Lecturers, which Ministry officials from HQ, Regional Directorates, and other stakeholders should be invited?	
18. What are the best times of the year to engage all stakeholders in	

materials development and training activities?	
19. Is there any other information that will help us in developing materials for the program(s)?	
Comments:	



Classroom Observation Checklist

Please complete the following about each ECE, Grade I, and college/university classroom you record.

Teacher's First Name:	School:
Province, District:	Class (Circle one): ECE GI COE/SOE
Number of staff in Classroom:	
Date of observation:	Observer:
Start time of observation:	End time of observation:
# of students in class: _____ female _____ male	
Language of Instruction _____ English _____ Cinyanja _____ Chitonga _____ Icibemba _____ Kikaonde _____ Lunda _____ Luvale _____ Silozi _____ Other: _____	
Unit, Week, Lesson # (for ECE & Grade I only) :	

Take Pictures of the following:	Tick if Photo Taken	Comments
1. Wide shot of whole classroom		
2. Learning Materials on the walls (word walls, classroom rules, etc.)		
3. Teacher Guide		
4. Learner Books		
5. Children's Literature, Read Aloud Texts, Story Books, etc.		
6. Teacher Created Materials		
7. Classroom Library		

8. Student desk		
9. Student storage area (Cubbie/cubicle)		
10. Learning Centers		
11. Manipulatives or other Learning Materials		
12. Pens/pencils/crayons/writing and drawing materials		
13. Toys or items to develop gross and fine motor control		
14. Technology		
15. Other		



COE/SOE Lecture Observation

Pease complete the following about COE/SOE lecture you record.

Institution:	Department:
Date of observation:	Observer:
Lecturer Name:	Title of Course:
Start time of observation:	End time of observation:
# of students in class:	_____ female _____ male

Language of Instruction

_____ English _____ Cinyanja _____ Chitonga _____ Icibemba

_____ Kiikaonde _____ Lunda _____ Luvale _____ Silozi

_____ Other: _____

List the topics covered in the class session throughout the observation:

I. What forms of instruction did the instructor use during the observation?

1. lecture
2. question and answer
3. large group discussion
4. small group work
5. pair work
6. student independent work
7. student presentations
8. professor presentation/demonstration
9. technology-based presentations
10. technology-integrated activities
11. Mother Tongue Based Multi-Lingual Education Strategies (describe and provide samples if possible)

Other/Notes:

2. What did the students do during the class session?	
1. asked the lecturer questions 2. asked peers questions 3. engaged in group work 4. engaged in pair work 5. engaged in discussions 6. engaged in independent work 7. completed an assessment 8. delivered a presentation/lesson 9. listened to a lecture	Other/Notes:
3. What resources did the professor use during the class session?	
1. Textbooks/Modules 2. Handouts/worksheets 3. Magazines/Newspapers 4. Wall charts, teacher made materials 5. PLP (Phonics based approach) 6. ZATEC (Zambia Teacher Education Course) 7. NBTL (New Breakthrough to Literacy) 8. TARL (Teaching at the Right Level – Catch up Program) 9. Textbooks listed in the Diploma Course Syllabi 10. Children's Literature books 11. Videos 12. Projector 13. Laptop 14. Tablet 15. Internet 16. Web-based resources (e.g., websites)	Other/Notes:
4. How did students use the resources? List any available	
0. no resources were available 1. students could interact/use them in class 2. students could borrow/take them home 3. the resources are available in the library for out of class work 4. Students have personal/shared copies	Other/Notes:
5. What materials/resources did the students bring to use in the class session?	
1. Notebooks 2. Textbooks/modules 3. Writing tools (pens, pencils) 4. Laptops/tablets 5. Materials for presentations (cardboard, tape) 6. Primary Materials	Other/Notes:

6. What equipment was available in the classroom?	
1. Projector 2. Laptop 3. Board/chalk/markers 4. Wall Charts, teacher made materials 5. Desks 6. Podium 7. Individual seats for students 8. Benches 9. Internet 10. Technology for students with hearing or vision disabilities 11. Electricity	Other/Notes:
7. On a scale from 1 to 5, how engaged did the students appear during class? (Students have module/handouts open and used, taking notes, participating in group discussions, answering questions, completing activities/projects, etc.) 1=not engaged <_____> 5=very engaged	
☐ 1= not engaged (few or no students engaged during the lesson) ☐ 2= little engaged (some students engaged for part of the lesson) ☐ 3= somewhat engaged (some of the students engaged for some of the lesson) ☐ 4= engaged (all the students engaged for most of the lesson) ☐ 5=very engaged (all the students engaged for all the lesson)	
8. How many times during the observation were there periods greater than 2 minutes when no instruction/activity was taking place?	
1. none 2. one or two 3. three to five 4. more than five	Other/Notes:

Was the entire class session observed?	
0. no 1. yes	Notes:
Additional comments/observations: Note: Ask the lecturer and/or students about the use of code switching during class, describe how languages were used in the class session.	



ECE Lesson Observation

Please complete the following about ECE lesson you record.

Teacher's First Name:	School:
Province, District:	Grade:
Number of staff in Classroom:	Observer:
Date of observation:	
Start time of observation:	End time of observation:
# of students in class: _____ female _____ male	
Language of Instruction _____ English _____ Cinyanja _____ Chitonga _____ Icibemba _____ Kiikaonde _____ Lunda _____ Luvale _____ Silozi _____ Other: _____	
Unit, Week, Lesson # :	

Instructional Strategies	Observed?	Comments
16. Teacher sets behavioral expectations for the students/activity		
17. Explicit Instruction		
18. Opportunities for students' responses		
19. Student independent work		
20. Constructive feedback		
21. Teacher scaffolds instruction		

22. Teacher repeats students' responses and expands response		
23. Teacher provides equal opportunities for all students to participate		
24. Teacher checks for understanding (e.g., asks questions, walks around room- checks work)		
25. When students don't understand, teacher adjusts instruction (e.g., rephrase question, re-teach)		
26. Uses Mother Tongue Based Multi-Lingual Education Strategies if needed		
27. Other		

