

The Study on School Based Teacher Development Programmes

**Department of Education
Faculty of Arts
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Preface

The study on school based teacher development programmes was carried out by the Department of Education, Faculty of Arts, University of Peradeniya under the Theme II of the Education Sector Development Framework and Programme (ESDFP) funded by the World Bank and with the initiation of the Ministry of Education. According to the Theme II of the ESDFP, “Teacher Development” has been emphasized as a major policy initiative towards the enhancement of quality improvement of schools.

The purpose of the study was to examine the institutional arrangements required to put in place an effective school based teacher development programmes that contribute modality to improve the quality of the school through teacher development. Based on this objective the team decided to address five specific objectives of which the main objectives are whether the school has the capacity to identify shortcomings in students learning achievements, professional development needs of teachers in order to improve student learning achievements and the schools capacity to measure changes in students learning achievements.

Within three provinces in Sri Lanka, the team has tried to implement the study as a qualitative piece of research work the report illustrates real data through matrices. In an effort to present a real picture of the institutional arrangements required to put in place, an effective school based teacher development programmes modality at school level.

It became very clear that it is difficult to discuss teacher education and learning outcomes at school level without referring to other aspects of teacher development, such as autonomy of the schools, infrastructure facilities in some of the schools, teacher recruitment and deployment, teacher incentives and systematic constraints of the teacher education.

The key findings and recommendations of the study were mainly based on the data obtained through the cross analysis of the qualitative research instruments. In order to

make the recommendations practicable the team considered the above mentioned aspects.

As Head, Department of Education of the University of Peradeniya, I take pleasure in stating that the responsibility of conducting this research study on a pioneer field was given to this department on its completion of 50 years of teacher education.

The study aims towards the development of the teacher profession in Sri Lanka, as the present teacher education system faces several structural constraints. It would therefore be necessary to put in to practice a mechanism of teacher development strategies through the school itself.

I am pleased to state that in the future too this department stands to extend its fullest support to the authorities concerned towards the implementation and success of this new concept of teacher education.

This study which is conducted under the Education Sector Development Programme which is funded by the World Bank was implemented successfully due to the assistance and collaboration extended towards the study by Dr. Harsha Athurupana, Dr. Upul Sonnadera, Dr. Audrey Aarons, and Dr. Helen Craig from the World Bank office in Sri Lanka. The relevant officials from the MoE who were directly connected with the study who overcame bureaucracy to complete the study without unnecessary delays.

Finally as the team leader may I state that this study could not have been completed without the great support extended to me by from Mr. R.D. Sugathapala and Mr. J. Jayasuriya the principal researchers.

Dr. Prasad Sethunga
Research Team Leader
Head, Department of Education,
Faculty of Arts,
University of Peradeniya.

Message from the Research Consultant

It was a great pleasure to contribute towards development of a School-based Teacher Development Programme through participation in this innovative project as a Research Consultant. Given the pioneering nature of this project, it may lead to significant changes in the teacher training programme in this country. I am glad that I was able to contribute towards training of research assistants on the implementation of qualitative research techniques employed in the study. I see this as an important contribution the Department of Education in our university made to the education system in our country.

May I take the opportunity to congratulate the research team for successful completion of this study in keeping with the expectations of the Ministry of Education. It is my hope that the recommendations of this study will benefit the development of teacher training in Sri Lanka.

Prof. Kalinga Tudor Silva

Dean,

Faculty of Arts

Acknowledgements

I wish to extend my sincere gratitude to all those who facilitated and contributed to the research study on school based teacher development programmes, and assisted in the preparation of the Research Report.

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- Mr. Mohomad Thammbi, Chief Commissioner, Teacher Education, MoU, who performed the duties as the main coordinator of the study.
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- As the members of the focus group related to the study Dr. L. Ginige, Assistance Director General NIE, Dr. Jayanthi Gunsekara, Assistance Director General, NIE and Ms. Jayanee Thilakarathne, Deputy Director of Education HRD, MoE for their constructive comments made by them at the focus group discussions.
- Mr. T.E.C.S. Mudannayake, Research Coordinator for the great commitment he made in relation to the preparation of the report, irrespective of the time spent by him.
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 Research Team Leader,
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Glossary of Sri Lankan Terms and Acronyms

ESDFP	Education Sector Development Framework and Programme
G V Sch.	Grade 5 Scholarship examination
GCE (O/L)	General Certificate of Examination (Ordinary Level)
GCE (A/L)	General Certificate of Examination (Advanced Level)
ISA	In Service Advisor
MoE	Ministry of education
NIE	National Institute of Education
NCoE	National Colleges of Education
NEC	National Education Commission
PSI	Program on School Improvement
QC	Quality Circles
TPDC	Teacher Professional Development Committee

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REPORT OVERVIEW

1. REPORT OVERVIEW

1.1 Introduction

School-Based Teacher Development Programmes was a research study carried out by the Department of Education, University of Peradeniya which programme was funded by the World Bank and directed by the Ministry of Education (MoE) under Theme II of the Education Sector Development Framework and Programme (ESDFP 2006-2010). According to the ESDFP, Theme II is to improve the quality of primary and secondary education of Sri Lanka. Further 'Teacher Development' has been emphasized under theme II as a major policy initiative within the overall framework of education quality improvement.

1.2 Objectives of the study

The purpose of the study was to examine the institutional arrangements required to put in place an effective school based teacher development modality that contributes to school quality improvement and teacher development.

Specific objectives of the study were divided into five as follows:-

1. Schools capacity to identify shortcomings in students learning achievements (ISSLA)
2. School capacity to identify professional development needs of teachers in order to improve student learning achievements (IPDNT)
3. Schools capacity to measure changes in students learning achievements (MCSLA)
4. Schools capacity to manage resources (Human and financial) for school Improvements (MRSI)
5. Institutional arrangements to support school improvement planning and school based teacher development programs (IASSIP)

1.3 Literature review

Sri Lanka has a remarkable history in teacher education. The initial teacher training was established in the Normal Schools that existed during the British colonial period. Thereafter, with the passage of several decades, in 1950s, as a Pre-service teacher education system at University level was begun. The present National Colleges of Education were established in 1985 as Pre-service teacher education at diploma level. Several courses for teacher In-service training were conducted by the Ministry of Education, National Institute of Education and at University levels for untrained, trained and graduate teachers.

Even though there were no major structural changes in the teacher education system in Sri Lanka minor changes were implemented in the content of the subjects of the various courses which extended to the present teacher education system.

Proposals for a National Policy Framework on General Education in Sri Lanka which was published in 2003, by the National Education Commission (NEC), reviewed the above teacher education system in Sri Lanka in the following manner.

“Despite the efforts made since the introduction of the reforms, it is clear that a massive effort has to be made in re-orienting the curriculum and teaching methodologies in teacher education institutions, Teachers Centres and other in-service training programmes to transform the learning - teaching process in schools”. (pp 206)

In line with the objectives of the Program on School Improvement (PSI) and with new directions in teacher professional development, the MoE has introduced a number of innovative activities including a pilot program on School Based Teacher Development where 40 Schools have been selected from 8 Zones representing each Province.

The above mentioned pilot program is mainly based on the findings and recommendations of a report submitted to the MoE (Shrestha 2005). The aim of the pilot program which relies heavily on the intervention of a group of specially trained officers who work at the zonal level is to work towards teachers and schools selecting their own professional development priorities in line with school improvement planning.

In 2006 MoE, in collaboration with the National Institute of Education and provincial education teams, has organized seminars for provincial and zonal education teams who will provide professional support to schools in the pilot program. In Service Advisors at the zonal level will assist schools to identify teaching and learning needs and provide support to develop a school action plan to achieve better learning outcomes.

In order to implement the above programs the professional qualities of the teacher will have to be improved. However, with the present existing teacher education programs followed by the Departments and Faculties of education in the Universities, National Colleges of Education and by the National Institute of Education in Sri Lanka the above goals which were pointed out in the NEC report cannot be properly met through the pre - service and in-service systems followed at present.

Specially the above mentioned in-service programs were mainly outsider - driven and was often viewed as an initial once- and for-all procedure, leading to the specific product of the trained teacher (Cohen, 1997).

Furthermore, many international and local researchers have emphasized the need for school-based teacher professional development programmes.

Recent research raises important concerns about the viability of school- based training for purely practical reasons and cites problems with support, time, expertise, commitment and priorities (Furlong and Smith (1996), Campbell and Came (1998), Maynard (2000), Hobson (2002)).

Avalos (1998) in the journal *Teaching and teacher education*, describes teacher professional groups be implemented in Chilean secondary schools to improve the quality and equity of public education examining utilization of research and theory development and educational policy and changes in educational systems.

Leu (2004) has argued,

“that the changing structure and location of in-service programs is driven by issues of the quality of teachers within the context of rapid expansion of enrolment, accompanied by two fundamental paradigm shifts within the education sector- (i) the shift in approaches to both student and teacher learning from passive to active learning and (ii) the shift to more de-centralized forms of authority, activity and agency”.

According to Wijesundara (2002), strategies for school improvement such as development planning and self assessment have been effective in developing leadership and critical reflection habits of teachers.

The recent research on Teacher Training in England and Wales by Robinson W.(2006) points out by his circular that a approach of School - Based Teacher Development is to be implemented in British context;

“The concept of personalized learning, with schools increasingly taking responsibility for brokering the individual learning plans of their students in diverse range of learning context which are shaped by increasingly sophisticated learning technologies, will generate a very different role and positions for the teacher.”

School based teacher professional development refers to the demand - driven, on-the job in the classroom support which is a focus of the student learning needs. This is not to replace the current system in teacher in-service education, but to supplement it and to bring a stronger emphasis on direct support for teacher everyday teaching needs (Shrestha, 2005).

Even though there is an international approach towards school based teacher development, we in Sri Lanka would have to ascertain whether such modalities would be beneficial to us. Therefore, we would have to discuss this subject in a wide and in depth manner.

With the implementation of this research study, we would be able to ascertain whether the institutional arrangements required to put in place an effective school based teacher development modality that contributes to whole school improvement exists. The findings of this research would be the stepping stone towards the creation of a literature review on this subject applicable to Sri Lanka.

1.4 Methodology

The study will be based on collaborative and a participatory approach to the maximum extent possible and as far as it is compatible with the evidence based research methodologies.

1.4.1 Sample and sampling

From more than a 9000 school population of Sri Lanka, firstly 2000 Schools were selected based on the range: rural and urban, large and small schools, Sinhala medium and Tamil medium schools. Data base of the school population of the Ministry of Education has been considered to select the sample of the study. From this sample 60 schools were selected from three provinces viz: Sabaragamuwa, Central and North Western which included the above range of school types that were selected is given in the table No.1.4.1. This sample includes a very large school (50 teachers or more), medium schools (5 to 50 teachers) and small rural and urban schools with four or five teachers. Of this 60 schools were selected as we intended to proceed on this research with qualitative methods. The sample was selected by using the Multi Stage Sampling Method.

From the sample of 60 schools we were able to reach only 36 schools. (See Appendix 3)
From this sample 19 schools provided us with data required for this purpose.(Diagram No. 1)

Distribution of the final sample of schools

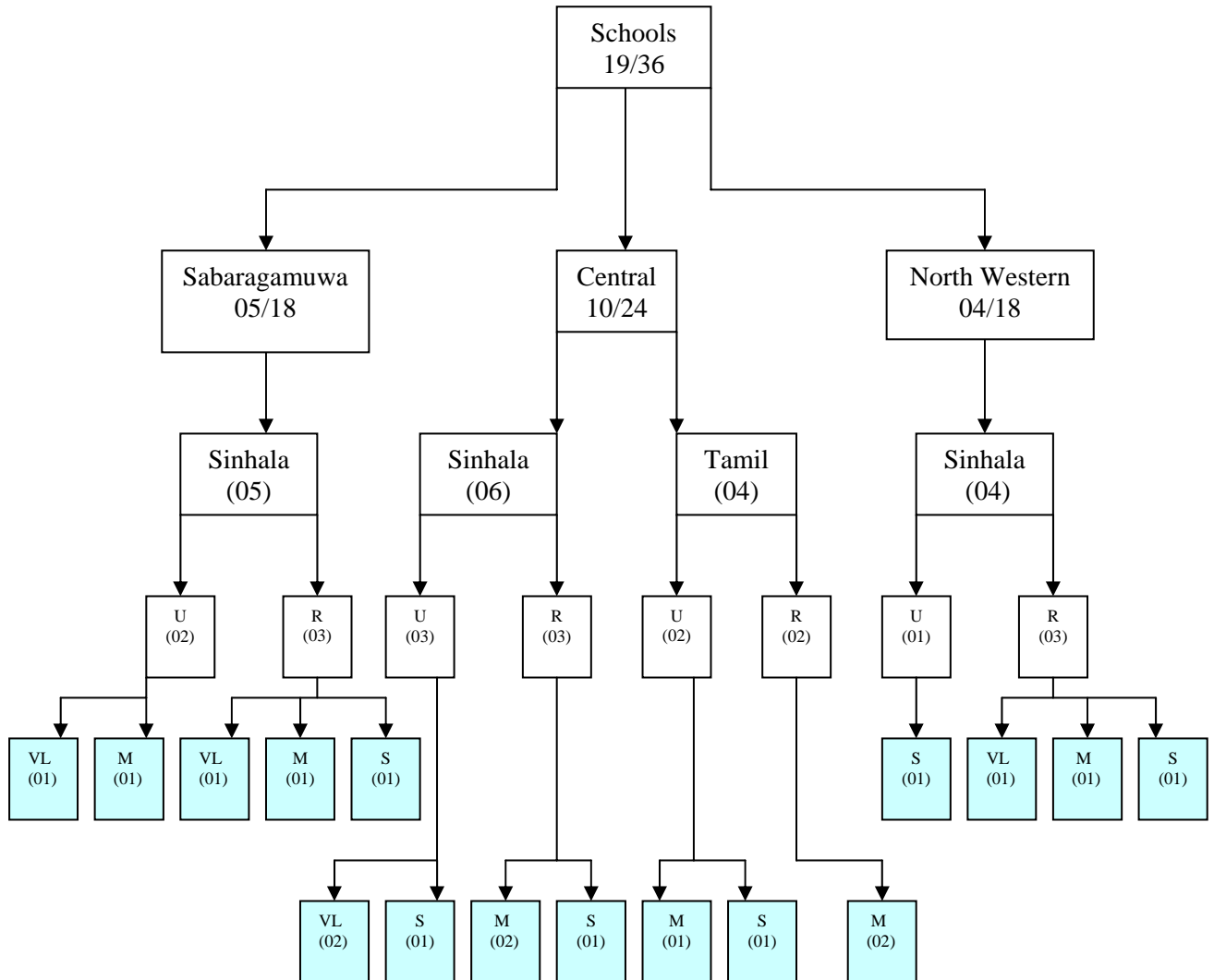


Diagram No. 1

1.4.2 Research Instruments and Administration

Research instruments which were used for the study are as follows:-

- a) Questionnaire
- b) Observation Sheet
- c) Interview Schedule
- d) Journal

The research assistants utilizing the above research tools were required to gather data on three consecutive dates. The above mentioned research instruments were administered by the researchers in qualitative manner as stated above. They were required to ascertain the required data with the utilization of the research tools by focus group interviewing, observation and with responses to the questionnaire made by the principal, sectional heads and teachers of each school. Further the main three researchers conducted focus group interviews with the officers of the respective educational offices.

However, from the sample of 60 schools we were able to obtain data only from 36 schools. From the collected data 17 schools were rejected as the data submitted by them was found to be incomplete.

Convergence of multiple research evidence

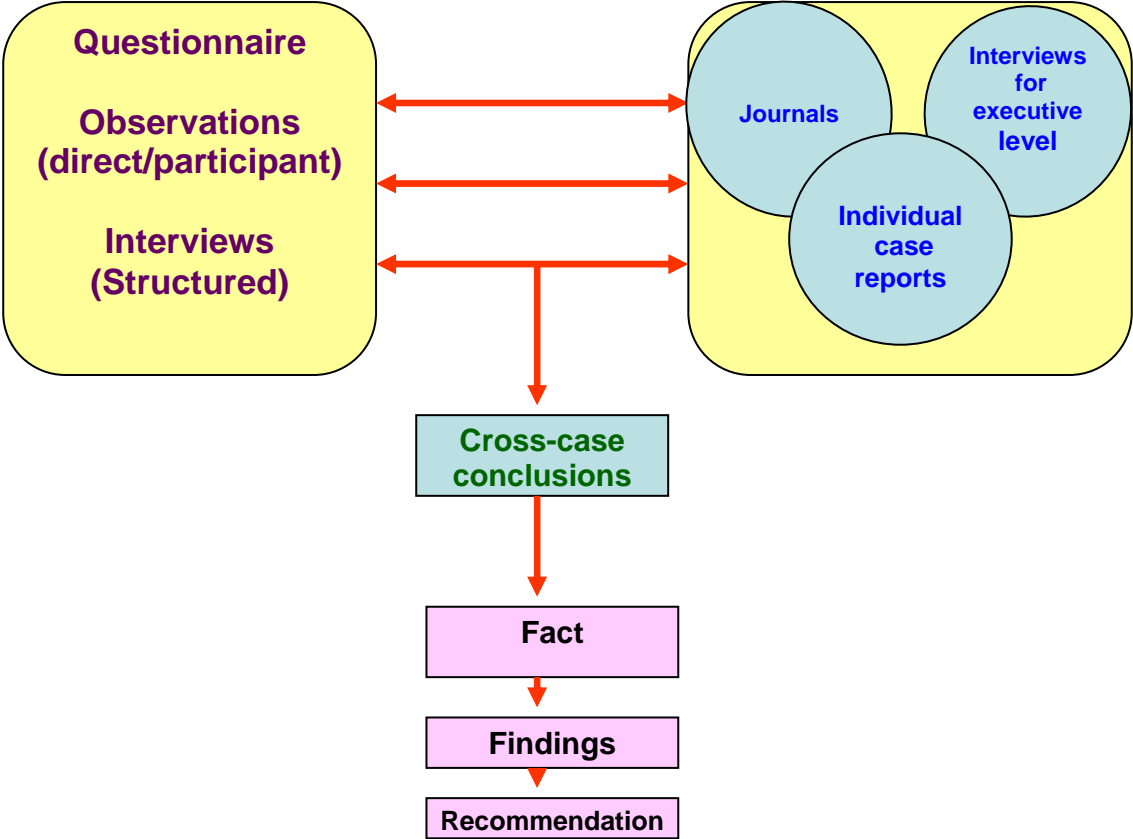


Diagram No. 2

Diagram No. 2 illustrates the methodology of the analysis of the research instruments. Research instruments administered by the research assistants including Journals, Individual case reports, information gathered based on Interviews for executive level educational officers which were cross analyzed by the research team in a qualitative manner not in a quantitative manner.

The research team had the opportunity to discuss with the education specialists of the ESDFP support mission of the World Bank at the early and the middle stages of the research that is on January, March and August 2007. Based on the directions and proposed changes of the research methodology which was agreed upon between the above mission and the research team, it was decided to conduct an in depth analysis in order to illustrate a real picture of the sample of data presented as given in the matrices.

Three types of key matrices are presented in this report. Matrix No.1 (see page No. 22) consists data gathered from principles, teachers, and research assistants based on five specific objectives of the study. Matrix No. 2(see page No.95) consists data gathered from educational directors and the managers of Teacher Centres. Matrix No. 3 (see page No. 99) consists of cross analysis made by the researchers after having compared the data given in Matrix No. 1 and 2.

The final recommendations and suggestions were arrived based on the data by considering the data given in the above 3 Matrices.

1.5 Significance of the study

This study on School Based Teacher Development programmes was proposed by the Ministry of Education is under the above government policy of ESDFP, Theme 2. This is a pioneering feasibility study to examine the institutional arrangements required to put in place an effective school based teacher development modality that contributes to whole school improvement.

This research has tried to illustrate a real picture of the situation of the teacher development at school level towards the effective school based teacher development programmes.

1.6 Limitations

This study was conducted only in three provinces of Sri Lanka.

Although a sample of 36 schools were selected from the above three provinces for this study the data received from 17 schools were incomplete. Therefore, data had to be analyzed only from 19 schools.

We were able to select 4 Tamil schools and that also only from the Central Province.

1.7 Key findings

1.7.1 Schools Capacity to Identify Shortcomings in students learning achievements (ISSLA)

- Generally schools do not have an ability to identify student learning achievements through a school based system.

However, large schools have the ability to identify student learning achievements. But for this purpose they utilize the analysis of the results of the Examinations conducted by the government viz.: Grade V Scholarship Examination, GCE (O/L) Examination and GCE (A/L) Examination. Some teachers identify shortcomings in students learning achievements according to their particular subjects. At the same time some schools make use of informal strategies to identify student learning achievements.

This research has revealed that the large schools have a tendency to identify student learning achievements in their own manner.

In the medium schools the teachers take some interest to identify students learning achievements. This is been achieved not through the interest of the principal but through the perspective of some teachers.

When small schools are compared to the large and medium schools it has been observed that the small schools do not have a noteworthy ability to identify students learning achievements.

- This study has revealed that schools have a culture to identify students learning achievements.

1.7.2. School capacity to identify professional development needs of teachers in order to improve student learning achievements (IPDNT)

- Generally schools do not have an ability to identify professional development needs of teachers in order to improve students learning achievements through a school based system.

In large schools there are programmes for teacher development in order to improve student learning achievements. However, such programmes are not available in medium and small size schools. This study has revealed that through parent teacher discussions regarding the students abilities and disabilities not only the student learning achievements could be improved but also teacher professional development.

1.7.3. Schools capacity to measure changes in students learning achievements (MCSLA)

- On the whole it was observed that the schools do not have a proper method to measure changes in students learning achievements.

