Teacher Training Program for Promoting Positive Classroom Climate in Primary Schools in Kenya
A Case Study of Chemoremwo Primary School of Mt. Elgon

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Background

Classrooms are complex social environments where teacher-child interactions are key determinants of children’s academic, language and social development (Laparo, 2011). Emotional Support, Classroom Organization and Instructional Support must all be part of children’s learning environment in Primary Schools (Pianta, 2007).

Quality teacher-student interactions stimulate learning through thinking and problem solving, conveying new knowledge, organizing attention and student’s effort, motivating children, as well as engaging and supporting (scaffolding) students’ learning efforts (Pianta 2011).

In Kenya many schools have not succeeded in supporting the attainment of children’s basic numeracy and literacy skills. One in every four 7th grade children are unable to pass a class two literacy test (Uwezo, 2016).

A teacher training program based on the CLASS framework will help teachers to provide better classroom climate to the Kenyan child, support higher academic achievements, and reduce school drop out rates.

Goal

To improve classroom climate based on the CLASS principles, in order to increase student's academic achievement and development.

Hypothesis

Classroom climate in classes of teachers who participated in the intervention will improve after the training.

Focus Areas of The Training

- Instructional Support Domain
  - Procedures & skills: Content understanding, Analysis & problem solving, Quality of feedback
- Classroom Organization Domain
  - Behavior management, Productivity, Instructional learning formats
- Emotional Support Domain
  - Positive climate, Teacher sensitivity, Regard for student perspectives

Participants

- 3 Kiwahili Teachers
- 3 English Teachers
- 3 Mathematics Teachers
- 3 Science Teachers
- 3 Social Studies Teachers

15 Teachers of Class 1-3

Procedure

- **Pre-Intervention**: Approval by authorities and discussion of objectives, sourcing for funding, training trainers, preparations for training and recruitment of participants.
- **The Intervention**: Training of participants using the CLASS training manual, handouts and videos.
- **Pre and Post Evaluation**: A comparative evaluation of the intervention before and after the training intervention using two measures.

Measures

**Classroom Assessment Scoring System (CLASS):**

- Assessing teacher–child classroom interaction before and after the training.
- Three domains: Emotional Support, Classroom Organization and Instructional Support.
- Ten dimensions of the three domains will be rated along a 1-7 scale.

**End of Term Exam Results:**

- This measure will evaluate the impact of the training intervention on children’s learning outcomes.
- Children’s test results in five main subjects will be compared before and after the training.

Training Program

<table>
<thead>
<tr>
<th>TIME</th>
<th>DAY 1</th>
<th>DAY 2</th>
<th>DAY 3</th>
<th>DAY 4</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>8:00-10:30 am</td>
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<tr>
<td>8:00-10:30 am</td>
<td>Introduction of the Intervention: Classroom Climate and Effective Instruction</td>
<td>Introduction of the Intervention: Classroom Climate and Effective Instruction</td>
<td>Introduction of the CLASS observation instrument</td>
<td>Preparation for Micro-Teaching (continued)</td>
</tr>
<tr>
<td>10:30-11:15 am</td>
<td>Teaching videos</td>
<td>Teaching videos</td>
<td>Discussions on Participants Teaching videos</td>
<td>Participants Teaching videos related to Classroom Organization Domain</td>
</tr>
<tr>
<td>11:15-12:00 pm</td>
<td>Lunch Break</td>
<td>Lunch Break</td>
<td>Lunch Break</td>
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<tr>
<td>12:00-1:00 pm</td>
<td>Recap of Day 1</td>
<td>Recap of Day 2</td>
<td>Recap of Day 3</td>
<td>Recap of Day 3</td>
</tr>
</tbody>
</table>

**Recap of Day 1:**

- Classroom Climate and Effective Instruction
- Classroom Organization and Instructional Support
- Ten dimensions of the three domains will be rated along a 1-7 scale.

**Recap of Day 2:**

- Classroom Climate and Effective Instruction
- Classroom Organization and Instructional Support
- Ten dimensions of the three domains will be rated along a 1-7 scale.

**Recap of Day 3:**

- Classroom Climate and Effective Instruction
- Classroom Organization and Instructional Support
- Ten dimensions of the three domains will be rated along a 1-7 scale.

**Recap of Day 4:**

- Classroom Climate and Effective Instruction
- Classroom Organization and Instructional Support
- Ten dimensions of the three domains will be rated along a 1-7 scale.

**Lunch Break**

**Ceremony**

**Meeting with Teachers**

**Participant’s Teaching videos**

**Preparation for Micro-Teaching**

**Way Forward**

- Timeline for CLASS observations
- Commitment building
- Closing Ceremony
- Acknowledgment
- Award of Certificate to participants

Conclusion

- This intervention is the first to implement the CLASS framework in Kenya.
- It is envisioned that the findings of the study will inform policy makers of teaching strategies that can ensure quality learning outcomes in primary schools.
- It is hoped that the intervention will reveal positive findings that will be replicated in future trainings, for the benefit of a larger population of children in Primary schools.