Instructional Materials	Observed?	Comments
1. The teacher has a Teacher's Guide		
2. The teacher has a Read Aloud Text		
3. Learner Activity books are present		
4. The teacher is prepared		
5. Number of students who have a Learner Activity book		
6. Students have notebook and pencil		
7. Supplemental Readers are available		
8. Library books are available		
9. Teacher Created materials are available		
10. Other		

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Oral Language Development: Instructional Strategies	Observed?	Comments
1. Teacher initiated structured opportunities to talk		
2. Expansion of student-initiated language		
3. Open-ended questions		
4. Peer interactions		
5. Asks questions about self and experiences		
6. Other		

Speaking/Vocabulary: Instructional Strategies	Observed?	Comments
1. Provides opportunities to answer questions		
2. Provides experiences with words and their meanings		
3. Provides instruction in functional words		
4. Asks pupils to describes actions, objects, and events		
5. Provides opportunities to express feelings, share experiences and resolve problems		
6. Provides lessons using environmental print		
7. Other		

Listening Comprehension	Observed?	Comments
1. Read aloud		
2. Dramatic play		
3. Story retell		
4. Stories on tape/computer		
5. Acting out stories		
6. Relating to personal events		
7. Other		

Concepts of Print & Alphabetic Knowledge	Observed?	Comments
1. Orientation		
2. Directionality		
3. Concept of word (teacher points as read)		
4. Use of picture to support text		
5. Letter/sound ID/recognition upper/lower case		
6. Letter/sound instruction		
7. Other		

Phonological Awareness (No Print)	Observed?	Comments
1. Rhyming		
2. Sentence Segmentation		

3. Identification of syllables in words/ Segmenting (counting) syllables in words		
4. Identification of sounds and consonant blends in words		
5. Blending sounds & consonant blends to say syllables		
6. Blending syllables to say words		
7. Other		

Writing	Observed?	Comments
1. Drawing/coloring		
2. Explains knowledge, purpose, function of writing		
3. Writing first name/full name		
4. Writing letters (upper/lower case)		
5. Copying words		
6. Other		

Physical Health	Observed?	Comments
1. Physical fitness activities		
2. Encourages self-care		
3. Gross motor activities		
4. Fine motor activities		

5. Opportunities to participate in class routines		
6. Other		

Socio-emotional Development	Observed?	Comments
1. Routines and rules		
2. Opportunities for peer interaction		
3. Opportunities to interact with adults		
4. Role play opportunities		
5. Other		

Materials in the classroom	Yes/No		Instructional grouping and engagement	Yes/No
1. Games			1. Whole class	
2. Manipulatives (puzzles, play stations, clay, objects, etc.)			2. Small group	
3. Books			3. Peers work together	
4. Pencil/paper/chalk/crayons/paints			4. Independent work	
5. Technology			5. Individualized I/I	
6. Chalkboard or equivalent			Students are on-task for _____% of the time.	
7. Visuals with print				
8. Visuals without print				

9. Learning Stations or Centers			How many times were there periods when no instruction was provided for more than 2 minutes? _____
10. Equipment (circle all observed)	Slates - tables chairs - play area felt board - cubbies snack area - bathroom Additional comments		
11. Documentation of assessment (assessment record, charts, marked learner books, etc)			



Grade I Lesson Observation

Please complete the following about Grade I lesson you record.

Teacher's First Name:	School:
Province, District:	Grade:
Number of staff in Classroom:	Observer:
Date of observation:	
Start time of observation:	End time of observation:
# of students in class: _____ female _____ male	
Language of Instruction _____ English _____ Cinyanja _____ Chitonga _____ Ibibemba _____ Kiikaonde _____ Lunda _____ Luvale _____ Silozi _____ Other: _____	
Unit, Week, Lesson # :	

Instructional Strategies	Observed?	Comments
28. Teacher sets behavioral expectations for the students/activity		
29. Explicit Instruction		
30. Opportunities for students' responses		
31. Student independent work		
32. Constructive feedback		
33. Teacher scaffolds instruction		

34. Teacher repeats students' responses and expands response		
35. Teacher provides equal opportunities for all students to participate		
36. Teacher checks for understanding (e.g., asks questions, walks around room- checks work)		
37. When students don't understand, teacher adjusts instruction (e.g., rephrase question, re-teach)		
38. Uses Mother Tongue Based Multi-Lingual Education Strategies if needed		
39. Other		

Instructional Materials	Observed?	Comments
11. The teacher has a Teacher's Guide		
12. The teacher has a Read Aloud Text		
13. Learner Activity books are present		
14. The teacher is prepared		
15. Number of students who have a Learner Activity book		
16. Students have notebook and pencil		
17. Supplemental Readers are available		
18. Library books are available		
19. Teacher Created materials are available		
20. Other		

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Instructional Activities	Observed?	Comments
7. Teacher Reading Aloud		
8. Students Reading Aloud (e.g., syllables, words, sentences, paragraphs)		
9. Students Learning/Practicing Strategy (e.g., blending syllables to read words, writing sentence, etc.)		
10. Questions & Answers		
11. Copying/Writing		
12. Completing assignment/classwork		
13. Other		

Oral Language Development	Observed?	Comments
8. Teacher initiated; structured opportunities to talk		
9. Expansion of student-initiated language		
10. Understands and orally responds to class discussions		
11. Able to use social vocabulary.		
12. <u>Able to use academic vocabulary.</u>		
13. Demonstrates appropriate word use and sentence structure.		