Normally traditional methods are followed to measure changes in students learning achievements in large, medium and small size schools. New methods are not utilized for this purpose.

1.7.4. Schools capacity to manage resources (Human and financial) for school improvements (MRSI)

- Although resources are available in the case of large schools it is not so in the case of most of the medium and small schools.

Required resources for school improvement are available in large schools.

However due to mismanagement these resources are not properly utilized.

But quality inputs are properly utilized.

In medium schools the required resources are not obtained.

The small schools lack in financial, human and physical resources.

1.7.5. Institutional arrangements to support school improvement planning and school based teacher professional development programs (IASSIP)

- In large and medium schools such arrangement are underway. However, in small schools such arrangements are not available.

1.8 Recommendations and suggestions

1.8.1 The changing of attitudes of the educationalists towards the concept of School Based Teacher development

The system of centralized Institutional Based Teacher Development (IBTD) programmes which are in operation at present will continue to be in force specially for pre – service and in service teacher education. In parallel to which this new concept of school based teacher development programmes should be conducted for the school improvement as shown in Diagram No.03. While these dual systems are in progress side by side gradually in the future the above new concept would be put in to practice. Therefore, the attitudes of the educationalists would have to be groomed for this new concept. .

1.8.2 Autonomy and support for successful school based management efforts

Schools are occasionally requested to implement programmes of a school based manner, while at the same time continue to function within the constraints imposed by existing ambiguous delegated powers at provincial level and on centralized regulations. As an example the present system of restructuring a provincial school as a National School is a mismatch with the concept of decentralization, which has been implemented since 1987. The trend of restructuring a provincial school to a National School badly effects for the implementation of school based concept as a whole.

This study has illustrated that increased flexibility and sufficient support by the provincial authority would be the key to the success of school based efforts including school based teacher development programmes.

- 1) Release the National Schools from the central authority.
- 2) Instead of the central authority sponsored development projects for strengthening the schools the power should be delegated to the provincial authority to implement those proposed development projects.

1.8.3 Empower schools to develop the ownership

- 1) Delegate the power and financial assistance to the school to conduct school based teacher development programmes.
- 2) Strengthen the physical and human resources for medium and small Schools.

1.8.4 Establishment of National Council of Teacher Education (NCTE)

In the year 1998, the Government of Sri Lanka established the National Authority on Teacher Education to coordinate the teacher education programmes in pre - service and in - service. However, the NATE at present is defunct.

With a view to revamping teacher education at all levels in the country, the MoE should take a decision to reestablish the NATE with necessary changes or establish NCTE.

The important functions of either of them would be:

- To advise the Government of Sri Lanka on all matters concerning teacher education, including pre - service and in - service, evaluation of curricula for teacher education and review of progress in revising the curricula.
- To coordinate the pre - service and in – service teacher education programmes on ensuring adequate standards in teacher education.

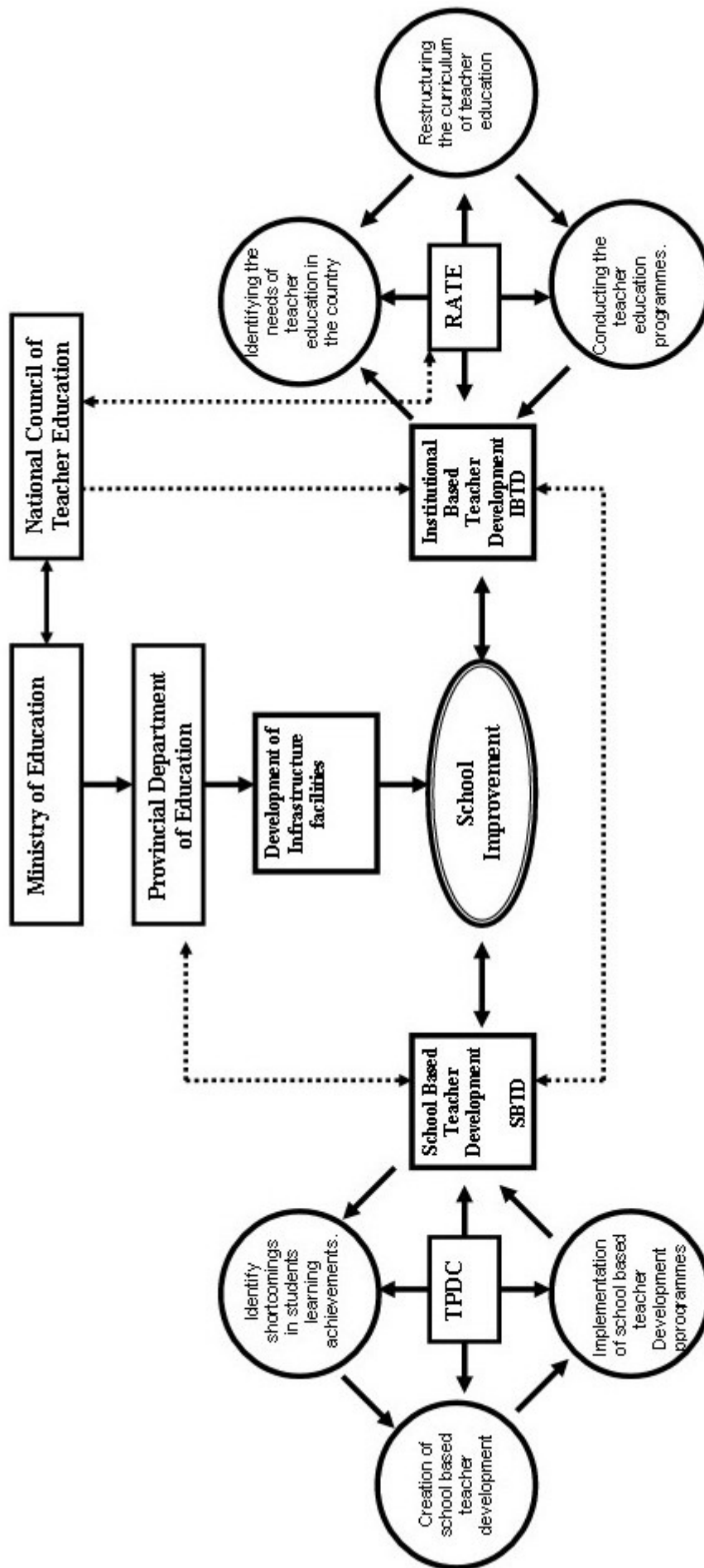
1.8.5 Implementation of School Based Teacher Development Programmes

- 1) Pre service should be conducted at the national level but the curriculum should emphasize the concept of school based teacher development.
- 2) In service can be conducted by in two ways as shown in the diagram No .3.
 - a) School Based Teacher Development; it should be conducted based on the students requirements identified by the achievement levels of the students of the entire school.
 - b) Institutional Based Teacher Development: Present National level teacher education system can be implemented but the curriculum should emphasize the concept of school based teacher development.
- 3) Short term in service programmes by the provincial authority should be transferred to the school based on their requirements.
- 4) The active bodies of 2 (a) and 2 (b) will be Teacher Professional Development Committee (TPDC) and Teacher Education Research Association (TERA) respectively.

The activities of the TPDC are illustrated in Diagram 03. TERA would consist of University academics in teacher education and teacher educators of other institutions which would be a platform for the development of research in the field of education.

- 5) At the initial stages SBTD would be linked to IBTD.

- 6) The MoE would have to develop the infrastructure facilities of schools, construction of regulations and funding through the Provincial Department of Education for the overall school improvement.
NCTE could refer the recommendations of TERA



TPDC – Teacher Professional Development Committee
 RATE – Research Association on Teacher Education

Diagram No: 03

Model for the implementation of the concept of SBTID

1.8.6 Establishment of "Teacher Professional Development Committee. (TPDC)

TPDC for very large schools

Very large schools and medium schools can appoint the TPDC independently. Members for the TPDC should be decided by the principal as the chairman of the TPDC. But three teachers with professional experience must be included to the TPDC.

TPDC for medium and small schools

Small schools which have a limited physical and human resources, the TPDC can be formed with the collaboration of schools which are geographically situated to each other. Members for the committee should be decided by the principals of the schools of that particular area. The number of teachers with professional experience to be selected as members of this TPDC would be according to the number of schools chosen. The chairman of this TPDC would have to be selected by the members from among the principals of the schools involved.

1.8.7. Appointment of "School based teacher developers"

TPDC should work with the School based teacher developers for identifying needs of professional development of teachers. School based teacher developers should be the members of the TPDC.

The School based teacher developer's key role would be to assist teachers in learning and applying knowledge and skills necessary to improve the academic performance of all students. They would also have to spend a significant portion of their working time in direct contact with teachers, in their schools and classrooms.

School based teacher developers should be constructive and should be able to work in a friendly manner through an informal way of guidance.

This approach of enabling teachers to learn from each other is similar to the 'Lesson Study Model' of Japan which concept has been given prominence of the world over.

1.8.8 Enforcing and implementation of the "Principal Service" and "Teacher Service" Acts.

The Acts passed by Parliament in relation to the carrier of principals and teachers should not be violated and should be implemented as it is. Thereby

the school would be able select members for the TPDC without any constraints.

1.8.9. Develop and expand "Quality Circles"

To identify standards of professional teacher development needs in the entire province, zone and school with the collaboration of the provincial level educators through the development of the present system of "Quality Circles" could be utilized. Also this would be effective to build a constructive relationship with teachers and subject directors and to understand what is going on in each school of the entire community. Quality circles could be placed in several schools within the area. The members of these circles would be able to gather knowledge and information from schools and utilize them in their programmes.

1.8.10. Selection of best practices from teachers at school level

A programme should be implemented by which the "best reflective practitioner" from the school would be selected by annually.

Criteria for the selection of best reflective practitioner should be decided by the TPDC.

KEY MATRICES

2. Collated Matrix of Principals, Teachers and Research assistants

**1. Schools Capacity to Identify Shortcomings in students learning achievements
ISSLA**

	SIZE OF SCHOOL	URBAN/ RURAL	MEDIUM	LOCATION	PRINCIPAL	TEACHERS	RESEARCH ASSISTANT
1	VL	U	S	CP	<p>There is a Programme to identify Shortcomings in students learning achievements.</p> <p>By the conduction of evening classes 2006 results have been at a high standard.</p> <p>The change of the name of the school and the uniform has helped to develop the minds of the children.</p> <p>There are programmes on literature S5 concept is in force.</p> <p>Creation of monitoring committees and disciplinary committees. Creation of teacher and parents quality circles. Special projects been conducted at classroom level.</p> <p>Building a relationship with the neighboring schools develop conduction of teacher development programmes with the collaboration of the teachers of neighboring schools.</p> <p>There is a programme by which student achievement reports are been analyzed by the financial assistant and forwarded to the principal.</p>	<p>There is no special programme to identify student learning shortcomings.</p> <p>But committee to monitor student learning shortcomings and to identify changes of teacher behaviors is in progress.</p>	<p>School has capacity to identify student learning ability by 60% of the examination results, but there is no special system of measurement.</p> <p>Presently a special Programme is implemented (5S) for developing effectiveness of the school.</p> <p>In order to develop learning achievements of students the school has been trying to change teacher behaviors by the establishment of teachers group including other school teachers and Conducting training sessions.</p> <p>The children's park has been utilized to identify shortcomings in students learning achievements.</p> <p>Posters have been erected towards learning words regarding mathematics and language while indulging in games</p>

(1). ISSLA

	SIZE OF SCHOOL	URBAN/RURAL	MEDIUM	LOCATION	PRINCIPAL	TEACHERS	RESEARCH ASSISTANT
2	VL	R	S	NWP	<p>The school has ability to identify shortcomings in students learning achievements.</p> <p>For which purpose diagnostic term test are utilized and parent teachers discussions are held in this connection.</p>	<p>Schools capacity to Identify shortcomings in students learning achievements is moderate.</p>	<p>Normal methods available but special methods are not available</p>
3	VL	R	S	SBP	<p>The School has been able Identify Shortcomings in students learning achievements.</p> <p>Programmes in this connection are conducted.</p> <p>Projects are conducted for the very weak students.</p> <p>There is a system by which the school plans are drawn based on students achievement level, and a system to monitor student learning achievements. But it has not been named.</p> <p>There are facilities to analyze results of the term tests and evaluating O/L and A/L Examinations results. This year O/L results were good.</p> <p>A five year plan has been formulated and submitted to the Education Ministry. It has been in operation for the last two years. It may be in operation in the future too.</p> <p>The new principal will operate it.</p> <p>I have approached the teachers and questioned them. I have questioned about various students. When questioned regarding the measures taken about these students I have been told that programmes have been put in to operation. That is all.</p> <p>I have accompanied the sectional heads while on supervision and have questioned them on achievement levels.</p>	<p>An informal programme is conducted. Results are analyzed. This is based only on GCE O/L and A/L results.</p> <p>Programmes have been drawn based on student learning achievements. There is no programme to develop the expected level of the school.</p> <p>There are no special workshops for this year.</p> <p>The school has a great ability to identify student learning achievements.</p> <p>The programme introduced to analyze student learning achievements is only based on the results of the GCE O/L Examination. This process has been successful.</p> <p>In 2005 a five year plan for the school was drawn. We feel that, if there is a will there is a way.</p> <p>Much has been done for the year 10 and 11 classes</p>	<p>Analysis of A Level and O Level Results are made. There is no set method in analyzing other classes.</p>

(1). ISSLA

	SIZE OF SCHOOL	URBAN/RURAL	MEDIUM	LOCATION	PRINCIPAL	TEACHERS	RESEARCH ASSISTANT
4	M	R	S	CP	<p>Is at a moderate level.</p> <p>Instructing teachers and parents on shortcomings of student learning achievements according to data received through internal supervision.</p>	<p>Yet there is no programme by which the students learning achievements could be improved.</p>	<p>It is difficult to recognize the student learning shortcomings with the assistance of assessment reports and examination marks.</p> <p>Although there was a proper system to recognize student learning abilities and shortcomings, these systems have not been utilized.</p> <p>The use of methods to gauge literacy rate has been stopped. Parents tend to educate their children in order that they would reach a better standard of living than the parents.</p> <p>Although some parents are uneducated they take pains to educate their children. It appears that the principle has not understood that fact.</p> <p>He feels that there is no purpose in teaching these students. Some persons who closely associate with him share the same view.</p> <p>Further the principle has utilized the school garden for the cultivation of his potato plots. Water is filled in to a large hole in close proximity to the Primary Section and this water is utilized to irrigate the potato plots. There is no fence or cover to this large water hole, which of course poses a danger.</p> <p>The school land has been very well utilized to increase personnel wealth. As a result of which the students have very little school garden space to move about. Most of the available school land is utilized for potato cultivation.</p>

(1). ISSLA

	SIZE OF SCHOOL	URBAN/RURAL	MEDIUM	LOCATION	PRINCIPAL	TEACHERS	RESEARCH ASSISTANT
4	M	R	S	CP			<p>While those teachers who had the idea that the students should receive an education accomplish their duties well, the teachers in the primary section were involved in their respective duties. They seemed unaware of the situations mentioned above.</p> <p>On our third visit a balanced meal was prepared and provided for the primary school students. The principle had no knowledge of it.</p> <p>The school has a normal ability to recognize student learning abilities. Projects are conducted for each subject. This system has reached a certain level of success. Due to the short comings of the parent's student's attention the plans cannot be implemented at a higher level.</p> <p>By recognizing teachers shortcomings through internal supervision the positive thinking of the teacher's role could be observed. While examination reports and evaluation reports are available, but there is no method to decide the level of ability.</p> <p>Student's learning shortcomings and abilities have been recognized through practical exercises. The teachers agreed that the school has the ability to improve student learning abilities. Equipment has been obtained for this purpose, but there are no special methods to measure student abilities.</p>

(1). ISSLA

	SIZE OF SCHOOL	URBAN/ RURAL	MEDIUM	LOCATION	PRINCIPAL	TEACHERS	RESEARCH ASSISTTANT
5	M	R	S	NWP	<p>Could be clearly recognized. Teachers discuss about students. Each Teacher is given one period daily to devote towards weak students. This programme has been 70% successful. Programmes to identifying teacher behavior have been successful.</p> <p>Format supplied by the Department of Education for student learning achievements are only used.</p>	<p>I personally could attend to it. It is done in the teaching learning methodology. The school has some abilities.</p> <p>The general Examinations held by the school are successful. But there is no programme to recognize changes in teacher behavior. .</p>	<p>Abilities are good. Student abilities are taken in to account to design school development plans.</p> <p>Student learning achievement level applied in order to plan teacher professional development programmes.</p> <p>They have a general ability to prepare targets and to regulate and report on student learning achievements.</p> <p>The school appears to have the ability to recognize student learning abilities and disabilities through observations and discussions.</p> <p>There is a programme to develop student learning disabilities.</p>
6	M	R	S	SB	<p>Weakness of student achievement has been well recognized. The student's daily attendance is utilized by the subject teacher on a mark analyzing basis.</p> <p>Although plans are made by the school their implementation is weak. e.g.: There is no possibility to recognize the achievement weaknesses in mathematics.</p> <p>There is influence from the school community. We do not surrender to politics. There is no clear method of supervision.</p>	<p>There is a general ability.</p> <p>Very little effort is made to recognize competency. I am unable to give a clear answer regarding its success or failure. It cannot be made regarding the school environment. A recognized competency is reported.</p>	<p>The school is situated at least 2Km away and thus it is isolated.</p> <p>This isolation poses a danger to the school and causes a weakness in student attendance. Therefore, the measurement of weakness of student achievement is difficult.</p> <p>The teacher shortages that existed the previous year has also contributed to this problem.</p>

(1). ISSLA

	SIZE OF SCHOOL	URBAN/ RURAL	MEDIUM	LOCATION	PRINCIPAL	TEACHERS	RESEARCH ASSISTANT
7	S	U	S	CP	The school has a very good ability to recognize Student achievement and student weaknesses.	Is maintained at a good level, but not general or weak.	Weaknesses and strengths are measured terminally, bi annually and annually. Daily this is done by observing classroom wise. Separate personal files are maintained for primary school class students. Student achievement level in extra curricular activities is also observed. The school has a very talented and skill full teaching staff. In order to recognized weakness in student achievement level the teachers have created a very good relationship with the students. There is a feedback regarding the slow learning students.
8	S	R	S	SBP	There is a aim to direct the year five students towards the scholarship examination. The school has a good ability to recognize the weakness in student learning achievements. There is a internal supervision of term tests. Examinations mark books are well maintained.	The school has a good ability to recognize student learning achievement abilities and weaknesses. Terminal tests, school based assignments, subject assignments; assignment of students who question during the lesson are utilized for this purpose. The use of Library books, development of the language, encouragement for copy writing, are methods used for this purpose. The school has a ability to regulate and report on changes in student achievements. The school has no target in relation to absenteeism.	There is no proper estimation regarding the students achievement levels. The teachers do not have a common method regarding the estimation of student achievement level. The school does not have targets in relation to student achievement level. Evaluation cannot be made due to low attendance of students. The school has no interest in examinations as grade 10 and 11 classes are not available and student do not appear for public examinations.

(1). ISSLA

	SIZE OF SCHOOL	URBAN/ RURAL	MEDIUM	LOCATION	PRINCIPAL	TEACHERS	RESEARCH .ASSISTANT
9	S	U	S	NWP	<p>Due to the limited number of students available in each class it is an advantage towards the recognition of student achievement weaknesses.</p> <p>The Multi classroom teaching methodologies are utilized. The time when there was a shortage of teachers also helped to recognize student learning weaknesses.</p> <p>But the programme was insufficient. Although plans have been made they have not been implemented up to date.</p> <p>The school has no method to recognize changes in teacher behavior.</p>	<p>The school is unable to recognize student weaknesses, to set targets and to develop student achievements.</p> <p>This shows a weakness in planning a method to measure student learning achievement through the marks obtained at examinations.</p>	<p>There are only terminal tests. The results of the grade 5 scholarship exam are observed.</p> <p>There is only one student who has obtained over 100 marks at this examination.</p> <p>The manner in which learning weaknesses are recognized is very weak.</p> <p>The reason for this is that teachers have not obtained professional training.</p>

(1). ISSLA

	SIZE OF SCHOOL	URBAN/RURAL	MEDIUM	LOCATION	PRINCIPAL	TEACHERS	RESEARCH .ASSISTTANT
10	S	U	T	CP	<p>Schools Capacity to Identify Shortcomings in students learning achievements (ISLA) is good.</p> <p>This is recognized through the teaching learning process.</p> <p>Supervision is made by a casual principal.</p> <p>The success or failure of the process cannot be judged as the principal is new.</p> <p>Parent's assistance is at a good level.</p>	<p>The schools ISLA is at a general level.</p> <p>Some teachers have to teach for more than 40 periods due to the shortage of science and maths teachers.</p> <p>This is a drawback. The school does not have a proper system to recognized ISLA.</p> <p>The teachers tend more to the competition of the syllabus.</p> <p>They have not received any teacher guidance towards this.</p> <p>Similarly there is only a weak system to monitor student learning achievements and its reporting.</p> <p>The subject teachers have recognized the methods of measuring changes in learning achievements.</p> <p>The teacher does not have the opportunity to put them into practice.</p>	<p>The home environment, shortcomings in methods of teaching, over crowding of classrooms, weakness in reading, gloominess in buildings is clearly observed.</p> <p>The principal and the field officers perform their duties satisfactory.</p> <p>The school has a data bank. Through which student needs are recognized.</p>

(1). ISSLA

	SIZE OF SCHOOL	URBAN/RURAL	MEDIUM	LOCATION	PRINCIPAL	TEACHERS	RESEARCH .ASSISTANT
11	M	U	T	CP	Satisfactory. Yet to be improved further.	General. No clear Plan	General. Attention is given only to clever students. The language of teaching is the greatest drawback for Muslim students. They are not very conversant in Sinhala. The main cause for this is the non usage of Sinhala domestically. The Sinhala teachers have not understood this factor. The student is unable to speak to the teacher in a honorable manner

(1). ISSLA

	SIZE OF SCHOOL	URBAN/RURAL	MEDIUM	LOCATION	PRINCIPAL	TEACHERS	RESEARCH ASSISTANT
12	M	R	S	CP	<p>Good. Conduction of term tests.</p> <p>Teaching the clever students in the class and the weak students separately in the primary section.</p> <p>Conduction of free after school classes.</p> <p>Recognition of abilities through the conduction oral and practical tests and acting according to their reports.</p> <p>This is in operation up to the GCE O/L. When planning achievement levels it is done according to the abilities of the teacher.</p> <p>Eventhough, teacher behavioral patterns have been recognized due to the lack of resources and isolation, solutions cannot be implemented.</p>	<p>Eventhough, students disabilities have been recognized solutions have not been implemented.</p> <p>Some attempts parallel to the term tests are made to recognize student disabilities.</p> <p>Eventhough the causes and solutions have been recognized the need for a proper managerial programme is required.</p> <p>No workshops have been conducted. The home science lab carpentry centre and library have been closed.</p> <p>Eventhough there are old computers there is no teacher for this subject.</p> <p>Musical, dancing and sports equipment are in a unserviceable condition. Eventhough an internal supervision programme takes place it should be further developed.</p> <p>As the teacher who conducts such supervision is involved in school management matters and teaching he is pressed for time.</p>	<p>Is at a good level.</p> <p>Eventhough the standard in the primary school is good. The standard in the secondary school section is low.</p>

(1). ISSLA

	SIZE OF SCHOOL	URBAN/RURAL	MEDIUM	LOCATION	PRINCIPAL	TEACHERS	RESEARCH .ASSISTANT
13	M	U	S	SB	<p>The school has a capacity according to its standard.</p> <p>The results of Term tests, speed tests and GCE O/L are utilized for this purpose.</p> <p>The principal observes the teachers teaching methodology twice a week.</p> <p>The results are recorded and are analyzed.</p>	<p>Oral questioning and the position of the evaluation marks is are considered.</p> <p>Tests are held for the particular subject.</p> <p>There is some improvement in the conduction of evening classes.</p> <p>The principal has the ability to identify student learning short comings.</p> <p>An attempt is made to monitor learning achievements through supervision reports and student marks reports.</p>	<p>Term tests are held, school based assessment are made. Student abilities are observed through oral examinations and speed tests.</p>

(1). ISSLA

	SIZE OF SCHOOL	URBAN/RURAL	MEDIUM	LOCATION	PRINCIPAL	TEACHERS	RESEARCH .ASSISTANT
14	S	R	S	CP	<p>The estimate reports prepared by the school are utilized to prepare competency reports. Through them student weaknesses are recognized.</p> <p>This system is not 100% successful. Corrections are made in a wrong manner.</p> <p>There is a special programme for weak students.</p> <p>The programmes conducted for expected development levels and develop student achievement levels are not fully successful.</p>	<p>The methods of student comparisons are made.</p> <p>There is nothing to be done in this regard.</p> <p>There is no proper programme to recognize weaknesses in student learning achievements.</p> <p>Estimate reports are maintained to monitor student achievement.</p> <p>There is no proper programme to develop student learning achievements.</p>	<p>One class room being often used for the students of the whole school.</p> <p>For the recognition of student achievement level, working with the student, discussion and maintenance of estimate reports are made.</p> <p>There is no schedule to recognize changes in student achievement level.</p> <p>Term test reports and competency reports are maintained.</p> <p>School does not have practical programme for this propose.</p>

(1). ISSLA

	SIZE OF SCHOOL	URBAN/ RURAL	MEDIUM	LOCATION	PRINCIPAL	TEACHERS	RESEARCH ASSISTANT
15	VL	U	S	SBP	<p>Results of the grade 5 scholarship examinations GCE O/L and GCE A/L are only analyzed.</p> <p>A feedback is made according to those analyses.</p> <p>The success of this programme is only about 45%. The expected development level in relation to the whole school has been successfully reached to a certain level.</p> <p>The school does not have the ability to measure changes in teacher behavioral patterns.</p>	<p>Weakness in student achievement level could be well recognized.</p> <p>The school has a process by which such weaknesses could be rectified.</p> <p>This is achieved with the comparison of school based reports, results of national level examinations and term tests.</p> <p>Supervision of achievement standard are conducted very well. There is a special programme to develop sport activities.</p> <p>But there is no special programme to measure teacher behavioral patterns</p>	<p>Eventhough in the discussion held with the principal he emphasized there are programme for teacher development there is a doubt regarding their existence.</p> <p>The teachers themselves stated that there is no particular assessment programme for this purpose in the school.</p> <p>As the class has over 50 students and as the classes are very closely situated it is difficult to supervise teaching methods.</p> <p>Eventhough normal assessment methods are followed there no special assessment methods.</p>

(1). ISSLA

	SIZE OF SCHOOL	URBAN/RURAL	MEDIUM	LOCATION	PRINCIPAL	TEACHERS	RESEARCH ASSISTANT
16	S	R	S	NW	<p>Students are recognized and estimate report made through the pre admission tests for grade 1 students.</p> <p>These records are well maintained. Students are directed towards exercises at classroom level, assignments, monthly tests, daily extra curricular activities and creations.</p> <p>The parents also recognize student learning weaknesses and from the feedback received work together with the school to reduce these weaknesses.</p> <p>There are displays of students creations in each classrooms.</p> <p>As the students abilities in music and dancing is low assistance of an external teacher is obtained. There is no special programme to create changes in teacher behavior.</p> <p>Specially for the subject of English. However spoken English classes are conducted.</p>	<p>Student learning weaknesses can be recognized.</p> <p>In an effort to improve year 5 scholarship exams results students are directed to read the daily papers and complete assignments.</p> <p>Plans are made to increase the proficiency levels of the student.</p> <p>For this purpose teacher discussions, teacher principal discussions, teacher student discussions, and student interactions, are held.</p> <p>There is a good internal supervision to monitor learning achievements.</p>	<p>Eventhough the teachers have stated that the school has a very good ability to recognize weaknesses in students learning achievements. It has been observed that in the teaching pattern there is no ability to well recognize the achievement abilities of the grade 1 students.</p> <p>Additional work was not given to the bright students and there was no feed back to the slow learner.</p> <p>But estimate reports are well maintained.</p> <p>But the programmes conducted towards students achievement by the grade 5 GCE A/L Qualified untrained teacher is at a high level.</p> <p>The bright students are given additional question papers while the slow learner is given assessments regarding the environment and creations.</p> <p>He used the classroom as a place to develop students abilities and assignments.</p>

(1). ISSLA

	SIZE OF SCHOOL	URBAN/ RURAL	MEDIUM	LOCATION	PRINCIPAL	TEACHERS	RESEARCH ASSISTANT
17	M	R	T	CP	<p>Programmes are implemented to identify shortcoming in student learning.</p> <p>Supervision processes are activated formally and informally between the principal and teachers.</p> <p>The teachers do not show an interest to it. The lack of physical and human resources causes a barrier to recognize student learning shortcomings.</p>	<p>There is a breakdown in school activities during the Ramazan fasting period.</p> <p>Other than religious programmes no school activities are conducted during this period.</p> <p>There are no signs of the programmes being conducted successfully.</p> <p>The attempts made through the five year plan Tamil and English societies to improve student learning achievement level is successful to a great extent.</p> <p>The programmes launched in connection with the whole school to achieve the expected development target could be rated at a considerable level.</p> <p>Only documents of results are utilized for the monitoring of learning achievement this is insufficient.</p>	<p>The principals' personality is the main factor that prevents this objective.</p> <p>Specially trained teachers are required for counseling.</p> <p>The appointed teachers have psychological constraints.</p>

(1). ISSLA

	SIZE OF SCHOOL	URBAN/RURAL	MEDIUM	LOCATION	PRINCIPAL	TEACHERS	RESEARCH ASSISTANT
18	M	R	T	CP	<p>School has an ability to identify student learning achievements.</p> <p>The school records correctly school based assessments, student information and term test marks.</p> <p>Information forwarded to zonal office.</p> <p>This is a successful programme. E.g. one student has passed the grade 5 examination.</p> <p>The staff of the school contributes Rs. 1500.00 per voluntary teacher.</p> <p>The parent teacher association contributes towards school development.</p> <p>The teachers are directed to follow the training sessions conducted by the education officers.</p> <p>The marks obtained by students at the term test and assessments are correctly record.</p> <p>This process is very successful in classes below grade 6.</p> <p>There are personal files for students.</p>	<p>The weak students are well identified.</p> <p>Teaching is conducted according to student achievement level.</p> <p>Student information records are passed from a lower class to the higher classes in an orderly manner.</p> <p>The teachers have an opportunity to identify short comings student learning achievements.</p> <p>The capacity for this purpose is higher in the primary school than in the secondary school.</p> <p>Changes in teacher behavioral patterns are made through internal and external supervision.</p>	<p>School based assessment are made by preparing student for term tests, language day competition etc.</p> <p>Student weaknesses are recognized through morning assemblies.</p> <p>The students are directed towards various programmes from the time they are admitted to the primary school.</p> <p>According to the achievement level programmes are conducted in and out side the classroom.</p> <p>As the school has no science teacher the services of a trained science teacher is obtained from the neighbouring school.</p> <p>Even as a estate school it has observed the living standard of the neighboring community, food habits, poverty and un social behaviors.</p>

(1). ISSLA

	SIZE OF SCHOOL	URBAN/RURAL	MEDIUM	LOCATION	PRINCIPAL	TEACHERS	RESEARCH ASSISTANT
19	VL	U	S	CP	<p>Has a strong ability.</p> <p>This aim is achieved through assessments, conduction of tests and through progress review programmes.</p> <p>This programme is about 60% successful. Eventhough projects could be conducted based on achievement levels they cannot be planned as a teachers work only according to the syllabus.</p> <p>There are no programmes to achieve the expected development level for all units.</p> <p>There is no development in the sports units.</p> <p>There are plans to monitor student learning.</p> <p>This is based on assessment mark books, progress reports, and public examination results.</p>	<p>There is a general ability level. Classes are conducted on literacy.</p> <p>In order to recognize the primary aspiration of the respective subject student camps are held.</p> <p>Additional classes are held to develop the language ability.</p> <p>The manner in which schools plans are designed is satisfactory.</p> <p>The programmes extended towards the school units and the whole schools are successful.</p> <p>Student participation extended towards after school programmes is very little.</p> <p>Seminars and workshops are held regarding teacher attitudes, teaching methods and use of modern knowledge.</p>	<p>There is a maximum ability to recognize student weaknesses.</p> <p>For this purpose assessments, term tests and achievement levels for various subjects are utilized.</p> <p>Separate time tables have been given to teachers to correct the identified weaknesses in students.</p> <p>These time tables are made with the objective of achieving 50% improvement from year to year.</p> <p>Teaching methods are supervised by senior teachers. Mark books, assessment reports are maintained.</p>

2. School capacity to identify professional development needs of teachers in order to improve student learning achievements (IPDNT)

	SIZE OF SCHOOL	URBAN/RURAL	MEDIUM	LOCATION	PRINCIPAL	TEACHERS	RESEARCH .ASSISTANT
1	VL	U	S	CP	<p>Classroom supervision is conducted.</p> <p>Conduction of training programmes with the assistance of external institutions.</p> <p>Method for solution of internal problem is underway (Problem child, Sectional Head, Principal vice Principal).</p>	<p>School has the capacity to identify professional development needs in teachers in order to improve student learning achievements.</p>	<p>Teachers discuss group vice regarding student's low achievements.</p> <p>Although it was stated that afternoon classes are conducted for weak students the conduction of such classes were not seen in the school.</p> <p>Seminars and religious programmes have been organized to facilitate teacher behaviors.</p> <p>There is a progamme in effect towards the solution of student's problems.</p> <p>Disciplinary committees have been formed with the principal and sectional heads as members. Common problems of teachers and students are looked into by the sectional heads and directed to the principle.</p> <p>External resources are utilized for teacher development e.g. Botanical gardens, Dental Faculty.</p> <p>Teachers do not have a clear idea about teacher development. They do not know that teacher development programmes are necessary.</p> <p>The teacher should be instructed about its necessity. Subjects on teacher development should be recognized separately.</p> <p>Though a new syllabus has been introduced there should be a programme to introduce the teachers to this syllabus.</p>

(2). IPDNT

	SIZE OF SCHOOL	URBAN/ RURAL	MEDIUM	LOCATION	PRINCIPAL	TEACHERS	RESEARCH ASSISTANT
							Only the Principle and vice principal get involved in teacher development programmes. This is insufficient. Attempts should be made for all teachers to have an updated knowledge of their particular subjects. Teacher development is a responsibility of the parent and educational officers.
2	VL	R	S	NWP	The school has a capacity to identify professional development needs in teachers, where by student learning achievements could be improved to very great extent.	School capacity to identify professional development needs in teachers in order to improve student learning achievements is good.	The teachers are directed to follow instructions given by the education department. The principal persuades teachers to improve their learning achievements and takes an interest in informing the teachers when there is a change in teacher development programmes. He provides facilities to improve the standards of the weak students. The activity of the principal's plays a important role.
3	VL	R	S	SBP	Has given advice in a personal and official manner. Have directed teachers to attend seminars. There are teachers who do not follow proper teaching methodologies. Have advised them on several occasions in a personnel and official manner. Teachers were directed to attend seminars.	Teachers have not been given responsibility. All responsibilities lie with the principal. The teachers have united to develop the learning achievements of the students but are not aware of the existence of the teacher development programs. The earlier madam was good at it. She obtained good work strategically from lethargic teachers. When unsuccessful she changed the time table. Teachers are not given an opportunity to indulge in personnel discussions. With the assistance of personnel from the Colombo campus we were given lectures on positive thinking. There is no special plan for teacher development with the utilization of external resources.	Is at a medium level. Discussions regarding subjects are held with the teachers.

(2). IPDNT

	SIZE OF SCHOOL	URBAN/ RURAL	MEDIUM	LOCATION	PRINCIPAL	TEACHERS	RESEARCH .ASSISTTANT
4	M	R	S	CP	<p>Several units of measurement are conducted under the supervision of a well trained teacher.</p> <p>Methods for school improvements are obtained by sharing information obtained from teacher discussions.</p> <p>The required professional teacher Development methods are applied with the assistance of the community.</p>	<p>The school has the ability to obtain assistance towards student development and teacher professional development.</p> <p>The professional resources in this connection have been recognized.</p>	<p>Eventhough the need for a teacher development programme in the school is required; the school does not have such a programme.</p> <p>There is no proper teacher development programme for the newly recruited teachers.</p> <p>Attention is paid to quality of teacher behavior.</p>
5	M	R	S	NWP	<p>Recognition is done through observation. In addition through teacher discussion and school development committees a programme is implemented with the assistance of teacher instructors.</p>	<p>Successful.</p> <p>Achieved through resource personnel.</p> <p>Assistance is obtained from the world vision institute and from the village community.</p>	<p>The school has a substantial ability to recognize the required teacher professional development for successful student learning achievements.</p>
6	M	R	S	SB	<p>As the student literacy level is very low teachers are unable to conduct their respective lesson.</p> <p>The teacher shortage is also a cause.</p>	<p>There is no success in the sharing of information.</p> <p>The attendance of teacher instructors is very low.</p> <p>Assistance for sports activities is obtained from neighboring schools.</p> <p>Assistance is obtained from the temple for religious programmes.</p>	<p>The assistance obtained from the school community is at every low level; in that situation it is not possible to properly conduct school development programmes.</p> <p>Teacher programmes for newly recruited teachers stands at a very low level.</p> <p>As in-service training sessions are conducted at the end of the year, it has created problems.</p> <p>Since the school is isolated the visits of the educational officers is also low. The approach road is also difficult (2 to 3 Km has to be traveled by foot).</p>

(2). IPDNT

	SIZE OF SCHOOL	URBAN/RURAL	MEDIUM	LOCATION	PRINCIPAL	TEACHERS	RESEARCH .ASSITTANT
7	S	U	S	CP	The ability to recognize this factor is at general or good level, but is not at a high or low level.		Teachers are directed to follow instructions given by the department. The principle encourages teachers to develop learning process achievements and takes an interest in informing the teachers of any teacher development changes. The teachers are provided with necessary facilities to develop students with low level achievement levels. The principle plays important role.
8	S	R	S	SB	<p>The school has the ability to recognize the requirements for teacher professional development.</p> <p>There are many short comings in the staff. The attitude of the teachers should be improved.</p> <p>The school has the general ability to recognize The external resources for school development and professional development. There are monthly staff meetings. These are mostly successful. There is no expectation for assistance from external resource persons.</p>	<p>The school has a good ability to recognize changes in teacher behavior towards the success in student learning.</p> <p>The school has general ability to recognize teacher professional development needs, the external resources required to exchange knowledge solving problems and school development.</p> <p>It does not have a good ability to make use of the eternal resources. The school does not believe in the use of external resources.</p>	<p>From the interviews conducted it has been disclosed that for the exchange of knowledge, solution of problems, formal and informal teacher discussion are utilized.</p> <p>There is no internal supervision system. There are no class room record books The teachers do not have subject notes or preparation notes. Teachers conduct classes without preparation and planning. The principal also teaches in the class room.</p> <p>Does not have ability to obtain external resources.</p>
9	S	U	S	NWP	<p>There is ability.</p> <p>There are short comings in the sharing of knowledge.</p> <p>A sluggish situation is observed. Due to the low student population.</p> <p>External resources stand at the good level. Much that is obtained is utilized for student welfare.</p>	<p>Teacher behavioral changes should take place, for success in student learning.</p> <p>The school has the general ability to recognize external resources.</p> <p>The occasion for school development, sharing of knowledge and problem solving is very weak.</p>	<p>The teachers attend programmes prepared by the department.</p> <p>The school is not able to recognize the requirements for teacher professional development.</p> <p>The facilities available for teachers service is very weak.</p>

(2). IPDNT

	SIZE OF SCHOOL	URBAN/RURAL	MEDIUM	LOCATION	PRINCIPAL	TEACHERS	RESEARCH .ASSISTTANT
10	S	U	T	CP	<p>A programme is underway.</p> <p>Yet a clear view cannot be given.</p> <p>Through friendly discussion with the teaching staff the necessary steps have been taken.</p> <p>Data is collected according to the format made.</p>	<p>The ability to recognize changes in teacher behavior is weak. E.g. Formation of groups systems in the class rooms is not possible due to the over crowding.</p> <p>Sharing of information is weak.</p> <p>Teacher discussions are at a general level.</p> <p>Ability to recognized external resources is satisfactory e.g. accompanying students to the Don Bossco Technical College to follow a home science lesson.</p> <p>But some teachers do not agree to this statement.</p> <p>They state that there is no proper communication system with external professional resources.</p>	<p>Under the supervision of the principal, the view of the teachers expressed in relation to school based evaluation marks is forwarded to the education officers for their observations.</p> <p>The school does not have facilities for physical education due to the lack of a playground, a home science lab and other required facilities.</p>

(2). IPDNT

	SIZE OF SCHOOL	URBAN/RURAL	MEDIUM	LOCATION	PRINCIPAL	TEACHERS	RESEARCH .ASSISTANT
11	M	U	T	CP	Is some what successful.	<p>Good. But there is no possibility to exchange knowledge.</p> <p>The school is unable to recognize external resources for professional development.</p>	<p>Good.</p> <p>But the participation at workshop is very low.</p> <p>The year 3 teachers have not participated in a workshop for four years.</p> <p>Internal supervision is weak.</p> <p>The teachers are specially directed towards the use of technology.</p>

(2). IPDNT

	SIZE OF SCHOOL	URBAN/RURAL	MEDIUM	LOCATION	PRINCIPAL	TEACHERS	RESEARCH .ASSISTANT
12	M	R	S	CP	<p>There is no technical and human resources.</p> <p>Due to the school been situated in a difficult area teachers attempt to obtain transfers.</p> <p>Therefore there is no possibility to recognize teacher behavioral patterns.</p> <p>Although resources could be recognized due to the problems in technical and external environment this cannot be properly utilized.</p> <p>The school is isolated</p>	<p>The whole school does not have proper system to recognized teacher behavioral patterns and abilities and disabilities.</p> <p>We should proceed further.</p> <p>The programme implemented for the exchange of information is maintained at a satisfactory standard.</p> <p>It is good if the teacher training sessions are increased.</p> <p>The recognition of external resources is maintained not at a satisfactory standard.</p> <p>Eventhough such plans should be implemented through the school it does not happen.</p>	<p>The school has only a general supervision system.</p> <p>There is very little assistance from zonal education office and teacher training centre.</p>

(2). IPDNT

	SIZE OF SCHOOL	URBAN/RURAL	MEDIUM	LOCATION	PRINCIPAL	TEACHERS	RESEARCH .ASSISTANT
13	M	U	S	SB	<p>The assistance of foreign exposed teachers are obtained towards the success of student learning and teacher professional development.</p> <p>As the principal is freely available for discussion Information required for the development of the school and solutions to problems could be made.</p> <p>Able persons like businessmen underestimate the abilities of this small school.</p> <p>Therefore it is difficult to obtain external professional resources.</p> <p>But on some occasions the assistance of external lecturers are obtained for special lectures.</p>	<p>Common work of the school is assigned according to the behavioral changes of the teachers.</p> <p>Discussions are held with the principal regarding school development and solutions to problems.</p> <p>The recognition of the requirements for school development and the use of external resources is at a very low level</p>	<p>Assistance from NGOs is obtained.</p> <p>The requirements are recognized through teacher discussions.</p> <p>Knowledge obtained through foreign experience is utilized towards professional relationship.</p>