14. Pupils ask questions/seek assistance		
15. Pupils engage in conversations with peers		
16. Other		

Listening Comprehension	Observed?	Comments
8. Answers questions about a story read aloud		
9. Retell/summarize a story read aloud		
10. Act out/Role Play a story read aloud		
11. Identify main ideas/details, make inferences		
12. Respond orally and/or in writing		
13. Follow directions		
14. Other		

Concepts of Print & Alphabetic Knowledge	Observed?	Comments
8. Orientation/Directionality/ Concept of word, etc.		
9. Use of picture to support text		
10. Letter ID/recognition upper/lower case		
11. Letter/sound instruction		

12. Other		
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Phonological Awareness (No Print)	Observed?	Comments
8. Rhyming		
9. Sentence Segmentation		
10. Identification of syllables in words		
11. Counting (Segmenting syllables in words)		
12. Identification of Sounds and Consonant Blends		
13. Blending sounds & consonant blends to say syllables		
14. Blending Syllables to say words		
15. Other		

Phonics (Print)	Observed?	Comments
7. Identification of Sounds & Blends		
8. Blending Sounds to Read Syllables		
9. Blending Syllables to Read Words		
10. Segmenting Syllables to Write Words, Phrases, Sentences		
11. Sight Word Recognition		
12. Other		

Fluency	Observed?	Comments
7. Accurate Syllable Reading		
8. Accurate Word Reading		
9. Echo/Choral Reading		
10. Repeated Reading		
11. Partner Reading		
12. Timed Reading		
13. Other		

Vocabulary Instructional Strategies	Observed?	Comments
1. Teacher presents definitions that students understand		
2. Teacher uses strategies to develop depth of word knowledge (e.g., acting out the word, using word in a sentence, discussing word when read in text, graphic organizer)		
3. Teacher uses Word Walls (note if word wall are multi-lingual)		
4. Teacher Uses MTB-MLE Strategies (e.g., saying/teaching key words in MT and LOI; allowing students to respond in MT, providing instructions in multiple languages, multilingual instructional materials available, multilingual word walls, etc.)		
5. Other		

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Reading Comprehension	Observed?	Comments
1. Teacher asks questions before, during, after reading aloud (circle all that apply)		
2. Teacher asks questions before, during, after pupils read text (circle all that apply)		
3. Teaches text structure (narrative, expository)		
4. Uses strategies to support comprehension (e.g., graphic organizers)		
5. (if possible to determine) Teacher asks different levels of questions (e.g., prediction, answer in the text, inferences, evaluation, application)		
6. Uses MTB-MLE Strategies (e.g., saying/teaching key words in MT and LOI; allowing students to respond in MT, providing instructions in multiple languages, multilingual instructional materials available, multilingual word walls, etc.)		
7. Other		

Writing	Observed?	Comments
1. Writes Letters, Words, Phrases, Sentences with the teacher (circle activities observed)		
2. Writes letters, words during independent or small group work		
3. Writes 1 or more paragraphs		
4. Uses strategies to write (e.g., graphic organizer, prewriting, brainstorming, listing, copying, LEA)		
5. Other		

Socio-emotional Development	Observed?	Comments
6. Routines and rules		
7. Opportunities for peer interaction		
8. Opportunities to interact with adults		
9. Classroom and learning spaces are physically safe for all students		
10. Other		

Materials in the classroom	Yes/No		Instructional grouping and engagement	Yes/No
12. Games			6. Whole class	
13. Manipulatives (puzzles, play stations, clay, objects, etc.)			7. Small group	
14. Books			8. Peers work together	
15. Pencil/paper/chalk/crayons/paints			9. Independent work	
16. Technology			10. Individualized I/I	
17. Chalkboard or equivalent			Students are on-task for _____% of the time. How many times were there periods when no instruction was provided for more than 2 minutes? _____	
18. Visuals with print				
19. Visuals without print				
20. Learning Stations or Centers				



21. Equipment (circle all observed)	Slates - tables chairs - play area felt board - cubbies snack area - bathroom Additional comments
22. Documentation of assessment (assessment record, charts, marked learner books, etc)	

COE/SOE Lecturer Survey

Today's date:	Name of the University/College:
Department/Section:	
You are being asked to voluntarily participate in a research study. We are doing this study to learn more about primary grade teacher training programs in Zambia. This information will be used to inform the development of new curricula and supports for Zambian Colleges of Education. Your participation should last no more than one hour. If you choose not to participate, it will not impact your position at this College/School of Education nor impact your ability to participate in any future projects. We will make an audio recording of interviews and focus groups. We will ask everyone in the focus group not to talk about the discussions outside the group. However, we can not promise that everyone will keep what you say confidential. After we collect information from you, someone may see or take information about you without permission. By us recording your voice, someone outside of the study team may recognize your voice and know what you said or what you did as part of this study. If any of these things happen, your privacy and the confidentiality of the information that you provide to us may be violated. If you are an interview participant and ask us not to, we won't audio record you. Surveys will not be audio recorded. We will not record your name or any information that shows your identity. You will not be signing this form.	

Finally, in order to reduce exposure to Coronavirus we will ask you to stay at least six feet away from anyone else, including us, during our activities; wear a mask to cover your mouth and nose; wash or sanitize your hands; and avoid touching your face. These steps are required. Having to do these things may not be comfortable for you and may cause you to be worried or stressed.

If you have any questions, please contact Dr. Stephanie Zuilkowski, Project Director at szuilkowski@fsu.edu, +1 (850) 644-2570.

If you have any questions or concerns about your rights as a research participant, or questions or concerns regarding the study and would like to talk to someone other than the researcher(s), you are encouraged to contact the FSU Office for Human Subjects Protection (OHSP) at (850) 644-7900, by email at humansubjects@fsu.edu, or by mail at 2010 Levy Avenue, Research Foundation Building B, Suite 276, Tallahassee, FL 32306-2742.

Do you agree to participate in this research study?