(2). IPDNT

	SIZE OF SCHOOL	URBAN/ RURAL	MEDIUM	LOCATION	PRINCIPAL	TEACHERS	RESEARCH ASSISTANT
14	S	R	S	CP	<p>There is no programme for the complete recognition of this matter.</p> <p>The assistance obtained from external persons for school development and teacher professional development has been confined to ISA's only.</p> <p>External resources are not utilized.</p>	<p>Information is obtained through teacher discussion. Problems are solved through discussion.</p> <p>Advice is given to students who attend assemblies.</p>	<p>Eventhough it is a primary school it does not have a single primary school trained teacher.</p> <p>There is no method to obtain the latest information. Subject directors and ISAs visit the school rarely.</p> <p>When teaching in small classes it appears that lecture methods are used.</p> <p>Teachers are sent for discussions and in - service programmes.</p> <p>As one set of teachers have been in the school for a long time their interest have been to remain in the school than teaching.</p> <p>The teachers are involved in side businesses.</p>

(2). IPDNT

	SIZE OF SCHOOL	URBAN/RURAL	MEDIUM	LOCATION	PRINCIPAL	TEACHERS	RESEARCH .ASSISTANT
15	VL	U	S	SBP	<p>School has no ability to recognize changes in teaching behaviors in teachers.</p> <p>Attempts to obtain information regarding school development have been unsuccessful.</p> <p>The use of external resources is also weak.</p>	<p>The method of sharing information is good.</p> <p>Recognition of external professional resources is at a good level.</p> <p>A good assistance is obtained from ISA's and subject development directors</p>	<p>From discussion had with the main science teacher it was felt that the sharing of information among the science teachers is good.</p> <p>Quality in puts are also utilized at a good level.</p>

(2). IPDNT

	SIZE OF SCHOOL	URBAN/RURAL	MEDIUM	LOCATION	PRINCIPAL	TEACHERS	RESEARCH .ASSISTANT
16	S	R	S	NW	<p>The schools ability to recognize teacher professional development needs is weak.</p> <p>External advise is also very little.</p>	<p>Recognition of behavior patterns is good.</p> <p>Information is shared through the computers and common communication network.</p> <p>The Insurance Corporation sponsors the development of the school environment.</p>	<p>The teachers are of view that professional development needs should be recognized personally.</p> <p>It was seen that the assistance of external resource persons would really be required to learn new educational reforms.</p> <p>Eventhough the school is very small there is great expectations' regarding the subject of English.</p> <p>There is a small society for English speech.</p>

(2). IPDNT

	SIZE OF SCHOOL	URBAN/RURAL	MEDIUM	LOCATION	PRINCIPAL	TEACHERS	RESEARCH .ASSISTANT
17	M	R	T	CP	<p>The school has ability to recognize requirements.</p> <p>It is stated that the schools programmes for solving problems development of the schools and sharing of the information is successful.</p> <p>Yet external persons not having any contacts with the schools this activity is not satisfactory.</p> <p>Due to the school been small it is difficult to find resource persons.</p>	<p>The school has ability to a considerable amount.</p> <p>It is observed that attempts are been made towards success in student learning through changes in teacher development behavior.</p> <p>There are problems in obtaining assistance from external resources and persons towards school development.</p>	<p>The primary section does not have experienced and able teachers.</p> <p>In service training programmes and seminars are insufficient.</p> <p>As this is a Tamil school English speaking teachers with the knowledge of Tamil are required.</p>

(2). IPDNT

	SIZE OF SCHOOL	URBAN/RURAL	MEDIUM	LOCATION	PRINCIPAL	TEACHERS	RESEARCH ASSISTANT
18	M	R	T	CP	<p>The teacher professional requirements necessary for the development of student learning achievements has been well recognized.</p> <p>A great attention is paid towards successful and unsuccessful teacher professionals.</p> <p>The new information gathered is shared through teacher discussions.</p> <p>External technical resources are utilized towards the forth grade.</p> <p>Programmes are conducted with the assistance of the police department health department and with the participation of lectures of the university of Colombo.</p> <p>Religious festivals are also made use for this purpose.</p>	<p>Work is assigned to teachers according to their competency and abilities.</p> <p>Teachers are directed to follow training sessions.</p> <p>Assistance from the police department is obtained for lectures, health, Law and the maintenance of peace.</p> <p>As resource persons are not available in the neighboring community this has raised problems.</p>	<p>Through internal and external supervision development of student learning achievements and teacher professional development is carried out.</p> <p>Teachers are directed to follow session held by the education department.</p> <p>Yet only a few sessions are held in the Tamil medium.</p> <p>Information obtained from such training sessions are recorded in a book and shared during teacher discussions.</p>

(2). IPDNT

	SIZE OF SCHOOL	URBAN/RURAL	MEDIUM	LOCATION	PRINCIPAL	TEACHERS	RESEARCH ASSISTANT
19	VL	U	S	CP	<p>Has the ability to recognize.</p> <p>This is achieved through an administration committee.</p> <p>There is a successful programme towards the sharing of knowledge and the solving of problems.</p> <p>This is achieved by noticing reviewing the progress of the teachers.</p> <p>External resources are also used for teacher professional development.</p>	<p>The school has a great ability to recognize changes in teacher's teaching behaviors.</p> <p>Teacher discussions are held once a month. Subject quality circles are held once a week.</p> <p>They are satisfactory.</p> <p>Recognition of external resources is satisfactory. Lectures, discussions, and resources are utilized for this purpose.</p> <p>External resources are utilized at a high level.</p>	<p>Advice on teacher behavior is made through supervision.</p> <p>Eventhough information is communicated and problems are reported the response for them is low.</p> <p>Lectures are conducted with the assistance of special persons.</p> <p>Resources are utilized to the maximum.</p>

3. Schools capacity to measure changes in students learning achievements (MCSLA)

	SIZE OF SCHOOL	URBAN/RURAL	MEDIUM	LOCATION	PRINCIPAL	TEACHERS	RESEARCH ASSISTANT
1	VL	U	S	CP	<p>Schools capacity to measure students learning achievements is quite successful.</p> <p>Effective use of audio visual unit and conducting (5S) Units.</p>	<p>School can measure changes in student learning achievements.</p> <p>Several methods have been followed for this purpose.</p>	<p>Children's gardens, audio visual centre and laboratory has been effectively utilized for school development.</p>
2	VL	R	S	NWP	<p>The school has a certain capacity to measure students learning achievements and it has been conducted successfully.</p>	<p>There is an internal examination unit in the school but this programme is not of a good standard for year 13.</p> <p>The school has the ability to improve student learning achievements through quality inputs.</p>	<p>Schools Capacity to measure student learning achievements is moderate and it is limited to the maintenance of records only.</p> <p>Teachers prepare question papers only to suit students who follow their tuition classes.</p>
3	VL	R	S	SBP	<p>Results are analyzed.</p> <p>Computer courses are held for students awaiting GCE O/L results.</p> <p>Mainly results analysis is utilized.</p> <p>By analysis of results the hand writing of student cannot be recognized.</p> <p>A computer center exists classes are held soon after the GCE O/L Examination and until the results are released.</p> <p>Student can obtained membership.</p>	<p>There is no special method to change the student learning achievements.</p> <p>Exams are conducted, evaluations made and marks entered in to the mark books.</p> <p>Analyzing examination results is insufficient.</p> <p>Evening classes cannot be held due to the large student population.</p> <p>Students follow private tuition classes. If requested to follow school evening classes they avoid attending school the next day.</p>	<p>Setting standards according to the analysis of results is reported to the internal administration and supervision team.</p> <p>Updating of School based seminars held before the examinations.</p>

(3). MCSLA

	SIZE OF SCHOOL	URBAN/ RURAL	MEDIUM	LOCATION	PRINCIPAL	TEACHERS	RESEARCH ASSISTANT
4	M	R	S	CP	Successful to a general level.	There is a general ability to obtain external inputs to recognize student ability standards.	<p>The old technical measurement methods utilized in the past are continued to be used even at present.</p> <p>Observation exercises and important reports on learning are not utilized.</p>
5	M	R	S	NWP	<p>Several Motivations are made to increase student effort.</p> <p>Simple punishments are given. It is somewhat successful.</p> <p>Proper use is made of multi application but facilities are very little.</p>	<p>Special classes are held for weak students.</p> <p>Quality inputs are very well utilized.</p> <p>The principle obtains all necessary items.</p>	<p>The School has a good ability to regulate student learning abilities.</p> <p>They have the ability to create standards and create multi inputs.</p> <p>Various methods are utilized to measure learning abilities both in the primary and secondary school level.</p>
6	M	R	S	SB	<p>Is at a General level.</p> <p>There is a bad influence for student learning. In the neighboring society, there is a epidemic of the use of alcohol, drugs and VCD's in the area.</p> <p>The school has no electricity.</p> <p>The security of the school is very low.</p> <p>The principles office has been burgled on several occasions. The teachers quarters has also had been set on fire.</p> <p>Although several resources had been obtained by the school there is problem of security for those items.</p>	There is no definite plan.	<p>As the school has no electricity modern technical equipment cannot be used, the school does not have at least water.</p> <p>There are problems regarding the students sanitary requirements.</p>

(3). MCSLA

	SIZE OF SCHOOL	URBAN/ RURAL	MEDIUM	LOCATION	PRINCIPAL	TEACHERS	RESEARCH ASSISTANT
7	S	U	S	CP	The school has a good and general level in measuring the changes in learning achievements. Yet it not at very high, standard or at a low level.	Is at a general level.	<p>Scientific and statistical methods are utilized to measure student learning achievements.</p> <p>Correspondences maintained in relation to grade 1 and 2 students. Examinations are held according to instructions of the department.</p> <p>Achievement levels are measured in instances where group classes are held out side the class room.</p>
8	S	R	S	SB	<p>The school has suitable methods for monitoring students learning achievements.</p> <p>Has even the ability to create standards regarding student achievement. Has a general level to recognize the resources required to develop student achievements.</p>	<p>Has been successful in recognizing changes in monitoring student learning achievements and learning changes.</p> <p>With the help of committees student requirement are recognized and purchased.</p> <p>The school has good ability to monitor student learning achievement.</p>	<p>According to the observation made in relation to the 3 lessons conducted only one teacher had made a good estimate regarding the student while conducting the lesson or at its end. The school has records of term test and school based evaluation marks. Progress records have been displayed in class rooms and various places in the school. Quality inputs have been utilized very little for teaching learning methods.</p>
9	S	U	S	NWP	<p>Though this is conducted class room wise it does not proceed further.</p> <p>Eventhough the principal has recognized multi input methods the teaching staff does not process it.</p>	<p>Monitoring and creation of standards is at a general level.</p> <p>The school is very weak in recognizing the physical inputs required daily.</p> <p>The schools requirements to change student learning achievements have been confined only to a paper.</p>	<p>Examinations are held. Urgent discussions on learning are measured. Certain teachers have not reached the required standard in learning achievement levels. Technical Resources are available at a very low level. The teachers do not pay attention to students who have not reached the achievement level. There is no proper method to measure student achievements. Attention is paid only at the period of teaching. Observations made during the student learning period indicated that it was at a very weak level.</p>

(3). MCSLA

	SIZE OF SCHOOL	URBAN/RURAL	MEDIUM	LOCATION	PRINCIPAL	TEACHERS	RESEARCH ASSISTANT
10	S	U	T	CP	<p>The programme is successful.</p> <p>Changes in student learning achievements is observed and supervised through the conduction of oral and terminal tests.</p> <p>Although these changes have been recognized subject wise there is no opportunity to put them in to practice.</p>	<p>Is at a general level recognition of multi inputs is not satisfactory.</p> <p>The lack of space is a large drawback for school activities.</p>	<p>The methodology utilized is good.</p> <p>Student activities, SBA Reports, Student creations, exhibitions etc, are held.</p>

(3). MCSLA

	SIZE OF SCHOOL	URBAN/RURAL	MEDIUM	LOCATION	PRINCIPAL	TEACHERS	RESEARCH ASSISTANT
11	M	U	T	CP	<p>General.</p> <p>Eventhough management responsibilities are fulfilled the parents and students response is weak.</p>	<p>General. The teachers utilize various methods to recognize student learning achievements.</p>	<p>Good.</p> <p>Questioning while the lesson is in progress.</p> <p>Assignment competition on the subject, and school based assessment are held.</p> <p>Some teachers have conventional methods of measuring achievements e.g. the year 3 teachers have selected Wednesday as the "star day" and presents stars to five students.</p>

(3). MCSLA

	SIZE OF SCHOOL	URBAN/RURAL	MEDIUM	LOCATION	PRINCIPAL	TEACHERS	RESEARCH .ASSISTANT
12	M	R	S	CP	<p>Common programmes are conducted Tamil day, English day, Grade 5 scholarship exam GCE (O/Level).</p> <p>As multi inputs are not received in time there is difficulty to work.</p>	<p>There is no proper programme to assess learning abilities.</p> <p>There is no proper programme to recognize multi inputs.</p> <p>Teachers also do not use any inputs.</p>	<p>Although the school has a school based assessment and mark sheets it has no other system to measure learning achievement.</p> <p>How ever in the primary section the measurement of achievement level is some what successful</p>

(3). MCSLA

	SIZE OF SCHOOL	URBAN/RURAL	MEDIUM	LOCATION	PRINCIPAL	TEACHERS	RESEARCH ASSISTANT
13	M	U	S	SB	<p>The school has traditional methods for monitoring student learning achievements.</p> <p>Eventhough attempts were made to put in to practice skill based teaching methods in the primary section the results were very low.</p> <p>The use of multi inputs is very little.</p> <p>Due the fear that through the use of computers they would be damaged this equipment is not used.</p>	<p>The principal influences changes in measuring student learning achievements.</p> <p>When he leaves the programme changes. This principal developed the school very well his leaving is regretted.</p>	<p>A proper internal supervision is conducted.</p> <p>It is done through examinations, term tests and oral examinations.</p> <p>Student achievement levels are estimated through a school based programme.</p> <p>Computer training programmes utilized for this purpose.</p>

(3). MCSLA

	SIZE OF SCHOOL	URBAN/RURAL	MEDIUM	LOCATION	PRINCIPAL	TEACHERS	RESEARCH .ASSISTANT
14	S	R	S	CP	<p>The programme available for monitoring student learning is at a general level.</p> <p>The method of recognition does not work.</p>	Students are taken to other schools	<p>As there is a low number of students attention should be paid to weak student and there by student learning achievement level could be measured.</p> <p>By observing exercises and through estimation achievement levels are measured.</p> <p>The achievement levels are also measured by taking the student to other schools and by causing them to work with those students.</p> <p>But this is not done continuously</p>

(3). MCSLA

	SIZE OF SCHOOL	URBAN/RURAL	MEDIUM	LOCATION	PRINCIPAL	TEACHERS	RESEARCH .ASSISTANT
15	VL	U	S	SBP	<p>Programmes of Monitoring student learning achievement are weak. E.g. the maintenance of the library is not satisfactory.</p> <p>The library staffs do not have knowledge of the subject.</p> <p>It is not a place where the readers would be drawn to.</p> <p>The service rendered by school library in this national school is very weak.</p> <p>The ability to recognized multi inputs is not sufficient.</p>	<p>The recognition of learning changes for monitoring purposes is weak.</p>	<p>The sectional heads have stated that although changes in learning achievements have been recognized, they cannot be improved because weak students from neighboring schools have been admitted to the science section.</p>

(3). MCSLA

	SIZE OF SCHOOL	URBAN/RURAL	MEDIUM	LOCATION	PRINCIPAL	TEACHERS	RESEARCH .ASSISTANT
16	S	R	S	NW	<p>There is a monitoring programme to a certain extent.</p> <p>But special training and awareness programme is specially necessary.</p> <p>Multi inputs are at a very good level. The parents' assistance towards it very high.</p>	<p>The directions given in relation to monitoring programme is insufficient, eventhough multi inputs have been recognized.</p> <p>They are insufficient when comparing with the school population and the school services</p>	<p>The school has a good ability to recognize changes in student learning achievement.</p> <p>With the help of discovery tests and estimates teaching methods have been organized.</p>

(3). MCSLA

	SIZE OF SCHOOL	URBAN/RURAL	MEDIUM	LOCATION	PRINCIPAL	TEACHERS	RESEARCH ASSISTANT
17	M	R	T	CP	<p>The school has a general level to measure changes in student learning achievement.</p> <p>But is not very successful.</p> <p>The external assistance received insufficient towards the success learning achievement</p>	<p>The school does not have a very special programme to measure changes in student learning achievement.</p> <p>They do not have an understanding even regarding its necessity.</p>	<p>The use of lesson plans and term plans by teachers is very weak.</p> <p>It does not appear that special attention is paid to students who are weak in the main language.</p> <p>The attention paid to student with physical weaknesses and over age students is insufficient.</p> <p>The infrastructure available for the development students psychology and physique is insufficient.</p> <p>There is a requirement for a play ground.</p> <p>There is no room to improve the results of the grade 5 scholarship exams, GCE O/L, GCE A/L exams through the analysis of the exams.</p> <p>Opportunities should be made available for students to obtain latest knowledge, and to step in to the future world.</p>

(3). MCSLA

	SIZE OF SCHOOL	URBAN/RURAL	MEDIUM	LOCATION	PRINCIPAL	TEACHERS	RESEARCH .ASSISTANT
18	M	R	T	CP	<p>While the education given is according to student needs additional classes are also held.</p> <p>Resources available in the school and out side the school are well utilized.</p> <p>But physical and human resources available towards school development is insufficient.</p>	<p>Quality multi inputs are utilized to improve student learning achievement levels.</p>	<p>Reports of marks obtained from term tests and school based assessments are utilized as a method for measuring student learning achievement.</p> <p>In the primary section graphs and records indicating students achievement levels and efficiency levels are displayed.</p> <p>The main feature of this is that charts of student achievements levels and reports are displayed in the boutiques where the parents gather and at the main junctions of the tea estate.</p>

(3). MCSLA

	SIZE OF SCHOOL	URBAN/ RURAL	MEDIUM	LOCATION	PRINCIPAL	TEACHERS	RESEARCH ASSISTANT
19	VL	U	S	CP	<p>While some teachers successfully measure student learning achievement through term tests and assessments the attitudes are some teachers cannot be changed.</p> <p>Attempts are made to recognized multi inputs through planning committees.</p> <p>But obtaining resources for this purpose is difficult.</p>	<p>Normal methods are used to monitor student learning achievements.</p> <p>There is a general ability to recognized changes in student learning achievement through multi inputs.</p>	Very successful. High <u>rate</u> of ability.