- ☐ YES
☐ NO

1. What is your age in years? (Enter a number)	☐ _____					
2. Sex	☐ Female ☐ Male					
3. Please write the name of the language you first learned to speak						
4. In what languages do you speak, read, and write (please tick if you understand, speak, read, and/or write in each of the languages listed). If you do not understand, speak, or write a language, tick "None".	Language	Understand	Speak	Read	Write	None
	Icibemba					
	Cinyana					
	Silozi					

	Chitonga						
	Kiikaonde						
	Luvale						
	Lunda						
	English						
	Other language						
5. Position at the College/University	☐ Teaching Associate or Teaching Fellow ☐ Lecturer ☐ Senior Lecturer ☐ Assistant Professor ☐ Associate Professor ☐ Professor ☐ Other						
6. How did you gain this position?	☐ Appointment ☐ Promotion ☐ Other:						
7. What is your highest degree?	☐ Diploma ☐ Bachelors ☐ Masters ☐ Doctorate ☐ Other:						

8. In what field is your highest degree?	☐ Education (Bachelor of Arts) ☐ Primary Education ☐ Early Childhood Education (ECE) ☐ Language Education ☐ Secondary Education ☐ Other Education ☐ Non-Education
9. How many years have you taught at the college or university level? (specify number)	
10. How many years have you taught at this institution? (specify number)	
11. How many years of experience do you have teaching reading and writing at the ECE and and/or Primary levels?	☐ ECE: _____ years Primary: _____ years
12. Is continuous professional development provided to the lecturers in your department?	☐ Yes ☐ No ☐ I don't know
13. If yes, what types of professional development have you received related to teaching reading and writing in mother tongue? (Tick all that apply)	☐ Teaching primary pupils to read and write ☐ Teaching Reading and Writing in Zambian languages ☐ Teaching Early Childhood Reading and Writing ☐ Multilingual Education ☐ Mother Tongue Based Multilingual Education (MTB-MLE) ☐ Teaching students with disabilities

	☐ Other:		
14. Have you received training on multilingual education, reading, or writing instruction outside of your degree program or institution's professional development ?	☐ Yes ☐ No		
15. If yes, who provided the training?	☐ _____		
16. Are any of the following topics planned for professional development in the institution? (Tick all that apply)	☐ Teaching primary pupils to read and write ☐ Teaching Reading and Writing in Zambian languages ☐ Teaching Early Childhood Reading and Writing ☐ Multilingual Education ☐ Mother Tongue Based Multilingual Education (MTB-MLE) ☐ None of these topics are planned for professional development at my institution		
17. How competent do you feel in your ability to teach literacy skills	☐ Extremely competent ☐ Somewhat competent ☐ Neither competent or incompetent ☐ Somewhat incompetent ☐ Extermely incompetent		
18. What is the language(s) of instruction used for the reading and writing courses in your program? Kindly indicate the percent of time each language is typically used to equal 100% of the time. If a language is not used, simply enter zero. If a language is always used, enter 100. If a language is used about	Language	Percent of time used	
	Icibemba		
	Cinyana		
	Silozi		

half of the time, enter 50. Kindly ensure that the numbers you enter add up to 100.	Chitonga		
	Kiikaonde		
	Luvale		
	Lunda		
	English		
	Other language(s)		
	Total	100%	
19. In the last three years, have you taught any course(s) on reading and writing in multilingual environments?	☐ Yes ☐ No		
20. If yes, name the course(s)	☐ Write the name of the course(s):		
21. In the last three years, have you taught any course(s) on assessing pupils' academic skills?	☐ Yes ☐ No		
22. If yes, name the course(s)	☐ Write the name of the course(s)		
23. In the last three years, have you taught any course(s) on teaching diverse learners (students with disabilities)?	☐ Yes ☐ No		
24. If yes, name the course(s)	☐ Write the name of the course(s)		

25. Have you taught the practicum course?	☐ Yes ☐ No		
26. Have you received training on the following courses or topics?	☐ PLP (Phonics based approach) ☐ ZATEC (Zambia Teacher Education Course) ☐ NBTL (New Breakthrough to Literacy) ☐ TARL (Teaching at the Right Level – Catch up Program) ☐ I have not received training on any of these topics		
27. How competent do you feel in your own ability to teach literacy skills?	☐ Extremely competent – I can teach others about this topic ☐ Somewhat competent – I know a lot and can apply my knowledge ☐ Neither competent nor incompetent – I know some on this topic ☐ Somewhat incompetent – I know very little on this topic ☐ Extremely incompetent – I don't know anything about this topic		
28. What is the language(s) of instruction used for the reading and writing courses in your program? Kindly indicate the percent of time each language is typically used to equal 100% of the time. If a language is not used, simply enter zero. If a language is always used, enter 100. If a language is used about half of the time, enter 50. Kindly ensure that the numbers you enter add up to 100.	Language	Percent of time used	
	Icibemba		
	Cinyana		
	Silozi		
	Chitonga		
	Kiikaonde		
	Luvale		
	Lunda		
	English		

	Other language(s)			
	Total	100%		
29. What teaching methods do you use? (Tick all that apply)	☐ Lecture ☐ Interactive lecture ☐ Question/answer ☐ Group/Pair activities ☐ Hands-on practice with primary curriculum ☐ Discussion ☐ Technology ☐ Field Experiences ☐ Other:			
30. Of the teaching methods you use, which do you consider most effective?	☐ _____			
31. How far ahead of the semester/term are you notified of the courses you will be teaching for the semester/term?	☐ 1-2 weeks before the start of classes ☐ 3-4 weeks before the start of classes ☐ 1-2 months before the start of classes ☐ 3-4 months before the start of classes ☐ more than 4 months before the start of classes			
32. On average, how many students do you have in a class? (Please write a number)	☐ _____			
33. How many class sessions (meetings) are there in a semester/term? (Please write a number)	☐ _____			

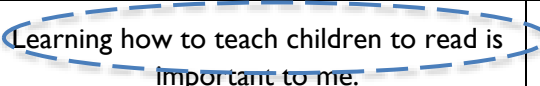
34. How long is each class session, in minutes? (please (Please write a number or ranger)	☐ _____ (minutes)
35. What teaching materials do you have available to teach reading and writing? (Tick all that apply)	☐ Resources listed in the Zambia Primary Teachers Diploma Syllabus related to the course ☐ Children's literature ☐ College Textbooks or modules ☐ Primary school curriculum used in the schools) ☐ Magazines ☐ Newspapers ☐ Education journals ☐ Internet resources (social media, videos, others) ☐ Others (specify):
36. What specific materials do you have for teaching students in reading courses based on the revised curriculum? (Tick all that apply)	☐ PLP (Phonics based approach) ☐ ZATEC (Zambia Teacher Education Course) ☐ NBTL (New Breakthrough to Literacy) ☐ TARL (Teaching at the Right Level – Catch up Program) ☐ None of these resources
37. Are you familiar with the PLP Phonics Based Approach that is used in Primary School curriculum?	☐ Yes ☐ No
38. If yes, Does your instruction with pre-service teachers help them learn to use the PLP approach for teaching literacy skills to primary pupils?	☐ Yes, my instruction is aligned with teaching the PLP method ☐ Somewhat, my instruction includes some strategies from the PLP approach ☐ No, my instruction does not align with the PLP approach (please explain how what you teach is different from the PLP approach)

39. What learning materials are available to your students?	☐ Resources listed in the Zambia Primary Teachers Diploma Syllabus related to the course ☐ Children's literature books ☐ College Textbooks or modules ☐ PLP (Phonics based approach) ☐ ZATEC (Zambia Teacher Education Course) ☐ NBTL (New Breakthrough to Literacy) ☐ TARL (Teaching at the Right Level – Catch up Program) ☐ Magazines ☐ Newspapers ☐ Education journals ☐ Internet resources (social media, videos, others) ☐ Others (specify): ☐ Students do not have access to any learning materials
40. How do students access the materials?	☐ In class (provided by instructor) ☐ In the library ☐ From a campus store ☐ Personal copies (purchased/copied by the student) ☐ Shared copies (borrowed from another student or the instructor) ☐ Mobile phone

	☐ Computer ☐ Others (specify):
41. What types of assignments do your students complete as part of the reading, writing, and Zambian language classes? (Tick all that apply)	☐ Projects ☐ Micro-teaching or Demo-teaching ☐ Reports ☐ Group work ☐ Presentations ☐ Other:
42. What assessment methods do you use to evaluate your students' learning? (Tick all that apply)	☐ Exams/tests ☐ Essays ☐ Observations of micro-teaching of primary materials ☐ Portfolios ☐ Class projects ☐ Reports/papers ☐ Group work ☐ Other (write types):
43. Why do you assess the students? (Tick all that apply)	☐ To provide feedback to students ☐ To adapt instruction ☐ To assign a grade ☐ To determine if they have learned the course objectives ☐ Other:
44. How are student grades	

determined?	
45. Are students provided opportunities to observe lessons or practice teaching in demonstration schools prior to the Practicum course?	☐ Yes ☐ No
46. How is your teaching evaluated? (Tick all that apply)	☐ Student evaluations ☐ Supervisor evaluations ☐ Observations of your teaching (by a supervisor and/or peer) ☐ Portfolio ☐ Published Papers ☐ Other:
47. What challenges do you face in teaching courses and completing other responsibilities?	☐ Lack of resources ☐ Lack of time to plan for class ☐ Lack of support from colleagues ☐ Requirements to write and publish my own work ☐ Service to the institution (committees, etc.) ☐ Other:
48. Is time provided for lecturers to collaborate and plan for instruction, etc.?	☐ Yes ☐ No
49. Do you have a reliable and free internet connection at the institution?	☐ Yes ☐ Sometimes ☐ No

50. Does your program currently have a class on inclusion and teaching pupils with disabilities?	☐ Yes – in my department ☐ Yes – in another department ☐ No ☐ I don't know
51. Does your program currently have a course or courses in teaching in a multilingual environment?	☐ Yes – in my department ☐ Yes – in another department ☐ No ☐ I don't know
52. Is there anything else you would like for us to know about your institution or your professional practices, or do you have ideas about the types of support your institution would benefit from?	

For the next section, circle the statement in each item that <i>more closely</i> aligns with your beliefs about teaching and learning. The first item has been completed as an example.		
Example	 Learning how to teach children to read is important to me.	Learning how to teach children to read is not important to me.
53.	Pupils are not ready to begin learning how to read until they have learned all the letters.	Pupils are ready to begin learning how to read on the first day of grade 1.
54.	In order to learn to read fluently, pupils need time and materials for practice in school and at home.	In order to learn to read fluently, pupils need to spend time focusing on being able to recite sentences from the board.
55.	Phonological Awareness skills are best developed by tracing letters.	Phonological Awareness skills are best developed by listening for sounds in words.
56.	Pupils should be taught to listen for individual sounds in language.	Talking about the individual sounds in language is a waste of time.

57.	Early Grade Reading skills are best learned when pupils copy sentences and stories from the board and recite them.	Early Grade Reading skills are best learned when the teacher models new skills and supports pupils to learn.
58.	Comprehension is the ability to understand or get meaning from text.	Comprehension is the ability to read a text quickly, accurately, and with expression.
59.	Using the Gradual Release Model (I Do, We Do, You Do) of instruction, a teacher first shows pupils what is expected of them.	Using the Gradual Release Model (I Do, We Do, You Do) of instruction, a teacher first asks pupils to practice a new skill.
60.	Adults can help prepare young children for attending school by talking with them.	Adults can help prepare young children for attending school by assigning household chores.
61.	When teaching a lesson, the teacher can observe pupils as they apply a new skill to determine if additional instruction is needed.	When teaching a lesson, the pupils should let the teacher know if s/he needs additional instruction.
Circle the statement in each item that <i>more closely</i> aligns with your beliefs about teaching and learning.		
62.	One of the most important practices for teaching emergent literacy skills is asking parents to read to their children.	One of the most important practices for teaching emergent literacy skills is having pupils recite words written by the teacher on the chalkboard.
63.	Effective formative assessment may be when pupils trace letters in the air and the teacher observes and gives feedback.	Effective formative assessment may be when pupils are asked to write all the letters in the end-of-term examination.
64.	Phonemic awareness is the understanding that words are made up of letters and letters represent sounds.	Phonemic awareness is the ability to hear, identify, and manipulate sounds in spoken words.
65.	Reading component skills are best taught in separate lessons that teach one skill.	Reading component skills are best taught in lessons that teach multiple skills.