4. Schools capacity to manage resources (Human and financial) for school improvements (MRSI)

	SIZE OF SCHOOL	URBAN/ RURAL	MEDIUM	LOCATION	PRINCIPAL	TEACHERS	RESEARCH ASSISTANT
1	VL	U	S	CP	<p>Gave Priority to learning process in the school budget.</p> <p>Facilities fees and quality in puts also used for students learning achievements.</p> <p>Services obtained from University and Botanical Gardens.</p> <p>Assistance from the community is unsatisfactory.</p> <p>Special training programme conducted with cluster schools for teacher development.</p>	<p>There is a system for the management of resources for school improvement.</p> <p>But the assistance provided towards this from other educational institutions is not satisfactory.</p> <p>Eventhough the school provides for teacher development there is no assistance from the community.</p>	<p>According to survey 60% is in a good state.</p> <p>While week students are recognized through assessment their conditions are discussed.</p> <p>Eventhough it was stated that evening classes are held such observations were not made.</p> <p>There are no records in this regards under the 5S concept.</p> <p>An audio visual unit is in force but there are problem regarding results.</p>
2	VL	R	S	NWP	<p>Plans and budgets are made in accordance to priorities and approval obtained from the authorities concerned.</p> <p>The parent and the community provide necessary assistance when requested.</p>	<p>A management resource for school improvement is moderate. But there is an inability to obtain community assistance.</p>	<p>School utilizes school building and quality improvements during school hours but not thereafter.</p> <p>When selecting A Level Subjects, students are persuaded to select the subjects that the particular teachers gives tuition in.</p>
3	VL	R	S	SBP	<p>No criticism could be made due to political interference. If I do so I would be transferred the next day.</p> <p>We do not expect assistance to a great limit but have resources. There are rogues in such places.</p> <p>All there work is half done other wise they extract money.</p> <p>Teachers utilize less resource from us. It is very difficult to change this situation. For the purpose of utilizing resources the influence of the parents association should be reduced. This is stated due to the happenings that took place last year. We do not expect much assistance.</p>	<p>There is sufficient money for expenditure.</p> <p>Money is obtained by conducting exhibitions and in addition there are piggeries.</p> <p>Money collected for school development is utilized for school parties.</p> <p>Eventhough there is a five year development plan it was in force only for two years.</p> <p>We are unaware of the ideas and intentions of the new principle.</p> <p>The assistance provided by the parent association is moderate.</p>	<p>The utilization of quality standards is very low.</p> <p>Class room administration is very weak.</p> <p>Schools associations are not utilized.</p> <p>The use of the computer center is very little.</p>

(4). MRSI

	SIZE OF SCHOOL	URBAN/RURAL	MEDIUM	LOCATION	PRINCIPAL	TEACHERS	RESEARCH ASSISTANT
						The influence of the parents is too much. If we do not follow their instruction, they cause many transfers through the Zonal Education Office with the help of political influence. There is little assistance from Educational Institutions and there is very little connection with the Zonal and divisional educational offices. There are members of our staff who have joined as teacher instructors.	
4	M	R	S	CP	Occurs in a general manner. Parental and institutional assistance is successfully obtained.	It is very difficult to obtain community assistance for school improvement and resource management. The manner in which community assistance is obtained for this purpose is very weak. The manner in which assistance is obtained from other institutions is general. The standards of obtaining parents assistance for the preparation of school budget estimate is at a high level.	The use of quality inputs is at a general level. The requirements for subject syllabuses are purchased on payment. Special purchases of quality inputs are made for Home Science and Primary Education. There are no special programmes for teacher professional development and school development.
5	M	R	S	NWP	The budget estimates are made giving more priority to the primary school section. Assistance from the community is at a very high level. On some occasions the required resources are obtained from the school itself. e.g. making of brooms. The assistance of teacher instructors is well obtained. But the school does not get them down specially.	The school management committee prepares a budget estimate. Assistance of parents is obtained. Teachers request assistance of the community. The NIE provides human and physical resources.	Plans have been made giving priority to student learning achievements, The budget estimate prepared in this connection are at a good level, Programmes are made for teacher professional development with the assistance of parents, the community, and others. But it appears the quality inputs are not utilized in a fruitful manner. Eventhough the required resources are available in the school itself they are not properly used

(4). MRSI

	SIZE OF SCHOOL	URBAN/RURAL	MEDIUM	LOCATION	PRINCIPAL	TEACHERS	RESEARCH ASSISTANT
6	M	R	S	SBP	<p>Annual and five year development plans have been prepared. There is no assistance from the parents or other institutions.</p> <p>Due to the low income level of the parents financial assistance has to be obtained from political authorities.</p>	<p>There is no clear idea.</p> <p>Community assistance is at a very low level</p>	<p>Eventhough parental assistance is obtained for educational trips and field trips the assistance given by them towards other development programmes is very little.</p>
7	S	U	S	CP	<p>The school has the general ability to measure changes.</p> <p>The management of resources is at a very high level.</p> <p>However the assistance obtained by the school from other educational institutions for the management of resources is unsuccessful.</p>	<p>Is at a good level.</p> <p>School development takes place with the financial assistance of the parents.</p>	<p>Receipts and payments in this connection are well managed.</p> <p>Purchasing committees and evaluation committees have been formed.</p> <p>The requirements for each class are obtained by the respective teachers through the purchasing committee.</p> <p>The management of physical resources is conducted very well.</p> <p>With the help of the community resources are utilized for class room development.</p> <p>An efficient management is conducted by the principal.</p> <p>It is felt that quality inputs should be developed further.</p>
8	S	R	S	SBP	<p>Through the relationship with pre schools in the area few new students are admitted to the school.</p> <p>Money invested to obtain sufficient quality inputs.</p> <p>Attempts are made to obtain assistance from the community but there is no good response.</p> <p>Assistance obtained from the educational institutions is very little.</p>	<p>Eventhough assistance of parents are obtained for the schools physical development such assistance is not obtained either from parents or from the community towards teacher professional development.</p> <p>The assistance obtained towards teacher professional development from other educational institutions is very little.</p> <p>The school itself does not make attempts to obtain such assistance.</p>	<p>There are several factors that indicate the use of quality inputs in the class room and other places in the school.</p> <p>The Utilization of quality inputs for the use of teaching learning methodologies in the class room is very little.</p> <p>No attempts are made to obtain the assistance of parents and the community for school development.</p> <p>The parents assist in <i>Sramadana</i> movement.</p>

(4). MRSI

	SIZE OF SCHOOL	URBAN/ RURAL	MEDIUM	LOCATION	PRINCIPAL	TEACHERS	RESEARCH ASSISTANT
							<p>There is no considerable physical development within the school.</p> <p>Even the tidiness of the school is not properly maintained.</p> <p>A mid day meal is provided with voluntary assistance of the parents.</p> <p>As the approach to the school is very difficult teacher instructors visit very rarely.</p> <p>This hinders the school development and teacher professional development.</p>
9	S	U	S	NWP	<p>Estimate plans have been made.</p> <p>Attempts are made to obtain the assistance of the community but programmes have not been implemented.</p> <p>Community assistance is given verbally.</p> <p>There is no institutional programme for school development.</p> <p>Technical resources etc are available at a very low level. Cannot be satisfied at all regarding it.</p> <p>Excluding Teacher centers, assistance obtained from other institutions is discouraging.</p> <p>Parental assistance is at satisfactory level.</p>	<p>Parental assistance is at a general level.</p> <p>The school budget estimates matches school expenditure.</p> <p>Assistance obtained from the community and the manner in which the school acts towards professional development programmes and school development is very weak.</p> <p>School activities are not methodical.</p>	<p>Quality inputs are utilized. Required quality inputs schedules were obtained from the teachers. Expenditure methods are very weak.</p> <p>The former principle has taken with him even the cheque books and a section of the quality in puts. Teachers do not have an idea of the use of quality inputs.</p> <p>Health facilities are also very low. Class rooms are not in an order. Even the office is untidy due to lack of space.</p> <p>There is no school development plan. The school could be closed in 3 years time unless a school development plan is implemented.</p> <p>The school well is polluted. It has not been cleaned. There is toilet without water. The Buddhist Shrine room has been abandoned.</p>

(4). MRSI

	SIZE OF SCHOOL	URBAN/RURAL	MEDIUM	LOCATION	PRINCIPAL	TEACHERS	RESEARCH .ASSISTANT
10	S	U	T	CP	<p>Is at a good level. Facilities fees, Quality inputs, and finances are well used during the stipulated period.</p> <p>Community assistance is satisfactory. Maintenance of buildings, furniture, toilets, has been developed.</p> <p>The assistance received from the community for the development of the school is at a general level.</p> <p>The teachers are directed to obtain knowledge from neighboring schools, is an example for obtaining assistance from external institutions.</p>	<p>Is conducted under an accepted plan.</p> <p>A good relationship is maintained with the community whereby the schools requirements are placed before the schools development committee.</p> <p>When comparing other institutions the assistance obtained from education department officers towards teacher counseling and supervision is good.</p>	<p>It was observed whether the teachers utilize the required inputs in the classrooms during the stipulated period.</p>

(4). MRSI

	SIZE OF SCHOOL	URBAN/RURAL	MEDIUM	LOCATION	PRINCIPAL	TEACHERS	RESEARCH .ASSISTANT
11	M	U	T	CP	<p>Good. Obtains financial assistance from parents.</p> <p>The assistance from the community is obtained whenever necessary.</p> <p>When launching teacher professional development programme. Assistance is obtained towards school development.</p> <p>But a requirement towards teacher development has not been recognized.</p> <p>There is no clear programme to obtain assistance from institutions towards teacher professional development and school development</p>	<p>The pattern followed for expenditure is good.</p> <p>Assistance from the department and the parents is obtained.</p> <p>The perseverance of the school is general. Should be more interested.</p>	<p>The management of resources towards school development is good.</p>

(4). MRSI

	SIZE OF SCHOOL	URBAN/RURAL	MEDIUM	LOCATION	PRINCIPAL	TEACHERS	RESEARCH .ASSISTANT
12	M	R	S	CP	<p>Although annual plans are prepared for purchasing an assessment committees have also been formed.</p> <p>The assistance of the parents towards the maintenance of the estimate is very little.</p> <p>It appears that there is no assistance from the parents and community towards professional teacher development.</p> <p>There are no resource persons in the community. They have left the area.</p> <p>Although assistance is obtained from zonal education office, assistance from the universities, National institute of education cannot be obtained due to the school being situated far away from such institutions.</p>	<p>There is no transparency in the pattern of expenditure.</p> <p>Although the school has assessment and purchasing committees the obtaining of assistance from the parents and community for this purpose is unsuccessful.</p> <p>There is no supervision programme for the proper implementation of plans.</p> <p>The assistance from the community is unsuccessful.</p> <p>Although there has been some assistance from the zonal educational office even a single parent teacher association meeting has not being held for the first term of the year 2006.</p> <p>The school has neither an interest nor a plan for obtaining the assistance of the community.</p>	<p>Inquiries regarding teacher's needs and usage of quality inputs are done in a democratic manner.</p>

(4). MRSI

	SIZE OF SCHOOL	URBAN/RURAL	MEDIUM	LOCATION	PRINCIPAL	TEACHERS	RESEARCH .ASSISTTANT
13	M	U	S	SB	<p>The finance available is very little.</p> <p>The budget is prepared according to the amount received.</p> <p>Parents assistance towards school development is very little.</p> <p>The assistance received from other institutions is also weak.</p> <p>Although The assistance of well-wishers is obtained to the maximum, as the school is small the well-wishers are limited.</p> <p>In place of the main officials, representatives take part in school programmes.</p> <p>These representatives are given a simple treatment and the programme is conducted e.g. When the main officers are invited for school functions their participations very rarely.</p> <p>They delegate the representative and he/she is given a flag and the function is conducted.</p>	<p>Quality inputs are used. As the parents are poor they are not taxed.</p> <p>No educational excursions are conducted as the expenses would be high and finances cannot be obtained from the parents.</p> <p>Eventhough, professional programmes are extended towards school development, they are unsuccessful.</p> <p>The assistance obtained from the community towards the school development is very little.</p> <p>Assistance received from educational institutions is also very little.</p>	<p>The assistance received from the parents and the community towards resource management is at very low level.</p> <p>The assistance of well-wishers is obtained to the maximum.</p> <p>Quality inputs towards school development programmes are used at a very high level.</p> <p>Attempts are made to obtain school expenses through the students e.g. student fares.</p> <p>But learning techniques are not utilized.</p> <p>An expenditure management is seen but participation management is not seen.</p> <p>The principal has obtained dictatorial powers.</p>

(4). MRSI

	SIZE OF SCHOOL	URBAN/RURAL	MEDIUM	LOCATION	PRINCIPAL	TEACHERS	RESEARCH .ASSISTANT
14	S	R	S	CP	<p>Eventhough there is no scheduled plan for recourse management it is done so when necessary.</p>	<p>In the process of school development students who obtain high marks show a good attendance and those who bring flowers are given prizes.</p> <p>As this expense is met by the teachers personally no estimates are made.</p> <p>The Parents assistance is obtained to clean and tidy the school.</p> <p>This done through <i>Sramadana</i> movement but it does not help teacher professional development.</p> <p>Educational institutes hold seminars</p>	<p>Even the annual plan of the school cannot be seen.</p> <p>Duties are not given according to the time table and the school does not have a short or long term plan.</p> <p>The maintenance of finances received by the school is not properly utilized.</p> <p>There is a balance of Rs.45000.00 in the account. The school library has been closed.</p> <p>The uses of visual and other teaching equipment are not seen.</p> <p>They try to protect them selves only at official level.</p> <p>Teachers sign the attendance register with the knowledge of the principal for the dates they have been absent.</p>

(4). MRSI

	SIZE OF SCHOOL	URBAN/RURAL	MEDIUM	LOCATION	PRINCIPAL	TEACHERS	RESEARCH .ASSISTANT
15	VL	U	S	SBP	<p>The assistance from the community and parents is obtained to a certain extent.</p> <p>Assistance obtained from external institutions is some what successful.</p>	<p>Expenditure is made according to the school development plans.</p> <p>The parents too extend a good assistance towards this.</p> <p>However, the assistance received from the community towards teacher professional development is little.</p>	<p>There is a well prepared management structure in writing for the implementation of a plan budget measure student learning achievement.</p> <p>They are conducted accordingly under the supervision of the vice principal.</p> <p>Although the principal stated that assistance from the parents is not received. The views of the vice principal and the sectional heads are different.</p> <p>Yet the assistance received from the external community towards teacher professional development is very little.</p>

(4). MRSI

	SIZE OF SCHOOL	URBAN/RURAL	MEDIUM	LOCATION	PRINCIPAL	TEACHERS	RESEARCH .ASSISTANT
16	S	R	S	NW	<p>Expenditure is made according to the budget estimate.</p> <p>In the school development plan tidying of the school, beautifying the school area, obtaining water and electricity have been well done.</p> <p>Specially with the assistance of ISA's session are conducted and participated at a very good level.</p>	<p>The expenditure made in relation to the development of such as students Drama & Theatre are well planned.</p> <p>The assistance of the community is given at a maximum level.</p> <p>Parental assistance is given towards to the security, beautification of the school plant and students welfare.</p>	<p>The assistance of the parents and the external community is well obtained towards the management of resources.</p> <p>This assistance is at an 80% level. This school has received very little quality inputs.</p> <p>The reason for it being the low student population.</p> <p>The assistance of well wishers and politicians are given.</p> <p>Through this assistance the school has obtained electricity, a pipe bone water system, modern toilets and two classrooms for grade 4 & 5.</p> <p>The parents provided a security service at a school gate and even the research assistant was not allowed to pass the school gate because he was not known to them and as the special permission of the principal is required.</p> <p>The parents nurse the school herbal and flower gardens.</p> <p>They have painted school desks and chairs.</p> <p>The school conducts afternoon classes.</p> <p>The services of a additional teacher for subject of Dancing is obtain on payments.</p> <p>It has been observed that quality inputs have been very well utilized in the school area.</p>

(4). MRSI

	SIZE OF SCHOOL	URBAN/RURAL	MEDIUM	LOCATION	PRINCIPAL	TEACHERS	RESEARCH .ASSISTANT
17	M	R	T	CP	<p>The management of resources towards school development is good but the financial grants given towards it by the departments is insufficient.</p> <p>The assistance obtained from the parents is insufficient.</p> <p>The external assistance obtained other than from the school community is insufficient.</p> <p>The school does not have a programme to obtain assistance from other educational institutions.</p> <p>The school is not financially sound to conduct programmes towards teacher and school development.</p> <p>Therefore the activity of the student is very little.</p>	<p>The budget is based on the school plan.</p> <p>Expenditure and estimate plans are satisfactory.</p> <p>Festivals are held with the cooperation of the parents.</p> <p>Yet the assistance obtained from them is insufficient.</p> <p>Eventhough the school attempts to obtain the assistance of the community it has been unsuccessful.</p> <p>Eventhough the school has an interest for school development and teacher professional development the conduction of such programmes is very weak.</p>	<p>The total management programme is successful to a great extent. Ronio machines are successfully used.</p> <p>Eventhough quality input such as a library is available the non appointment of a suitable person for its administration is a weak point.</p> <p>Eventhough the school has a small science laboratory a loss has been created due to the lack of a suitable person for its management and use.</p>

(4). MRSI

	SIZE OF SCHOOL	URBAN/RURAL	MEDIUM	LOCATION	PRINCIPAL	TEACHERS	RESEARCH .ASSISTANT
18	M	R	T	CP	<p>All the school budgets are brought to the notice school society.</p> <p>The assistance from the community is weak.</p> <p>Eventhough assistance is given towards school development the amount of assistance given towards teacher professional development is weak.</p> <p>The zonal education office assists to a certain extent. The assistance received from other institutions is weak.</p> <p>On a request made a teacher has been sent from the church to teach religious knowledge.</p> <p>Supervision is carried out on class room learning standard for school development.</p> <p>Although the school needs 25 teachers it has only 12 teachers.</p> <p>If there is teacher for supervision it is good.</p>	<p>The method of using finances is satisfactory.</p> <p>Decisions of expenditure are made according to teacher discussions.</p> <p>The assistance is obtained when necessary.</p>	<p>Committees have been formed for purchasing quality inputs for the management of resources for school development.</p> <p>Request could be made according to the annual requirement list.</p> <p>The names of the members of that committee are displayed in the school office.</p> <p>All the members of the staff of the school are aware of the school budget estimate.</p>

(4). MRSI

	SIZE OF SCHOOL	URBAN/RURAL	MEDIUM	LOCATION	PRINCIPAL	TEACHERS	RESEARCH ASSISTANT
19	VL	U	S	CP	<p>There is 50% success in the ability to obtain assistance from the community and the education institutions for school and teacher professional development.</p> <p>Assistance is obtained through past students associations.</p> <p>The services of Instructors are obtained for the relevant subject.</p>	<p>Participation and representation is not of much satisfaction.</p> <p>The participation of parents and other institutions is at a high level.</p> <p>A large contribution is made by the community for school development.</p> <p>This is mainly utilized to develop the physical resources.</p>	<p>As the financial situation of the community and the parents are very low, the assistance provided is at a low level.</p> <p>Assistance is obtained from other institutions.</p>

5. Institutional arrangements to support school improvement planning and school based teacher professional development programs (IASSIP)

	SIZE OF SCHOOL	URBAN/ RURAL	MEDIUM	LOCATION	PRINCIPAL	TEACHERS	RESEARCH ASSISTANT
1	VL	U	S	CP	<p>Quality circles conducted by teacher centers utilized for teacher development.</p> <p>Allocated resources fully utilized. Use of human resources can be utilized further .</p> <p>The assistance provided for teacher development by PMOE, ZEO, DEO,TC, NIE are not satisfactory,</p>	<p>Eventhough there is a plan for Institutional arrangements, school improvement planning, and teacher professional development it is not satisfactory.</p> <p>Both Technical and financial resources are fully utilized.</p> <p>There is no assistance for teacher development from zonal, provincial and teacher centers towards this goal.</p>	<p>Eventhough it has been stated of the existence of programmes with collaboration of provincial and zonal level for school improvement planning and teacher professional development such a plan has not been physically observed.</p> <p>Teacher training programmes conducted by the teacher center was not successful.</p>
2	VL	R	S	NWP	<p>School has a satisfactory programme for institutional arrangements, school Improvement planning, and teacher professional development.</p> <p>The assistance provided for teacher development by PMOE, ZEO, DEO,TC, NIE are satisfactory,</p> <p>The assistance of parents and school association could be obtained when requested.</p>	<p>There is no scheme for Institutional arrangements, school improvement planning and teacher professional development.</p> <p>However teachers with little experience are guided by senior teachers to a great extent.</p> <p>The assistance provided for teacher development by PMOE, ZEO, DEO,TC, NIE are not satisfactory,</p> <p>No assistance for teacher development has been provided by past student associations, well wishers and parents.</p> <p>No assistance has been sought from the above sources for teacher development.</p>	<p>The assistance of past students is obtained in school planning and for teacher professional Development plans.</p> <p>The Teachers feel teacher development is essential but they are only concerned about their own subjects.</p> <p>Some feel the time spent on teacher development is only wastage of time.</p> <p>There is no place for teacher development in school development plans.</p>
3	VL	R	S	SBP	<p>Teachers do not use these resources to the maximum. It is difficult for us to change the usage of the resources.</p> <p>The influence of the parents association should be reduced. This is stated due to the happenings that took place last year.</p> <p>We have a five year development plan.</p>	<p>We have a five year development plan for teacher professional development.</p> <p>Many persons only follow the subject syllabus. Money is being spent for school development yet the work done is not in par with the money spent.</p> <p>There is no assistance from teacher development centers and national educational institutions.</p>	<p>There is a five year development plan for which the utmost assistance of the past students is not utilized the five year plan does not practically suit the school.</p>

(5). IASSIP

	SIZE OF SCHOOL	URBAN/ RURAL	MEDIUM	LOCATION	PRINCIPAL	TEACHERS	RESEARCH ASSISTANT
						<p>Zonal Educational officers only visit the school. Their visits serve no purpose. Eventhough there are shortcomings according to S5 the principal only stated that the ideas of teachers should change. There is much work to be done but there is no time to think about it. The syllabuses have to be covered. There are sufficient resources eventhough the teachers take many pains the available resources are utilized to the minimum. The parents often inquire about teacher development methods. They complain if the results are inadequate. The former principal had problems that arose with the parents and past students. Conduct free seminars for pre GCE O/L and A/L Examinations.</p>	
4	M	R	S	CP	<p>There in no proper institutional system. The services rendered by PMOE, ZEO, DEO, TC, NIE are satisfactory. Assistance is obtained from parents and school community towards teacher professional programmes.</p>	<p>The assistance rendered towards teacher development by the zonal education office, National Education Institution and the Universities are at a low level.</p>	<p>A Special programme has not been implemented. A method to obtain water has been prepared. There is a programme to improve environment. Teacher Development takes place only at zonal and provincial level.</p>
5	M	R	S	NWP	<p>Teacher professional Development is not attained at school level,</p> <p>The use of technical, human, and financial, resources is not at a satisfactory level.</p> <p>The zonal assistance given is not satisfactory. Can be pleased with the assistance given by the parents and the community.</p>	<p>There is no proper programme at school level. Eventhough computers are used it is not satisfactory, Although the resources are very little they are used to the maximum. The assistance given by the zonal office is not satisfactory and the assistance obtained from the community and the parents is also unsatisfactory. There is no important institution except the teacher centers.</p>	<p>The institutional programmes are at a weak level.</p> <p>Other than the assistance obtained from teacher centre, no assistance is obtained from other institutions.</p> <p>The school is not able to attain teacher professional development by itself.</p>

(5). IASSIP

	SIZE OF SCHOOL	URBAN/ RURAL	MEDIUM	LOCATION	PRINCIPAL	TEACHERS	RESEARCH .ASSISTTANT
6	M	R	S	SB	<p>There is no specific plan. Only planning is made. Obtaining of human resources is very low.</p> <p>The teachers do not arrive in time. The new teachers were trained by the University.</p> <p>Other than in-service training there are no other training programmes.</p> <p>Assistance from parents and zonal education office is very low.</p>	<p>Assistance obtained towards teacher development at institutional and community level is very low.</p> <p>The use of technical resources is very low.</p> <p>Except in service training there is no other training programmes.</p> <p>Attempts should be made to obtain assistance from the community.</p>	<p>The school as an institute has no facilities for teacher development.</p>
7	S	U	S	CP	<p>There is a possibility to obtain financial and physical resources.</p>	<p>The school organization system is weak.</p> <p>Action is been taken according to the views of the teachers. The assistance obtained from the institutions and the department is insufficient.</p>	<p>There is no Annual school development plan.</p> <p>Recommendations made according to the views and proposals of the teachers are put into practice.</p> <p>With the frequent inspection of class room records, classroom and professional development takes place. It is better if written records are kept with the help of staff meetings that are held.</p> <p>Every Thursday solutions to problems and planning are made.</p>

(5). IASSIP

	SIZE OF SCHOOL	URBAN/RURAL	MEDIUM	LOCATION	PRINCIPAL	TEACHERS	RESEARCH ASSISTANT
8	S	R	S	SB	<p><i>Sramadana</i> Movements are conducted for the schools physical development.</p> <p>Teacher discussion and internal supervision are conducted for professional teacher development.</p> <p>One cannot be satisfied with the programmes conducted externally for teacher professional development. Financial resources are obtained from the school development societies and are wisely utilized.</p> <p>The finances are available.</p> <p>Services are obtained through quality inputs.</p> <p>The assistance obtained for teacher professional development through provincial educational office, divisional educational office and zonal educational office and centers is not satisfactory.</p>	<p>The school based programmes available for school development and teacher professional development but do not bare a good standard.</p> <p>The external programmes available for school development and teacher professional development are very weak.</p> <p>The school has the good ability to utilize financial technical and human resources for school development.</p> <p>There is no assistance for teacher professional development from external institutions.</p> <p>The school has no interest in obtaining such assistance.</p>	<p>The standard of the school for the preparation of plans for teacher professional development and school development is very weak.</p> <p>There is no programme for supervision. The teachers do not have lesson notes or preparation notes.</p> <p>Class room record books are not available. Time tables are not displayed. There is no monitoring system for the recognition of the methods required for teacher development units and teaching learning methodologies.</p> <p>The teachers do not have any idea about teacher professional development.</p> <p>The teachers have a very little knowledge about the educational reforms that have taken place since 2007.</p> <p>The teachers have no interests in following teacher professional development programmes.</p>
9	S	U	S	NV		<p>Very weak in planning school development what ever has been done is unsatisfactory.</p>	<p>The school does not have any progrmmme for teacher development.</p> <p>There is no plan for such development with assistance of out side institutions.</p> <p>The principal has no such view. The principal also should be professionally developed.</p> <p>The remedial teaching method of one teacher was observed. She even maintain records regarding the students.</p>

(5). IASSIP

	SIZE OF SCHOOL	URBAN/RURAL	MEDIUM	LOCATION	PRINCIPAL	TEACHERS	RESEARCH .ASSISTANT
10	S	U	T	CP	<p>Is at a good level. There is an annual plan.</p> <p>The schools external professional development is good. E.g. Teacher session.</p> <p>Eventhough technical and financial resources are available they are not sufficient.</p> <p>Human resources are satisfactory.</p> <p>The facilities received from provincial zonal teacher centers and an educational institution is satisfactory.</p>	<p>Is at a general level. The assistance given from provincial and zonal educational offices is satisfactory.</p> <p>But assistance given by teacher centers and national institute of education is weak.</p>	<p>Is at a general level.</p> <p>The teachers having recognized those requirements place them before the staff meetings.</p> <p>The attendance of teachers at workshops and teacher quality circles is good.</p> <p>But there are shortages in teacher development due to the lack of library facilities.</p>

(5). IASSIP

	SIZE OF SCHOOL	URBAN/RURAL	MEDIUM	LOCATION	PRINCIPAL	TEACHERS	RESEARCH ASSISTANT
11	M	U	T	CP	<p>There are work programmes for the development of the school.</p> <p>But there is no clear work plan for teacher professional development.</p> <p>One cannot be satisfied with the external programmes available for school and teacher development.</p> <p>Matters connected with technical and financial issues are well conducted.</p> <p>Teacher resources are well utilized.</p> <p>The assistance obtained from the provincial education department and the institutions towards teacher professional development is at a general level.</p> <p>There is no programme to obtain assistance from the parents and the school community towards teacher professional development.</p>	<p>There is no clear work plan for the school.</p> <p>The external programmes are good.</p> <p>Specially from the education department.</p> <p>The utilization of the human resources is weak.</p> <p>The assistance obtained from the provincial education office and educational institutes is general.</p> <p>Assistance from parents is very little.</p>	<p>Institutional work programmes are at a general level.</p> <p>There is special programme towards teacher professional development.</p> <p>Teacher resources are fully utilized. Departmental assistance is good</p>

(5). IASSIP

	SIZE OF SCHOOL	URBAN/RURAL	MEDIUM	LOCATION	PRINCIPAL	TEACHERS	RESEARCH ASSISTANT
12	M	R	S	CP	<p>The delay in receiving letters in time has hindered internal supervision programmes, conduction of classroom supervision and directing teachers for educational workshops.</p> <p>Due to the lack of resource persons teacher professional development has been reduced.</p> <p>As there are problems in obtaining technical resources they cannot be utilized to maximum level.</p> <p>As each teacher is required to work for over 30 periods there is difficulty in obtaining their assistance for other requirements.</p> <p>The provincial office is situated distantly.</p> <p>The assistance from the zonal office is somewhat good.</p> <p>The teacher centers do not conduct workshops in time.</p> <p>Obtaining syllabuses and text books alone are not enough.</p> <p>There is no assistance from community, past students and well-wishers.</p>	<p>Teacher professional development and supervision programmes are conducted to a certain extent.</p> <p>There is a no special programme to develop the institution as a whole.</p> <p>Although technical and financial recourses are available they are not properly utilized.</p> <p>The library and the wood work laboratory are on the brink of closure.</p> <p>Quality inputs are not obtained in time. The absence of storage facilities is also a problem.</p> <p>Human recourses are not utilized to the maximum.</p> <p>The teachers are unable to reach the school in time due to transport difficulties.</p> <p>The assistance from the provincial office is at a general level.</p> <p>The assistance from the zonal and divisional offices is some what good.</p> <p>There is no assistance from teacher centre and the national institute of education.</p> <p>It is difficult to recognize the assistance from the parent and the well-wishers</p>	<p>School does not make proper use of the available physical resources. E.g. Closures of the wood work laboratory built at a high cost and the library.</p> <p>The services of the three non academic staff members not being utilized.</p> <p>The schools lacks in drinking water and toilet facilities due to the pipe born water service not being properly maintained.</p> <p>When observing the class rooms it could be understood the quality inputs are not properly used.</p> <p>It does not appear that the expenditure is systematically used.</p> <p>There is a breakdown in the supervision programmes as the two graduate teachers assigned to this school having to work according to the time table due to the shortage of staff, even though they have been appointed as vice principals.</p> <p>Although they have formed disciplinary, supervision and purchasing committees their existence is not observed in the school.</p>

(5). IASSIP

	SIZE OF SCHOOL	URBAN/ RURAL	MEDIUM	LOCATION	PRINCIPAL	TEACHERS	RESEARCH ASSISTANT
13	M	U	S	SB	<p>There is little help from NGOs.</p> <p>The resources available are very little.</p> <p>But their maximum use is made.</p> <p>Assistance from the parents and the community are not received towards development programmes due their financial difficulties.</p>	<p>It has been stated that the staff would be given a foreign exposure towards teacher professional and school development.</p> <p>But the external activities conducted by the school towards this purpose have been unsuccessful.</p> <p>The available resources are utilized to the maximum. The required human resources are not received.</p> <p>Assistance from the education department is not received.</p> <p>Feed back programmes have been extended by the institutions.</p> <p>Eventhough request are made to the institutions it has not been received.</p>	<p>Results analyzing methods are utilized to draw Plans.</p> <p>Plans have been made at a high level to utilize available technical resources.</p> <p>The teacher development programmes conducted are unsuitable for the school use.</p> <p>Plans have been made to use the physical resources at the maximum level.</p> <p>Negative ideas have developed regarding the activities of the government institutions.</p>

(5). IASSIP

	SIZE OF SCHOOL	URBAN/RURAL	MEDIUM	LOCATION	PRINCIPAL	TEACHERS	RESEARCH ASSISTANT
14	S	R	S	CP	<p>Teacher professional development programmes are not prepared for this purpose.</p> <p>Programmes are following for school development.</p> <p>There are no external programmes for the school.</p> <p>Sufficient financial resources are not available.</p> <p>Satisfaction is reached only with the utilization of quality in puts.</p> <p>Technical resources are not utilized.</p> <p>The use of resources is insufficient.</p> <p>The services obtained from the department and the institution is weak.</p> <p>No services extended by the provincial education department.</p> <p>The zonal office only utilizes the funds as they wish. The divisional office only distributes teacher hand books.</p> <p>There is no assistance from the parents and the school community.</p> <p>Assistance is not given even for teacher development.</p> <p>Assistance is obtained only from ISA's. Lesson notes and advice is obtained from them.</p>	<p>There are no plans for teacher professional development and school development.</p> <p>Technical resources are not utilized.</p> <p>As human resources are not made use of for school development, the student population decreases daily.</p> <p>Assistance received from the provincial office is sufficient.</p> <p>Assistance is received from the zonal office.</p> <p>No assistance is received from the NIE.</p> <p>Assistance received from the external community is very weak.</p> <p>Whenever necessary the principal expects personnel favours from the teachers.</p>	<p>There is no target plan for teacher professional development.</p> <p>The Assistance obtained from the parents and the community is very weak.</p> <p>That the school does not have technical equipment is accepted.</p> <p>There is common request for teacher professional development and school development.</p> <p>As the teacher's believe that teacher professional development or school development is unnecessary they feel that such programmes are unnecessary.</p>

(5). IASSIP

	SIZE OF SCHOOL	URBAN/ RURAL	MEDIUM	LOCATION	PRINCIPAL	TEACHERS	RESEARCH ASSISTANT
15	VL	U	S	SBP	<p>Although school conducts school based teacher professional development programme the external assistance received towards it is unsatisfactory.</p> <p>Technical and financial resources are utilized to the maximum.</p> <p>The assistance received from the provincial and zonal offices is satisfactory.</p>	<p>The teacher development programmes that are in operation in the school received good assistance.</p> <p>Specially teacher centers render a good assistance.</p> <p>Technical financial and human resources are utilized when it is really necessary.</p> <p>The assistance received from the provincial and zonal offices is satisfactory.</p>	<p>As an institution this school does not conduct teacher development programmes well enough.</p> <p>The teachers state the assistance received from the principal is at a general level.</p> <p>The teachers do not have any faith in the knowledge obtained through teacher training.</p> <p>Specially according to the views of the teachers there is no usefulness to the classroom through the in service training programmes that are conducted.</p> <p>They feel that this is wastage of time and such courses are conducted for the sole purpose of utilizing the funds laid out for the financial year.</p>

(5). IASSIP

	SIZE OF SCHOOL	URBAN/RURAL	MEDIUM	LOCATION	PRINCIPAL	TEACHERS	RESEARCH ASSISTANT
16	S	R	S	NW	<p>School based school development programmes are carried out with assistance of experience teachers principal and ISA's.</p> <p>Technical and financial resources are obtained to a great extent.</p> <p>Specially computer and communication (Telephone) facilities are available.</p> <p>Official assistance from parents and politicians is obtained towards school development.</p> <p>There is no English instructor for the division.</p> <p>The zonal educational officer has visited the school on two occasions.</p> <p>The assistance extended to new teachers is very little.</p> <p>When teacher professional development programmes are requested according to the needs of the school they are given.</p>	<p>There is no strong influence on the school.</p> <p>The school does not have satisfactory ability towards teacher professional development.</p> <p>Assistance from other institutions for this purpose is very necessary.</p> <p>Most of the teachers do not have knowledge of technical resources and its usage.</p> <p>The finances made available for quality inputs are insufficient.</p> <p>The school development fund is not strong enough.</p> <p>The school has sufficient human resources to fulfill the expectations of the students and parents.</p> <p>The assistance received from the provincial and zonal offices is good. There is no assistance from the national institute of education.</p> <p>The mere visit of an ISA does not fulfill the requirements.</p> <p>The teachers should be guided as to how that knowledge could be carried to the classroom.</p>	<p>All persons interviewed have stated that the school has successful school based programmes for teacher professional and school development.</p> <p>67% of the persons are of the view that the school has an external mechanism for school development.</p> <p>23% of the persons share the view that this mechanism is at a general level.</p> <p>90% of the persons are of the view that the external programmes conducted for teacher professional development are at a good level.</p> <p>10 % of the persons are of the view that it is at a general level.</p> <p>Human and other resources required for school development are utilized at an optimum manner.</p> <p>While the assistance received from the NIE towards teacher professional development is at a general level.</p> <p>The assistance received from the other institutions is at a general level. The assistance received from the external community towards teacher professional development is also at a high level.</p>

(5). IASSIP

	SIZE OF SCHOOL	URBAN/ RURAL	MEDIUM	LOCATION	PRINCIPAL	TEACHERS	RESEARCH ASSISTANT
17	M	R	T	CP	<p>Eventhough the institutional programme available for school development is structurally successful that success cannot be considered.</p> <p>Technical financial resources required for school development are not received to the maximum level.</p> <p>It appears that the human resources utilized for school development are successfully used.</p> <p>The assistance received for teacher professional and school development from the department and other institutions is insufficient.</p> <p>Parental assistance is also insufficient.</p> <p>Eventhough assistance has been requested from above institutions such assistance have not been received.</p>	<p>The five year plan is been utilized for teacher professional and school development.</p> <p>When these programmes are put into practice there is a hindrance from various sources.</p> <p>The financial and technical resources required for school development are not sufficiently received.</p> <p>The assistance extended towards teacher professional development programmes by the provincial zonal education offices is sufficient.</p> <p>The assistance obtained from the parents, school community, past student association and well wishers is insufficient.</p> <p>Eventhough such requests have been made to them their responses have been weak.</p>	<p>The teachers are directed to follow training sessions.</p> <p>A teacher encouragement nature could be observed.</p> <p>Past students and parents meeting are held continuously.</p> <p>There is weakness in drawing a necessary school plan.</p>

(5). IASSIP

	SIZE OF SCHOOL	URBAN/RURAL	MEDIUM	LOCATION	PRINCIPAL	TEACHERS	RESEARCH ASSISTANT
18	M	R	T	CP	<p>The absence of a building for a library and school office and the unavailability of play ground could be shown as the requirement of the school.</p> <p>The school uses the human resources available within the school but no assistance is received from external resources.</p> <p>The assistance received by the school as an institution is very weak.</p> <p>The assistance received from the community towards teacher professional development is very weak.</p>	<p>Assistance received from educational institutions is very weak.</p> <p>The assistance of the parents is not fully given.</p>	<p>Teachers have been appointed for disciplinary committees, purchasing committees and assessment committees in order to plan school development and effect teacher professional development.</p> <p>External and internal supervisions are held in the school.</p> <p>This process is not successfully carried out due to the lack of trained graduate teachers.</p>

(5). IASSIP

	SIZE OF SCHOOL	URBAN/RURAL	MEDIUM	LOCATION	PRINCIPAL	TEACHERS	RESEARCH ASSISTANT
19	VL	U	S	CP	<p>School Development plans and professional development programmes are conducted according to the annual action plan.</p> <p>Full use is not made of the available resources.</p> <p>Financial resources are utilized to the maximum level. The standard of utilization of human resources is satisfactory.</p> <p>No assistance is received from the zonal educational office.</p> <p>One cannot be satisfied with the cooperation received from the parents.</p> <p>When required request are made to the past student association and the school development society.</p>	<p>Assistance is obtained from parents and external institutions for projects resources and training programmes.</p> <p>The manner in which resources are utilized is unsatisfactory.</p> <p>Assistance received from the department and the institutions is satisfactory.</p> <p>It is difficult to reply in regard to request made by the school</p>	<p>There is a programme. Development fares and Varsity entertainments are held to develop teacher supervisions school development.</p> <p>Eventhough the school embarks on such programmes the whole responsibility is passed on to the person chosen for it.</p> <p>The human resources are utilized to the highest level.</p> <p>One cannot be satisfied with the assistance received from the education office and other institutions.</p> <p>This is due to the items required for teacher development not being received in time. Such as teacher hand books, text books etc.</p> <p>Eventhough request are made the response is received only at the end of the year</p>

2. Collated Matrix of Educational Directors and the managers of Teacher Centers

5. Institutional arrangements to support school improvement planning and school based Teacher professional development programmes (IASSIP)

Educational Directors	Managers of the Teacher centers	Comments	Recommendations and Suggestions
<ul style="list-style-type: none"> • All activities including teacher development is been conducted under the ESDFP. • At present external supervision is conducted at the provincial, zonal and divisional level in the schools in relation to teacher professional development. • External supervision can be illustrated as Team inspection Provincial, Zonal and Divisional Supervision, by the subject directors. ISA's play a major role at this initiation. • Gathered information from the Team Inspections are not properly utilized as a feedback for the teacher professional development. • Other teacher professional development programmes are conducted by the teacher centers with the collaborations of provincial authority. • Short term in service training programmes are also being conducted by subject directors and ISA's, on special themes. For example New reforms, SBA, Results of GCE O/L in <i>Wilgamuwa</i>, and <i>Walapane</i>. • Quality Circles are successfully being conducted with the initiation of subject directors and ISA's. Generally 25 teachers are selected from each division for the entire subject. Discussions at the QC are based on practical problems and experiences of teachers. 	<ul style="list-style-type: none"> • School based teacher development programmes have been conducted since 2005 by Teacher Centers. • SBTD has been implemented among urban schools in 2005 and promoted to rural schools in 2006. • This programme was started to be implemented with the assistance of the zonal director of education. Development through the conduction of seminars • Without proper knowledge about this new concept of school based teacher development. • On one occasion it was revealed that on Monday the schools teacher developments needs were identified by the center and a workshop conducted based on the above findings on Friday of the same week. E.g. 1).After the visit the team identified that the school has administrative problems and on Friday the workshop was conducted on how to solve those problems. 2) conducted a seminar on teacher attitudes but the teachers opposed it. However the seminar was held with some alternations. At the early stages educational directors conducted programme and then it proceeded to be implemented at school level, after realization of the real concept of SBTD. But the second year center had to discontinue the programme due to non allocation of funds. 	<ul style="list-style-type: none"> • The research team interviewed directors based on the objective No. 5 given as above. • Generally traditional teacher development methods are being implemented. In this process both education directors and teacher centre officials agreed about the insufficiency of financial and infrastructure facilities. • Teacher Centers have been trying to implement SBTD programmes. But it is still not school based. • According to the responses made by the teachers and principals, there is no feedback after team inspection and the information is not utilized for the teacher development. • The Teacher centers capacity and the effectiveness would depend on the commitment of the centre managers. 	<ul style="list-style-type: none"> • It is urgent to change the misunderstanding of the concept of SBTD of the educational office and the Teacher Centers and all the financial and other assistance should be focused on SBTD programmes. • Quality circles must be conducted at school level with collaboration of the educational directors. • Short term teacher training programmes should be organized based on school level. • Coordination between Teacher centers and educational office should be developed. • There must be proper recruitment process for teacher centre officials, ISA's and subject directors. • Funds should be increased for SBTD programmes.

Educational Directors	Managers of the Teacher centers	Comments	Recommendations and Suggestions
<ul style="list-style-type: none"> • It can be identified that some schools are trying to implement teacher education programmes at school level. • It has been questioned whether the country has developed sufficiently to implement a SBTD programmes and whether suitable culture has been attained for that purpose. • The cooperation between Teacher Centres and the Education office is not satisfactory. 	<ul style="list-style-type: none"> • When this programme was implemented by the persons concerned some schools extended their fullest support while others did not. • When conducting such programmes, the authorized persons pay little emphasis to the SBTD concept and only conducted demonstration lessons with little consideration to the subject and more attention is paid educational technology. • When implementing we feel easy when school has sufficient resourced teachers. Such as teachers with post graduate qualifications. • In these Programmes we faced several problems. <ol style="list-style-type: none"> 1. Insufficiency of time 2. Difficulty to reach schools 3. Lack of resource persons related to the subject. 4. Recruitment of specialized persons 5. The teachers and principals not having an interest to develop their own professional knowledge. 6. Unavailability of the profile of the Resource persons in the educational division • When the teachers were questioned about the shortcomings and the needs of teacher development they came out with answers irrelevant to the subjects e.g. Inadequate schools space, Management problems, lack of facilities • SBTD would be effective as a concept but there are barriers to implement the programmes to a good level as expected. 	<ul style="list-style-type: none"> • Quality circles can be developed as a SBTD programme but there are some constrains to develop this concept in schools. • Short term In-service training programmes do not fulfill their basic requirements due to several problems .Such as, long distance, Lack of incentives unrelated programmes • Required funds are not available in time. • Subject directors are not the specialist in the subject assigned to them. • Short term in-service training programmes are conducting not in a frequent manner. • Quality circles can be utilized to link with the concept of SBTD. • Lack of coordination among schools, Teacher Centres and Education Office. • Teacher Centres are isolated from the system. Teacher Centers has not be properly managed and hasn't proper recruitment procedure. • Has Sri Lanka developed to implement SBTD? 	