66.	A good practice for teaching pupils to sound out words is by asking them to repeat words and sentences from the board.	A good practice for teaching pupils to sound out words is by asking them to blend and segment sounds of letters.
67.	To build reading fluency, the teacher can pupils' reading skills on a regular basis (weekly or monthly).	To build reading fluency, the teacher can ask the pupils read the same text a second and third time.
68.	Teachers need to be prepared to teach pupils with various levels of language skills.	Teachers need to be prepared to teach pupils language skills.
69.	Pupils are struggling to comprehend what they read because they lack the natural intelligence to do so.	Pupils are struggling to comprehend what they read because they have not received proper instruction.
70.	The best way to teach Vocabulary skills is for teachers to ask pupils what they think the words mean.	The best way to teach Vocabulary skills is for teachers to tell pupils what the words mean.
71.	Writing instruction should begin while pupils are learning how to write words and sentences.	Writing instruction should begin after the pupils have learned to write words and sentences.
72.	Reading fluency is the ability to read a text fast.	Reading fluency is the ability to read a text quickly, accurately, and with expression.
73.	Pretending to read books at home can help pupils learn to read when they go to school.	Pretending to read at home does not impact reading performance when pupils go to school.
74.	Reading lessons should focus on a single level of comprehension.	Reading lessons should include several levels of comprehension questions.
75.	Concepts of print include knowing that the words <i>bat</i> and <i>ball</i> both start with the letter 'b'.	Concepts of print include knowing that a sentence can end with a question mark.
76.	The Gradual Release Model (I Do, We Do, You Do) of instruction helps the teacher be more responsible for learning.	The Gradual Release Model (I Do, We Do, You Do) of instruction helps the pupils be more responsible for learning.

Circle the statement in each item that <i>more closely</i> aligns with your beliefs about teaching and learning.		
77.	Writing skills include sentence structure and the ability to record ideas in writing.	Writing skills refer to the correct formation of letters.
78.	Concepts of Print are best taught by talking about the parts of a book.	Concepts of Print are best taught by showing the pupils how to write letters.
79.	Pupil learning is best measured using performance-based assessment tools.	Pupil learning is best measured using regularly-scheduled tests.
80.	Pupils are unable to answer higher-level comprehension questions until grade 3.	Pupils are able to answer higher-level comprehension questions starting in grade 1.
81.	Phonics instruction includes how to blend sounds to read words.	Phonics instruction includes looking at pictures and talking about the characters.
82.	The Gradual Release Model (I Do, We Do, You Do) provides a framework for teacher professional development.	The Gradual Release Model (I Do, We Do, You Do) provides a framework for explicit instruction.
83.	Children can learn a wide vocabulary in both wealthy and poor homes.	Children from wealthy homes always have a wide vocabulary.
84.	The alphabetic principle is understanding that words are made up of letters and letters represent sounds.	The alphabetic principle is the ability to hear, identify, and manipulate sounds in spoken words.
85.	Vocabulary is the ability to appropriately spell words.	Vocabulary is the set of words pupils use when listening, speaking, reading, and writing.
86.	Comprehension skills instruction includes discussing the format/structure/meaning of a passage.	Comprehension skills instruction includes making sure the pupils understand the meaning of every word in the passage.
87.	Pupils should be encouraged to ask questions while learning.	Pupils should not interrupt teachers during instruction.

Is there anything else that you would like for us to know?

Thank you for completing this survey.



COE/SOE Student Survey

Today's date:		Name of the University/College:	
Year of enrollment	Year 1 _____	Year 2 _____	Year 3 _____ Year 4 _____
You are being asked to voluntarily participate in a research study. We are doing this study to learn more about primary grade teacher training programs in Zambia. This information will be used to inform the development of new curricula and supports for Zambian Colleges of Education. Your participation should last no more than one hour. If you choose not to participate, it will not impact your position at this College/School of Education nor impact your ability to participate in any future projects. We will make an audio recording of interviews and focus groups. We will ask everyone in the focus group not to talk about the discussions outside the group. However, we can not promise that everyone will keep what you say confidential. After we collect information from you, someone may see or take information about you without permission. By us recording your voice, someone outside of the study team may recognize your voice and know what you said or what you did as part of this study. If any of these things happen, your privacy and the confidentiality of the information that you provide to us may be violated. If you are an interview participant and ask us not to, we won't audio record you. Surveys will not be audio recorded. We will not record your name or any information that shows your identity. You will not be signing this form. Finally, in order to reduce exposure to Coronavirus we will ask you to stay at least six feet away from anyone else, including us, during our activities; wear a mask to cover your mouth and nose; wash or sanitize your hands; and avoid touching your face. These steps are required. Having to do these things may not be comfortable for you and may cause you to be worried or stressed. If you have any questions, please contact Dr. Stephanie Zuilkowski, Project Director at szuilkowski@fsu.edu, +1 (850) 644-2570. If you have any questions or concerns about your rights as a research participant, or questions or concerns regarding the study and would like to talk to someone other than the researcher(s), you are encouraged to contact the FSU Office for Human Subjects Protection (OHSP) at (850) 644-7900, by email at humansubjects@fsu.edu, or by mail at 2010 Levy Avenue, Research Foundation Building B, Suite 276, Tallahassee, FL 32306-2742. Do you agree to participate in this research study?			

- ☐ YES
- ☐ NO

88.What is your age in years?	☐ _____					
89.Sex	☐ Female ☐ Male					
90.Please write the name of the language you first learned to speak						
91.In what languages do you speak, read, and write (please tick if you understand, speak, read, and/or write in each of the languages listed). If you do not understand, speak, or write a language, tick "None".	Language	Understand	Speak	Read	Write	None
	Icibemba					
	Cinyana					
	Silozi					
	Chitonga					
	Kiikaonde					
	Luvale					
	Lunda					
	English					
	Other language					
92.Are you currently, or have you ever been, employed as a teacher in a Primary school or Early Childcare facility?	☐ Yes ☐ No					

93.What is your current Program of Study	☐ Primary Education ☐ Early Childhood Education ☐ Other:		
94.What grade/level would you like to teach after graduating? (Tick all that apply)	☐ Early Childhood (ECE) ☐ Lower Primary (Grades 1-4) ☐ Upper Primary (Grades 5-7) ☐ Junior Secondary (Grades 8-9) ☐ Senior Secondary (Grades 10-12) ☐ Other: ☐ I don't plan to teach		
The next few questions ask about different courses you have completed in your program			
95.What courses have you completed related to teaching reading and writing ?			
96.What courses have you completed related to teaching pupils in Zambian languages , and in which languages?			
97.What courses have you completed related to teaching literacy skills in Zambian languages ?			
98.What course(s) have you completed related to teaching diverse pupils (students with disabilities)?			
99.What is the language(s) of instruction used for the reading and writing courses in your program? Kindly indicate the	Language	Percent of time used	

percent of time each language is typically used to equal 100% of the time. If a language is not used, simply enter zero. If a language is always used, enter 100. If a language is used about half of the time, enter 50. Kindly ensure that the numbers you enter add up to 100.	Icibemba		
	Cinyana		
	Silozi		
	Chitonga		
	Kiikaonde		
	Luvale		
	Lunda		
	English		
	Other language(s)		
	Total	100%	
100. In what language(s) are the printed materials used in your courses?	☐ Icibemba ☐ Cinyanja ☐ Silozi ☐ Chitonga ☐ Kiikaonde ☐ Luvale ☐ Lunda ☐ English ☐ Other Zambian language(s) not listed		

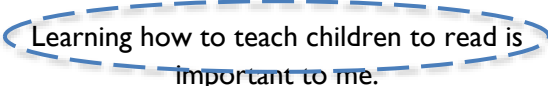
101. Is the language of instruction used the same as your Mother Tongue (the first language you learned to speak)? If no, what strategies do you use to understand the course content?	☐ yes ☐ no ☐ _____ ☐ _____ ☐ I fluently read, write, and speak the language of instruction
102. What teaching methods do your lecturers use? (Tick all that apply)	☐ Lecture ☐ Interactive lecture ☐ Question/answer ☐ Group/Pair activities ☐ Hands-on practice with primary curriculum ☐ Discussion ☐ Technology ☐ Field Experiences ☐ Other:
103. Of the teaching methods used, which do you feel are most effective?	
104. What assessment methods do your instructors/lecturers use? (Tick all that apply)	☐ Exam/tests ☐ Essays ☐ Observations of micro-teaching of primary materials ☐ Portfolios ☐ Class projects

	☐ Reports/papers ☐ Other (write types):
105. Why do lecturers assess you (Tick all that apply)?	☐ To provide feedback ☐ To change instruction ☐ To assign a grade ☐ To determine if you have learned the course objectives ☐ Other:
106. How are your grades determined?	
107. Are students provided with opportunities to observe lessons or practice teaching in demonstration schools prior to the Practicum course?	☐ Yes ☐ No ☐ I don't know
108. What types of assignments do you complete as part of the reading, writing, and Zambian language classes? (Tick all that apply)	☐ Projects ☐ Micro-teaching ☐ Reports ☐ Group-work ☐ Presentations ☐ Other:
109. Do you receive feedback on assessments and course assignments?	☐ Yes ☐ Sometimes ☐ No

I 10. Do you have a reliable and free internet connection at the institution?	☐ Yes ☐ Sometimes ☐ No
I 11. How many students are enrolled in a typical class? (Please write a number)	
I 12. How many class sessions (meetings) are there in a semester/term? (please write a number)	
I 13. How long is each class session in minutes? (Please write a number or a range)	
I 14. How competent do you feel in your own ability to teach literacy skills?	☐ Extremely competent – I can teach others about this topic ☐ Somewhat competent – I know a lot and can apply my knowledge ☐ Neither competent nor incompetent – I know some on this topic ☐ Somewhat incompetent – I know very little on this topic ☐ Extremely incompetent – I don't know anything about this topic
I 15. What primary materials and resources you have used in coursework or been introduced to? (Tick all that apply)	☐ PLP (Phonics based approach) ☐ ZATEC (Zambia Teacher Education Course) ☐ NBTL (New Breakthrough to Literacy) ☐ TARL (Teaching at the Right Level – Catch up Program) ☐ Children's literature ☐ None

I 16. In your classes, have you been taught how to prepare a lesson plan?	☐ Yes ☐ No ☐ I don't know
I 17. Have you taught lessons using a primary reading and writing curriculum?	☐ Yes ☐ No ☐ I don't know
I 18. How do you access the materials for class? (Tick all that apply)	☐ In class (provided by instructor) ☐ In the library ☐ From a campus bookstor ☐ Personal copies (purchased/copied by the student) ☐ Shared copies (borrowed from another student or the instructor) ☐ Mobile phone ☐ Computer ☐ Others (specify): _____
I 19. What learning materials are available to you? (Tick all that apply)	☐ Resources listed in the Zambia Primary Teachers Diploma Syllabus related to the course ☐ Children's literature books ☐ College textbooks or modules ☐ Primary school curriculum used in the schools ☐ Magazines ☐ Newspapers ☐ Education journals ☐ Internet resources (social media, videos, others)

	☐ Others (specify): ☐ Students do not have access to any learning materials
120. Do you have a copy of the course syllabi or outline for courses you have taken?	☐ Yes ☐ No
121. If yes: Does your course syllabi or outline include the resources listed in the Zambia Primary Teachers Diploma Syllabus?	☐ Yes ☐ No ☐ I don't know
122. Is there anything else you would like for us to know about your program (e.g., strengths, weaknesses, anything that you feel should be added or removed)?	