3. Collated Matrix of Researchers

School category;

Very large – Urban,

Rural and Sinhala

Schools

1. Schools Capacity to Identify Shortcomings in students learning achievements (ISSLA)

School Categories	Observations	Comments	Recommendations and Suggestions
<p>Very Large, Rural, Urban, Sinhala and Tamil Schools</p>	<ul style="list-style-type: none"> • Very large schools assure that they have a capacity to identify shortcomings of student learning achievements for which purpose the results of three public examinations are utilized viz: Year 5 Scholarship Exam, G.C.E (O/L) and G.C.E (A/L) Examinations. In addition School Based Assessments term test marks are utilized. But in this connection there is no uniformity in the comments made by the principal, teacher and the research assistant. They share contradictory views. • These observations are common to both urban and rural schools. • Further analysis of the results are discussed in the parent teacher discussion and decisions taken as to how to improve student Learning achievements. 	<ul style="list-style-type: none"> • Analyzing of examination results is not of a good standard, therefore there is a lack of proper identification. The identification mainly focuses on the better performances and not on the weak performances. • Some teachers identify shortcomings in learning achievements according to their particular subject. • On a few occasions the sectional head identifies the short comings and notifies the principal. • Results of public exams are mainly utilized for this purpose in large schools. • In addition examination tools prepared by the zonal and provincial level are also used for this purpose. Further teacher made tests and continued assessments are also utilized. • All these tests have not been standardized. These tests are not prepared in a manner in which student learning achievements could be measured. • Thereby the school is unable to identify shortcomings in student learning achievements 	<ul style="list-style-type: none"> • The Traditional methods followed should be beneficial for the students. • The assessment should be made not only by observing the results of the G5 scholarship GCE O/L and GCE A/L Examinations and by utilizing current SBA in very large Schools In order to solve this problem, awareness programmes should be conducted for principals and teachers whereby they would be able to identify shortcomings in student learning achievements. • Further, the forms forwarded to the schools by the education department should be modified with an alignment by which shortcomings in student learning achievements could be identified. • In order to achieve this goal every school should be provided with specially trained teachers in proportion to the student population. Such teachers would be able to guide others in a manner in which shortcomings in students learning achievements could be identified and solved.

2. School capacity to identify professional development needs of teachers in order to improve student learning achievements (IPDNT)

School Categories	Observations	Comments	Recommendations and Suggestions
<p>Very Large, Rural, Urban , Sinhala and Tamil Schools</p>	<ul style="list-style-type: none"> • The principals are of the view that most of the teachers are incapable of recognizing the weaknesses of student learning achievements. But the teachers express a different view. They state that they are fully able to identify weaknesses in the student learning achievements. However the research assistant stated that teachers discuss group wise regarding student's low achievements. • Although it was stated that afternoon classes are conducted for weak students the conduction of such classes were not seen in the school. • In some schools the teachers discuss matters relating to the subject and try to arrive at solutions by sharing the information. 	<ul style="list-style-type: none"> • Considering the comments of both the teachers and the research assistant one could infer that the principal is unaware of the teacher's capabilities and commitments. As he has not made proper supervision in relation to the matter. • According to our views the teachers are able to identify these student weaknesses as they have indulged in discussions regarding the matter with well experienced teachers and persons. • As the teachers spoke of remedial teaching methods it indicates that they have recognized the need to identify student learning achievement weaknesses. • There have been instances where the principal has transferred experienced and capable teachers to a class of weak students whereby we could infer the principal has recognized the capabilities of the teachers. • There is no agreement between the teachers and the principal regarding the teacher professional development needs. • In some schools there are teachers who have realized the need for teacher professional development than the principal. • Teachers generally work along, deny them selves of the natural opportunities to learn from each other. 	<ul style="list-style-type: none"> • The school should form a committee consisting of principal and competent teachers to identify professional needs of teachers. • The principals and the teachers should come to an understanding whereby teacher professional needs would be recognized and implemented with the collaboration of both parties.

3. Schools capacity to measure changes in students learning achievements (MCSLA)

School Categories	Observations	Comments	Recommendations and Suggestions
Very Large, Rural, Urban , Sinhala and Tamil Schools	<ul style="list-style-type: none"> • There is a traditional method to measure student learning achievements generally in all schools. (E.g. by setting of question papers, conduction of examinations and correction of papers) however, student weaknesses cannot be recognized only by this traditional method. • In this particular instance raw marks are utilized for this purpose. This is mainly focused on knowledge only. • The results of the term test are specially utilized. • School based assessment methods are very rarely utilized. • The available resources are utilized to change student learning achievements e.g. Use of the school library. • The school has internal evaluation unit but this is not utilized for grade 13 students. Some schools do not have the ability to measure student learning abilities. Eventhough some schools have measured student learning weaknesses they are unable to change these standards due to admission of weak students to the science stream from neighboring schools. • The teachers conduct informal discussions in relation to weak students. 	<ul style="list-style-type: none"> • They utilized not only traditional assessment techniques but also raw marks for the analysis of student learning achievements. • Informal methods are utilized for this purpose. • The data obtained from the examinations held by the Department of education are used by the schools analyzing student learning achievement. • The teachers hold informal discussions regarding weak students. • They also inform the parents concerned about the weaknesses of the particular students. 	<ul style="list-style-type: none"> • Though traditional methods are used at present we should use intensive modern techniques for this purpose • The teachers should be given the responsibility of measuring the students learning achievements. • Training towards these achievements could be made at school based level. • In place of traditional evaluation procedures modern and scientific methods should be utilized. • In place of summative measuring tools formative tools should be used. • Raw marks should not be taken in to consideration to standardize.

4. Schools capacity to manage resources (Human and financial) for school improvements MRSI

School Categories	Observations	Comments	Recommendations and Suggestions
Very Large, Rural, Urban , Sinhala and Tamil Schools	<ul style="list-style-type: none"> • Large schools have sufficient human and physical resources. However, although human resources are available they are not fully utilized. • Large schools have a plan for the utilization of the available human resources and in such schools resources that could be obtained from the community are utilized. This is possible due to ability of the principal. Some schools do not have a mechanism to obtain the resources available in external institutions. • Primary sections of large schools have sufficient human, financial and external resources. • Some schools obtained assistance of the parents and the external institutions. Expenditure is made according to budget plans, but they do not assist teacher professional development and school development. • Some instances though the principal states that assistance is obtained from parents the teachers hold a contradictory view. • As assistance is not obtained from the community, a set of neighboring schools form a joint family concept which assists in each others school matters. • Some principals are of the view that parental assistance is not necessary, because of the problems they have created. As politics influences school administration principals are unable to take certain decisions. • The assistance obtained from past students is insufficient. Informal methods are utilized to obtain funds.(e.g. Exhibitions, farming, festivals held by the school development society etc) 	<ul style="list-style-type: none"> • Although large schools have all human and physical resources, they do not utilize them to the full extent. Some schools utilize these resources due to the ability of the principal. • Some schools do not have the mechanism to obtain external resources. • The primary section of the schools fully utilizes these resources. • Schools are unable to utilize these resources due to political interference. • These schools receive sufficient assistance from the parents and the past students and they also have informal methods to obtain funds when necessary. 	<ul style="list-style-type: none"> • Principals, teachers should be appointed based on their professional qualifications and sufficient experience. • Guidance should be provided at provincial and national level to develop a mechanism for obtaining external resources. • Principals should not be subjected to external influences, such as political and community.

5. Institutional arrangements to support school improvement planning and school based teacher professional development programs (IASSIP)

School Categories	Observations	Comments	Recommendations and Suggestions
<p>Very Large, L Rural, Urban, Sinhala and Tamil Schools</p>	<ul style="list-style-type: none"> • In large schools such arrangements are underway. Although teacher professional development programmes are conducted by the school, the external assistance received for this purpose is not satisfactory. • In some schools technical and financial resources are fully utilized. Assistance received at provincial zonal and divisional levels are insufficient. • Although In-Service teacher training programmes are conducted, the teachers have no faith in them because such programmes are conducted at the year end with the sole idea of completely utilizing the financial year fund. • Some are of view that assistance obtained from Teacher Centers and NIE etc serves no purpose. 	<ul style="list-style-type: none"> • Such arrangements are underway. • Assistance received at provincial Zonal and divisional levels are insufficient. • In service teacher programmes are not utilized in proper manner. 	<ul style="list-style-type: none"> • There should be coordination between the schools. • The government and educational policies of the country should be considered when drafting plans for teacher and schools development. • The deployment of teachers in small medium and large schools should be stabilized without a disparity

School category;
Medium, Urban, Rural,
Sinhala and Tamil
Schools

1. Schools Capacity to Identify Shortcomings in students learning achievements (ISSLA)

School Categories	Observations	Comments	Recommendations and Suggestions
<p>Medium, Rural, Urban , Sinhala and Tamil Schools</p>	<ul style="list-style-type: none"> • In medium schools it has been observed that teachers take some interest to identify student learning achievements. • This is being achieved not through the interest of the Principal but through the perspective of some teachers. However, where the visions of the principal and of the teachers are not wide this process does not take place at all. • In such schools the only method followed is where the principal completes the forms regarding student achievements and forwards it to the authorities concerned. • The teachers agreed that the school has the ability to improve student learning abilities. Equipment has been obtained for this purpose. But there are no special methods to measure student abilities. • In one school the principal has no overall commitment to the students education and he takes no interests in uplifting their learning achievements. It is difficult to recognize the student learning shortcomings with the assistance of assessment reports and examination marks. • Eventhough there was a proper system to recognize a student learning abilities and shortcomings, these systems have not been utilized. • How ever from the sample of schools selected one school has the capacity to identify shortcomings of students at a high level and the other at a high moderate and low level. In Muslim schools it is difficult to identify student learning achievement. 	<ul style="list-style-type: none"> • Teachers take some interests to identify student learning achievements. • This is done through the perspective of some teachers and not through interest of the principal. • Although equipment has been obtained for this purpose but are not used. • In Muslim schools (Tamil Medium) it is difficult to identify student learning achievement due to additional holidays and religious programmes. 	<ul style="list-style-type: none"> • Human and Physical resources should be supplied. • Maximum utilization of present human and physical resources. • Teachers should be motivated for their own professional development.

2. School capacity to identify professional development needs in teachers in order to improve student learning achievements (IPDNT)

School Categories	Observations	Comments	Recommendations and Suggestions
Medium, Rural, Urban, Sinhala and Tamil Schools	<ul style="list-style-type: none"> • The school does not have a system to identify teacher professional needs. • It is difficult to identify teacher professional needs due to teacher transfers. Due to isolation it is difficult to communicate with the provincial department and teacher centers. • Very limited in-service teacher training programmes in Tamil medium. As in service training is conducted mostly in Sinhala medium it is a draw back to the Tamil speaking teachers. • Teacher professional needs are fulfilled with the assistance of ISA's, senior teachers and teachers who have had foreign exposures. The school obtains only a low level of assistance towards teacher development. Some schools obtain assistance from NGO's. • There is formal teacher development programme in the primary section more than in the secondary school section. The lacks of infrastructure facilities have created a hurdle for teacher development. • Teacher resources are not available generally in one Tamil school. How ever other Tamil schools identifies teacher development needs and conduct teacher development programs. • Informal teacher discussions are held to solve problems and for sharing of information. 	<ul style="list-style-type: none"> • No proper system to identify this due to teacher transfers school isolation lack of communication with the educational officers. • All schools do not have the ability to obtain assistance from NGOs. • Formal teacher development programmes are available in the primary section more than in the secondary schools. 	<ul style="list-style-type: none"> • A transfer system should be effected that which would not damage the present situation including the teaching learning process. • Attention should be paid to teacher professional development not only at primary level but also at the secondary level.

3. Schools capacity to measure changes students learning achievements (MCSLA)

School Categories	Observations	Comments	Recommendations and Suggestions
<p>Medium, Rural, Urban , Sinhala and Tamil Schools</p>	<ul style="list-style-type: none"> • It is difficult to measure changes due to lack of resources even with those difficulties, one Tamil school tends to measure changes of student learning achievements with maximum utilization of physical and human resources. • Remedial teaching programmes are conducted and quality inputs are fully utilized for this purpose. Out of the samples considered one Muslim school does not have the capacity to measure changes in student learning achievements. • Traditional techniques are used for this purpose. Multi inputs are not utilized due to the fear that they would break e.g. Use of Computers. 	<ul style="list-style-type: none"> • Generally it is difficult to measure changes due to lack of resources. 	<ul style="list-style-type: none"> • Basic needs should be provided at the utmost level for the maintenance and improvement of the school.

**4. School capacity to manage resources (Human and financial)
for school improvements (MRSI)**

School Categories	Observations	Comments	Recommendations and Suggestions
<p>Medium, Rural, Urban , Sinhala and Tamil Schools</p>	<ul style="list-style-type: none"> • The Utilization of resources for this purpose is at a moderate level. • Due to the unavailability of electricity in some medium schools modern technological methods cannot be used for the teaching learning process. • Of two of the samples considered its isolation prevents it from obtaining assistance from external resources, such as universities teacher centers and other institutions. • High educational officers do not participate in school functions and they do so through representatives. The school does not seek the assistance of the community. • Not a single parent teacher association meeting has been held during the first term of 2007. Quality inputs are not utilized. • Resources available in the school are not properly utilized. 	<ul style="list-style-type: none"> • Due to unavailability of electricity in some schools it does not make it possible to use modern technological methods. • Isolation prevents the access for assistance from external resources. • Eventhough , resources are available they are not properly utilized 	<ul style="list-style-type: none"> • Basic needs should be provided at the utmost level for the maintenance and improvement of the school. • Developed large schools should be directed to assist rural schools based on the request made.

5. Institutional arrangements to support school improvement planning and school based teacher professional development programs (IASSIP)

School Categories	Observations	Comments	Recommendations and Suggestions
<p>Medium, Rural, Urban , Sinhala and Tamil Schools</p>	<ul style="list-style-type: none"> • There is no institutional arrangement. Sufficient assistance is not forthcoming from Provincial Department of Education, National Institute of Education, Teacher Centres, Universities, etc but assistance is obtained from the school community and the parents. • Institutional arrangements have been made to utilize available physical resources. • In some schools there is no opportunity for teacher development in the school. • Even with several obstacles the schools tends to follow the five year plan. 	<ul style="list-style-type: none"> • Sufficient assistance from Provincial Department of Education, National Institute of Education, Teacher Centres, Universities, etc are not received. • Schools do not have the opportunity for school based teacher development. 	<ul style="list-style-type: none"> • The assistance required by identified weak schools should be specially supported by the external institutions.

School category;

Small – Urban, Rural,

Sinhala and Tamil

Schools

1. Schools Capacity to Identify Shortcomings in students learning achievements (ISSLA)

School Categories	Observations	Comments	Recommendations and Suggestions
<p>Small, Rural, Urban , Sinhala and Tamil Schools</p>	<ul style="list-style-type: none"> • However, in small size schools as the student enrollment is low there is a possibility to identify student learning shortcomings but as the student attendance and as the infrastructure facilities are low there is a difficulty to identify shortcomings in student learning achievements. • Further in some schools due to the shortage of teachers, the teachers are required to be responsible for more than one class at a time. Therefore, there is difficulty to identify shortcoming in student learning achievements. • Specially in Tamil schools there are data banks, thereby they can easily identify student learning short comings. • Some principals pay their attention for this purpose while some principals do not give proper attention to identify student learning short comings. • Because of the low literacy level it is difficult to use normal assessment tools to measure learning achievement short comings of students in Tamil schools. • Especially in Tamil primary schools untrained teachers only seek to cover the syllabus and they do not try to identify student learning short comings. 	<ul style="list-style-type: none"> • Student learning shortcomings cannot be identified due to low student attendance and lack of human and physical resource especially infrastructure facilities. • Data banks are available in Tamil schools in order to identify student learning shortcomings. • Due to the low literacy level in Tamil schools it is difficult to use normal assessment tools to measure learning achievement short comings 	<ul style="list-style-type: none"> • Assessment tools should be prepared in a school based manner. • Request large schools to strengthen education in small schools. • In order to strengthen the students attendance the school should design school based incentive programmes.

2. School capacity to identify professional development needs in teachers in order to improve student learning achievements (IPDNT)

School Categories	Observations	Comments	Recommendations and Suggestions
Small, Rural, Urban , Sinhala and Tamil Schools	<ul style="list-style-type: none"> • There is no proper awareness program whereby the teacher is able to identify weaknesses in the student's achievements. • There are no teacher development programmes even in small schools. Because principals and teachers are unaware of this need. 	<ul style="list-style-type: none"> • Teacher professional development needs are not identified. 	<ul style="list-style-type: none"> • Teacher professional development needs should be identified at school level with collaboration of external institutions.

3. Schools capacity to measure changes students learning achievements (MCSLA)

School Categories	Observations	Comments	Recommendations and Suggestions
Small, Rural, Urban , Sinhala and Tamil Schools	<ul style="list-style-type: none"> • There is a traditional method to measure student learning achievements generally in all schools. • In this particular instance raw marks are utilized for this purpose. This is mainly focused on knowledge only. • The results of the term test are specially utilized. • School based assessment methods are very rarely utilized. • Attitudes and skills are not considered. Continuous assessment methods are used only in small schools. • Question papers are set at provincial and zonal level not considering the requirements of the school. • This could be due to the incapability of the teachers to prepare the question papers. • Very often questions are prepared at the provincial and the zonal level by persons who are not teachers and questions obtained from ready made sources. • Questions are set by subject specialists and not by educationalists. • However in some small size schools the situation is different. Because they attempt to measure changes in student learning achievements. • In order to evaluate the achievement levels of the student they are been taken to large neighboring schools. 	<ul style="list-style-type: none"> • Generally traditional methods are used • But proper techniques are not used 	<ul style="list-style-type: none"> • Assistance should be given to modify the assessment techniques.

4. Schools capacity manage resources (Human and financial) for school improvements (MRSI)

School Categories	Observations	Comments	Recommendations and Suggestions
Small, Rural, Urban , Sinhala and Tamil Schools	<ul style="list-style-type: none"> • Due to the non availability of electricity in some small schools modern technological methods can not be used in teaching learning process. • In small schools the principals and teachers are not capable of managing these resources. • Small schools utilize quality in put resources but they are weak in managing these resources. • In many small schools there is a shortage of teachers. Even the teachers available are not according to the needs of the school. • The principals are very weak in obtaining the assistance from the parents and the past students. • This is due to the economic hardships faced by the parents and the school not having past students of standing. • Due to frequent absenteeism of the principal teachers and the students these resources cannot be properly used. • The assistance of the parents could be obtained only for the physical benefits of the school (Repair to school building etc) and not for teacher development programme. • The technical resources available are very few. • The resources available in the school are not properly utilized e.g. Library facilities, teachers who are absent on one day sign the register for that day on the next day. • Eventhough this is the general situation it has been observed that one of the small school samples the systems are quite different. They obtain a maximum use from the resources available and obtain assistance from the community, parents and from politicians for school development. 	<ul style="list-style-type: none"> • Non availability of electricity is a draw back for the use of technical methods • Human physical resources are not utilized to the maximum. 	<ul style="list-style-type: none"> • The small school should be provided with sufficient human financial and physical resources. • The heads of these schools and the teachers should be taught how to manage these resources • There should be a proper coordinating system between the school and institutions such as the education faculties and Education Department of the universities, NIE, TDC, and NCE etc for the obtaining assistance. • Electricity, water sanitary, and transport facilities should be made available to small schools

5. Institutional arrangements to support school improvement planning and school based teacher professional development programs (IASSIP)

School Categories	Observations	Comments	Recommendations and Suggestions
<p>Small, Rural, Urban , Sinhala and Tamil Schools</p>	<ul style="list-style-type: none"> • In small schools such arrangements are not available. • The assistance obtained from relevant institutions for teacher professional development programs are insufficient. • Even though there is a five year plan for school development this plan has not been designed properly as the persons preparing this plan are incompetent and as these plans are contradictory to the government and educational policies they cannot be implemented. 	<ul style="list-style-type: none"> • Arrangements are not available. • Non availability of resources due to school isolation, parents, economic difficulties etc. 	<ul style="list-style-type: none"> • Based on the identified requirements of the schools, support should be given by the external institutions.