For the next section, circle the statement in each item that <i>more closely</i> aligns with your beliefs about teaching and learning. The first item has been completed as an example.		
Example	 Learning how to teach children to read is important to me.	Learning how to teach children to read is not important to me.
30.	Pupils are not ready to begin learning how to read until they have learned all the letters.	Pupils are ready to begin learning how to read on the first day of grade 1.
31.	In order to learn to read fluently, pupils need time and materials for practice in school and at home.	In order to learn to read fluently, pupils need to spend time focusing on being able to recite sentences from the board.
32.	Phonological Awareness skills are best developed by tracing letters.	Phonological Awareness skills are best developed by listening for sounds in words.
33.	Pupils should be taught to listen for individual sounds in language.	Talking about the individual sounds in language is a waste of time.

34.	Early Grade Reading skills are best learned when pupils copy sentences and stories from the board and recite them.	Early Grade Reading skills are best learned when the teacher models new skills and supports pupils to learn.
35.	Comprehension is the ability to understand or get meaning from text.	Comprehension is the ability to read a text quickly, accurately, and with expression.
36.	Using the Gradual Release Model (I Do, We Do, You Do) of instruction, a teacher first shows pupils what is expected of them.	Using the Gradual Release Model (I Do, We Do, You Do) of instruction, a teacher first asks pupils to practice a new skill.
Circle the statement in each item that <i>more closely</i> aligns with your beliefs about teaching and learning.		
37.	Adults can help prepare young children for attending school by talking with them.	Adults can help prepare young children for attending school by assigning household chores.
38.	When teaching a lesson, the teacher can observe pupils as they apply a new skill to determine if additional instruction is needed.	When teaching a lesson, the pupils should let the teacher know if s/he needs additional instruction.
39.	One of the most important practices for teaching emergent literacy skills is asking parents to read to their children.	One of the most important practices for teaching emergent literacy skills is having pupils recite words written by the teacher on the chalkboard.
40.	Effective formative assessment may be when pupils trace letters in the air and the teacher observes and gives feedback.	Effective formative assessment may be when pupils are asked to write all the letters in the end-of-term examination.
41.	Phonemic awareness is the understanding that words are made up of letters and letters represent sounds.	Phonemic awareness is the ability to hear, identify, and manipulate sounds in spoken words.
42.	Reading component skills are best taught in separate lessons that teach one skill.	Reading component skills are best taught in lessons that teach multiple skills.
43.	A good practice for teaching pupils to sound out words is by asking them to repeat words and sentences from the board.	A good practice for teaching pupils to sound out words is by asking them to blend and segment sounds of letters.

44.	To build reading fluency, the teacher can pupils' reading skills on a regular basis (weekly or monthly).	To build reading fluency, the teacher can ask the pupils read the same text a second and third time.
45.	Teachers need to be prepared to teach pupils with various levels of language skills.	Teachers need to be prepared to teach pupils language skills.
46.	Pupils are struggling to comprehend what they read because they lack the natural intelligence to do so.	Pupils are struggling to comprehend what they read because they have not received proper instruction.
47.	The best way to teach Vocabulary skills is for teachers to ask pupils what they think the words mean.	The best way to teach Vocabulary skills is for teachers to tell pupils what the words mean.
48.	Writing instruction should begin while pupils are learning how to write words and sentences.	Writing instruction should begin after the pupils have learned to write words and sentences.
49.	Reading fluency is the ability to read a text fast.	Reading fluency is the ability to read a text quickly, accurately, and with expression.
50.	Pretending to reading books at home can help pupils learn to read when they go to school.	Pretending to reading at home does not impact reading performance when pupils go to school.
51.	Reading lessons should focus on a single level of comprehension.	Reading lessons should include several levels of comprehension questions.
52.	Concepts of print include knowing that the words <i>bat</i> and <i>ball</i> both start with the letter 'b'.	Concepts of print include knowing that a sentence can end with a question mark.
53.	The Gradual Release Model (I Do, We Do, You Do) of instruction helps the teacher be more responsible for learning.	The Gradual Release Model (I Do, We Do, You Do) of instruction helps the pupils be more responsible for learning.
54.	Writing skills include sentence structure and the ability to record ideas in writing.	Writing skills refer to the correct formation of letters.

Circle the statement in each item that <i>more closely</i> aligns with your beliefs about teaching and learning.		
55.	Concepts of Print are best taught by talking about the parts of a book.	Concepts of Print are best taught by showing the pupils how to write letters.
56.	Pupil learning is best measured using performance-based assessment tools.	Pupil learning is best measured using regularly-scheduled tests.
57.	Pupils are unable to answer higher-level comprehension questions until grade 3.	Pupils are able to answer higher-level comprehension questions starting in grade 1.
58.	Phonics instruction includes how to blend sounds to read words.	Phonics instruction includes looking at pictures and talking about the characters.
59.	The Gradual Release Model (I Do, We Do, You Do) provides a framework for teacher professional development.	The Gradual Release Model (I Do, We Do, You Do) provides a framework for explicit instruction.
60.	Children can learn a wide vocabulary in both wealthy and poor homes.	Children from wealthy homes always have a wide vocabulary.
61.	The alphabetic principle is understanding that words are made up of letters and letters represent sounds.	The alphabetic principle is the ability to hear, identify, and manipulate sounds in spoken words.
62.	Vocabulary is the ability to appropriately spell words.	Vocabulary is the set of words pupils use when listening, speaking, reading, and writing.
63.	Comprehension skills instruction includes discussing the format/structure/meaning of a passage.	Comprehension skills instruction includes making sure the pupils understand the meaning of every word in the passage.
64.	Pupils should be encouraged to ask questions while learning.	Pupils should not interrupt teachers during instruction.

Is there anything else that you would like for us to know?
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Thank you for completing this survey.