**Matrices of the
comments of resource
persons selected for
the pilot project**

**(The pilot study based on the SBTD
programmes by the MOE)**

Matrices of the comments of resource persons selected for the pilot project

Resource persons	Comments	Recommendations and Suggestions
<p>25 Resource persons of the SBTD pilot project including teacher centre managers, teachers, Educational directors, ISA's and principals.</p>	<p>1. Activities conducted under the SBTD pilot project</p> <p>The actions taken by the centre managers, ISA's and directors when implementing the pilot project conducted by the MOE under the ESDF programmes.</p> <ol style="list-style-type: none"> 1. Utilization of an action based research approach in schools. 2. To train in the construction and writing of a research report. 3. Implementation of supervision. 4. Conducting awareness programme regarding the SBTD concept among students, parents and the community. 5. Promote the school to follow SBTD programme within the school. 6. To help in the implementation of propose school plan. 7. Identify the problems arising teaching from the teaching learning process. 8. Recognizing and enforcing the needs of teacher training. 9. Assisting to discover school assessments. 10. Recognizing the resource persons in the schools visited. 11. Train teachers to write introspection journals. 12. Identifying problems at class room level and guiding to recognized solutions. 13. Identify the available school based teacher development opportunities through the participant observation. 14. Identify the teacher skills and needs. 15. Helping the untrained teachers to solve their professional problems. 16. Attempting to develop the attitudes of teachers. 17. Encouragement of remedial teaching in the class room. 18. Development of reading habits in both teachers and students. 19. To promote school ethics. 20. Experimenting methods by which the teacher could minimize absenteeism. 21. Encouraging the school to recognized its own reliability. 22. Conducting an awareness programme to officials and principals. 23. Conduction of workshops in order to introduce modern technology to teachers. 	<p>The activities given are acceptable and school should be let to create those activities based on their needs, together with the teacher training institutes. If the authorities give the freedom to the school to design and plan their own activities in the future they would have an ownership in the school improvement system</p>

Resource persons	Comments	Recommendations and Suggestions
	<p>2. Reasons for the success certain actions taken in relation to the pilot project of SBTD</p> <ol style="list-style-type: none"> 1. Introducing successful teaching learning methods in practice : Teacher/students aspirations and needs towards requirements of active class room situation. 2. Acceptance and participation of the principal and staff : Devotion of the study group. 3. The conduction of awareness programmes for the teachers and the school community : The interest shown and the active Participation. 4. Implementation of the proposed class room Plan : The presence of highly motivated teachers. 5. Identify the problem in the school and influencing solutions : Devotion of the study group. 6. Programmes to develop teacher attendance : Receiving of benefits in time. 7. Development of reading habits in both teachers and students. : Proper internal supervision in school and appreciation of the teacher 8. The capability of the teachers to identify and the solve problems by him self : Devotion of the teachers. 9. Identify student problems and find strategy by conducting remedial teaching : The support of the ISA/Teacher 	<p>Eventhough these activities have been conducted not through the SBTD concept its success must be appreciated. But if these activities are conducted through the school level it would be sustainable.</p>
	<p>3. Reasons for the failure in actions taken in relation to the pilot project of SBTD</p> <ol style="list-style-type: none"> 1. The awareness programme for the use of new technical tools: The teachers unwilling to deviate from the traditional methods. 2. Attempts made to build an awareness in all teachers and principals : The Lack of time 3. We our selves had to identify the problems and give the necessary advice: The Lack of time 4. The attempts made to develop the ethics of the school: The Lack of time 5. The suggestions in the projects being put in to practice: It being the last term of the school year. 6. Training of teachers to maintain a journal: Teacher being over loaded in the maintains of records 7. Attempts made to develop English in the schools: The shortage of English teachers and non-availability of the required time. 	<p>From the comments made it is clear that the cause for the failure of this activity is due to the traditional method of the "top down system"</p>

Resource persons	Comments	Recommendations and Suggestions
	<p>4. The details of the resource personal of the pilot project.</p> <p>The resources persons utilized for this project are as follows: Teachers, ISA's, Principals, Lectures in colleges of education, Pediatrician, zonal training and NIE officials.</p>	<p>The players of the SBTD should be the teachers them self.</p>
	<p>5. The possibilities of implimentaion of the SBTD programmes as recognized by the pilot project.</p> <ol style="list-style-type: none"> 1. Enthusiasm and cooperation available in school. 2. Creativeness available in the school. 3. Parental assistance. 4. The assistance of the proper relationship between teachers and principal. 5. The availability the considerable of resources persons within and out side the school. 6. The interest to have adjustable changers in the school. 7. Dedication of students. 8. The willingness of the teachers to over come challengers. 9. Availability of sufficient physical resources. 10. The availability of a school environment that could be developed. 11. Teacher attitudes being unsatisfactory. 	<p>Eventhough the attitudes of some of the teachers are not favorable towards the SBTD concept it has been observed that the schools are able to conduct SBTD programmes.</p>
	<p>6. The factors based on SBTD as observed in the pilot project.</p> <ol style="list-style-type: none"> 1. Quality analysis of the school. 2. Attention paid to the school. 3. Attitudes of the principals 4. The inter relationship available within and out side the school towards future benefits. 5. The requirement for an independent self development. 6. The students activities. 7. Development of the school through its own methods rather than by following of the traditional methods of circulars and orders. 8. The potentials available within the teachers and the principal. 9. The aspirations of students and parents. 10. As this is there own team facilities for communication are immense. 	<p>The factors stated are acceptable.</p>

Resource persons	Comments	Recommendations and Suggestions
	<p>7. The problems faced in the pilot project in the attempt of SBTD</p> <ol style="list-style-type: none"> 1. Providing transport and other facilities for the study group. 2. Application of the SBTD programme is easier for the primary section than the secondary schools section. 3. Lack of time as available time has already being devoted for other programmes (NGO etc...). 4. The existence of differences and variations in the subject. 5. Residential and attendance problems faced by the teachers. 6. The beliefs among some teachers that this SBTD concept is aimed at unofficial privatization. 7. The weakness of the awareness program regarding the SBTD. 8. The existence of several teachers discouraged by this present system. 9. Lack of sufficient ISA's in the particular Zone. 	<p>These are defects of the present system.</p>
	<p>8. Other ideas shown by the resources persons regarding the pilot project.</p> <ol style="list-style-type: none"> 1. Facilities should be provided to the SBTD study team. 2. SBTD could be easily directed implemented in the primary school section. 3. The implementation of this programme could be made through the external and internal motivation methods. 4. The study team which would conduct this programme should be able to win the hearts of the teachers. 5. Through this programme the ISA's and resources persons were able to deviate from the normal supervision roll and enter a participatory management roll. 6. Facilities should be provided for school assessment and recording purposes. 7. Teachers should be encouraged conduct action based research. 8. Supporting services should be provided to SBTD. 9. The SBTD concept should be thoroughly explained to the teachers and the community, its not there is a fear they would consider this as a another a school privatization programme 10. The teachers have a fear of that though this concept too, additional pressure would be used on them as was through the school based assessment programme. 11. SBTD would cause a reflective programme for teacher development. 12. The SBTD programme should be conducted by the school devoid of the zonal education office. 13. A single concept should be held regarding the SBTD by zonal education office, colleges of education, NIE and Universities. 14. The school has opportunity to do collective effort due to the SBTD. 	<p>These defects are caused by the intervention of external sources.</p>

3. Appendices

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Appendix 1

Implementation Procedure of Research Instruments

The Study on School Based Teacher Development Programmes

1. Research Instruments

1.1 Questionnaire

1.2 Observation Sheet

1.3 Interview Schedule

1.4 Journal

The research assistants utilizing the above research tools should gather data on three consecutive dates.

2. Implementation of Research Instruments

2.1 Questionnaire- Instrument No 01 (annexed)

- Instruction for the administration of the questionnaire
 - The questionnaire will be handed to minimum of 05 persons and maximum of 10 persons in one school.
 - The compulsory members of this group should be the principal, vice principal and 03 teachers. The 03 teachers should be a trained graduate, untrained graduate and a teacher who does not belong to the above two categories. In addition sectional heads of the particular school will be included among the persons answering the questionnaire.
- Prior to answering the questionnaire the research assistants shall explain the structure of the questionnaire to the persons in the group. Thereafter when ever possible the research assistants with the permission of the answerer shall supply the answers to the questionnaire.
- The research assistants within one day shall obtain the response of those responding to the questionnaire of the whole school.

2.2 Observation Sheet - Instrument No 02 (annexed)

Two categories of persons to be observed.

2.2.1. A few selected teachers who indulge teaching in the class room.

i) Observations of teaching of class room teachers.

- Trained graduate teacher
- Untrained graduate teacher
- Teacher not belong in to the above categories

2.2.2. The main persons and places connected with the school

-In addition to the teachers the principal, vice principal and sectional heads

2.2.3. Occasions and places to be observed.

- The administrative procedures of the school administrators and the following places should be observed.

- **Places:**

Library, staff room, school canteen, school office, other places where teachers gather (E.g. Home science room)

2.2.4 Basic features to be observed

- i) School capacity to identify shortcomings in Student learning achievements
- ii) School capacity to identify professional development needs in teachers in order to improve student learning achievements
- iii) School capacity to measure changes in student learning achievements
- iv) Resource management for school improvement
- v) Institutional arrangements for school improvement planning and teacher professional development

2.3 Interview Schedule - Instrument No 03 (annexed)

2.3.1. Persons who are compulsorily required for the interviews are given below.

- i) Directors (Provincial, Zonal, Divisional and Subjects)
- ii) Principal, vice principal and sectional heads
- iii) Sectional heads
- iv) Those who supervised the study/did not
 - Trained graduate
 - Untrained graduates
 - Other teachers

2.3.2 The compulsory number of persons to be interview in each school

- Minimum 03

- Maximum 08

Principals	- 01	} Maximum 08
Vice principals	- 01	
Teachers	- 03	
Sectional heads	- 03	

12 Educational officers at Director Level (Interviewed by the team leader and principle researchers)

(Provincial Directors, Zonal Directors, Divisional Directors, Subject Directors).

- Basic features to be observed when conducting the interviews are given in 2.2.4

- Procedure

Two research assistants to be allocated to each school. While one of these persons would conduct the interviews, the other would have to report on the matter. He would also have to solve any problem that may arise in the discussions.

2.4 Journal - Instrument No 03

- Preparing and maintaining a journal

This journal is to be utilized to report the method of research and the experience of the research assistants. This journal will assist the research assistants in preparation of their report on the subject of research in a case study method at the end of the data collection. This journal also could be utilized to ascertain the information, attitudes and methodology followed by the research assistants.

2.5 The workshop to be conducted for the research assistants in relation to the research project

It is hoped to conduct the above mentioned research instruments and research methodology in qualitative manner by the researchers. Therefore, as the above instruments are very practicable, it has been planned to conduct a workshop in this connection the aims of which are given below.

Main objectives

- Explaining the main objectives and problems of the research.
- Instructions about the research instruments
 - Awareness
 - Building of attitudes towards the research programme
 - Training on the use of the research instruments practicable manner

In addition it is hoped to conduct a one day session to summarize the problems that may have arisen at the end of the 03 day programme.

Appendix 2

Research Instruments

Research on School -Based Teacher Development Programmes

(Department of Education, University of Peradeniya)

Questionnaire

Dear Sir/ Madam,

This is a research conducted by the Department of Education, University of Peradeniya and the Ministry of Education under the sponsorship of the World Bank. As you would expect to develop your professional skills, I would thank you to provide your whole hearted support by responding to this questionnaire. While I assure you of the strictest confidentiality to your comments, may I also assure you that they will be utilized only for analyzing purposes of this research.

Dr.Prasad Sethunga,
Team Leader,
Head
Department of Education,
University of Peradeniya

Questionnaire - Instrument No 01

Section 01

(Mark ✓ in the particular box where required)

1. Male: Female:

2. Age:

3 School:

4 School belong

I. Educational Division

II. Educational Zone

III. Province

5 Positions:

Principal	Vice Principal	Sectional Heads	Assistant Teacher
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

6 To what categories of teachers do you belong to as mention below?

Trained Graduate	Graduate	Trained	Other
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

7 Period of Service as a teacher: years

8 Period of Service at present : years

9 Grade of Service :

3-II	3-I	2 II	2-I	1

10 To what following grades do you teach?

Primary	Secondary	Advance Level
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

11 The student population in the grades you teach

Grade									
No: of students	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

Section 2

Please read the following statements and mark (✓) against the answer that suit you best.

I) School capacity to identify shortcomings in Student learning achievements

	Excellent	Good	Fair	Poor
1.The school's ability to identify student learning needs based on analysis of tests				
2. The school's ability to identify student learning needs based on analysis of assessments				
3.The school's ability to identify student learning needs based on analysis of examinations				
4. The school's ability to analyze test/exam results and on the basis of the evidence set priorities for school improvement plans				
5. The school's ability to analyze test/exam results and on the basis of the evidence set priorities for school improvement associated teacher professional development programmes				
6.The school's ability to set objectives for the whole school to ensure that improvements in learning achievements can be met				
7.The school's ability to set objectives for sections within the school to ensure that improvements in learning achievements can be met				
8.The school's ability to monitor and record learning achievements changes in the correct manner				
9.The school's ability to identify the required changes in teaching behavior to develop student learning				

II) School capacity to identify professional development needs in teachers in order to improve student learning achievements

	Excellent	Good	Fair	Poor
1.The school’s ability to identify what changes are necessary in teaching behavior as required to bring about better student learning				
2.The school’s ability to problem solving information sharing modalities in the school to built reflective practitioners who share vision of school improvements				
3.The school’s ability to identify professional resources outside the school to strengthen its own school development				
4.The school’s ability to utilize professional resources outside the school to strengthen its own school development needs				

III) School capacity to measure changes in student learning achievements

	Excellent	Good	Fair	Poor
1.The school’s ability to establish appropriate modalities for monitoring learning achievements				
2.The school’s ability to establish bench marks for changes in school learning achievements				
3.The school’s ability to utilize the multiple inputs that are often required in order to bring about the change in student learning achievements				

IV) Resource management for school improvement

	Excellent	Good	Fair	Poor
1.The manner in which the school plans reflect the priorities in student learning achievements				
2.The manner in which the school budget reflects priorities in student learning achievements				
3.The manner in which the school's pattern of spending reflect the priorities in student learning achievements				
4.The manner in which the school mobilizes support of the parents for school improvement				
5.The manner in which the school mobilizes support of the parents for teacher professional development programmes				
6.The manner in which the school mobilizes support of the communities in school improvement				
7. The manner in which the school mobilizes support of the communities teacher professional development programmes				
8.The manner in which the school mobilizes support of other education institutions in school improvement				
9.The manner in which the school mobilizes support of other education institutions for teacher professional development programmes				

V) Institutional arrangements for school improvement planning and teacher professional development

	Excellent	Good	Fair	Poor
1. The school based mechanism for improvement of the school				
2 The school based mechanism for teacher professional development				
3. The school's external mechanism for improvement				
4. The school's external mechanism for teacher professional development				
5. The school's ability to make the optimum use of the required technical resources for school development				
6. The school's ability to make the optimum use of required financial resources for school development				
7. The school's ability to make the optimum use of required human/ organizational (including physical resources) for school development				
8. The provincial education departmental support for teacher professional development programmes of the school				
9. The zonal education departmental support for teacher professional development programmes of the school				
10. The divisional education departmental support for teacher professional development programmes of the school				
11. The Teacher centers support for teacher professional development programmes of the school				
12. The Universities support for teacher professional development programmes of the school				
13. The National Educational Institute's support for teacher professional development programmes of the school				
14. The Parents and communities support for teacher professional development programmes of the school				
15. The past students associations and well wishers support for teacher professional development programmes of the school				
16. The programme school has to seek support from the institutions numbered in categories in 8 to 15 above when the requirement arises				

Observation Sheet - Instrument No 02

<p>I) School capacity to identify shortcomings in Student learning achievements</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<p>II) School capacity to identify professional development needs in teachers in order to improve student learning achievements</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p>III) School capacity to measure changes in student learning achievements</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<p>IV) Resource management for school improvement</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p>V) Institutional arrangements for school improvement planning and teacher Professional development</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<p>Other Remarks</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

Interview Schedule - Instrument No 03

<p>I) School capacity to identify shortcomings in Student learning achievements</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<p>II) School capacity to identify professional development needs in teachers in order to improve student learning achievements</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p>III) School capacity to measure changes in student learning achievements</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<p>IV) Resource management for school improvement</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p>V) Institutional arrangements for school improvement planning and teacher Professional development</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<p>Other Remarks</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

Interview Schedule - Instrument No 03

1. Male: Female:

2. Age:

3. School:

4 School belong

I. Educational Division

II. Educational Zone

III. Province

5 Positions:

Principal	Vice Principal	Sectional Heads	Assistant Teacher
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

6 To what categories of teachers do you belong to as mention below?

Trained Graduate	Graduate	Trained	Other
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

7 Period of Service as a teacher: years

8 Period of Service at present : years

9 Grade of Service :

3-II	3-I	2 II	2-I	1
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

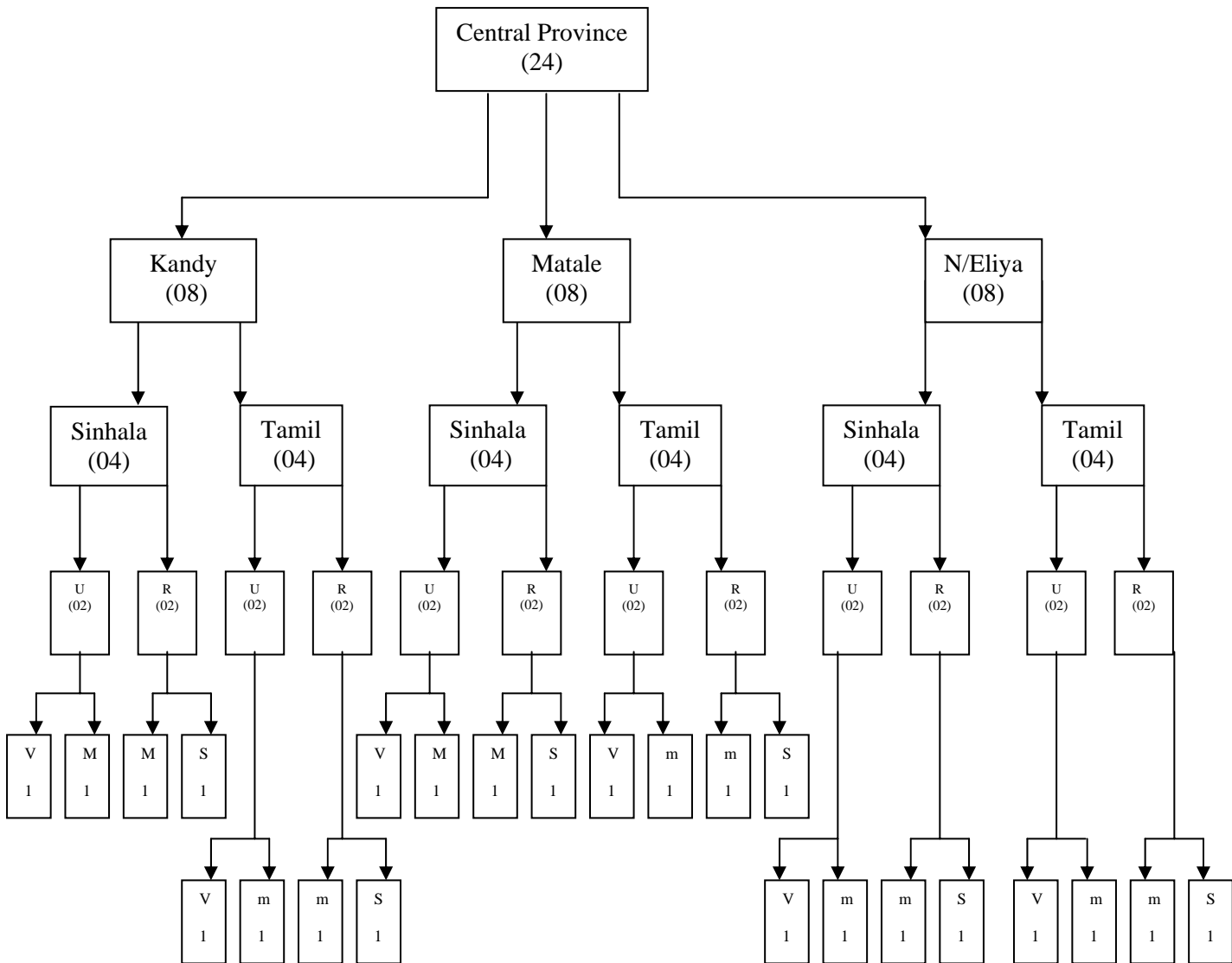
10 To what following grades do you teach?

Primary	Secondary	Advance Level
<input type="text"/>	<input type="text"/>	<input type="text"/>

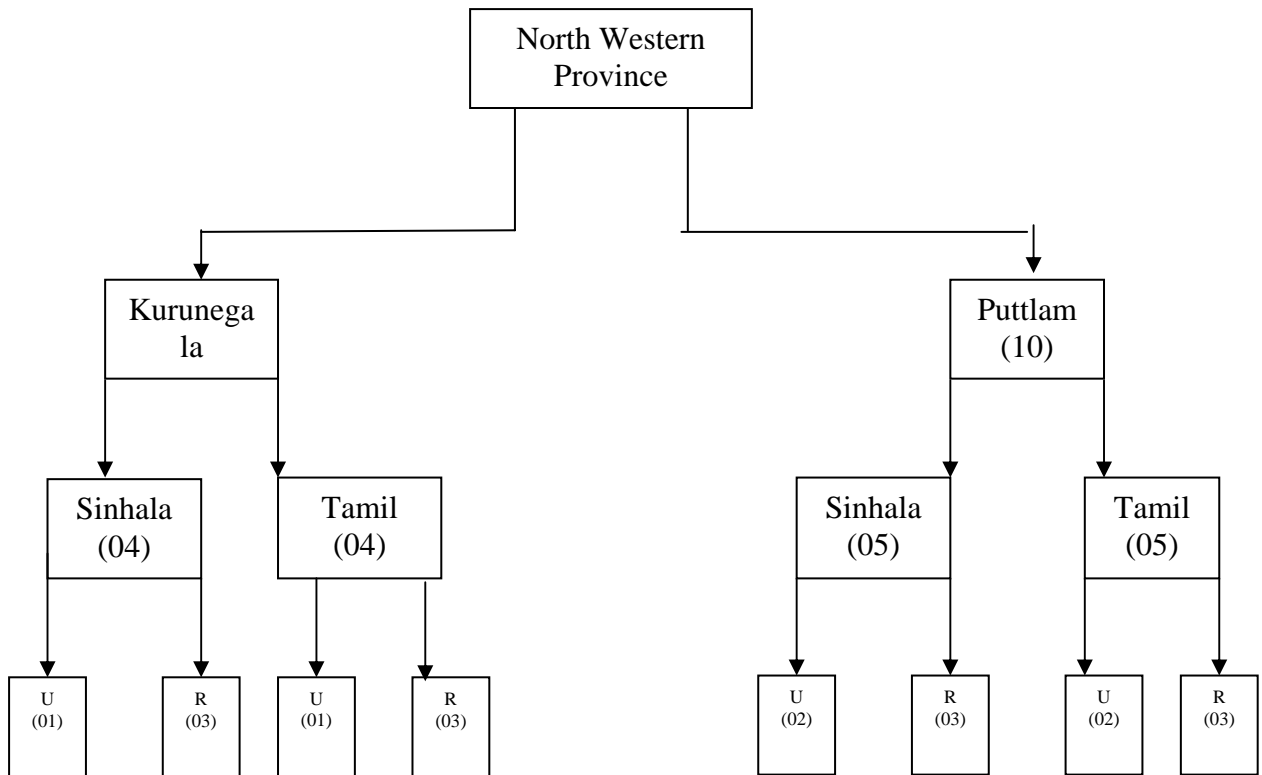
11 The student population in the grades you teach

Grade	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
No: of students	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

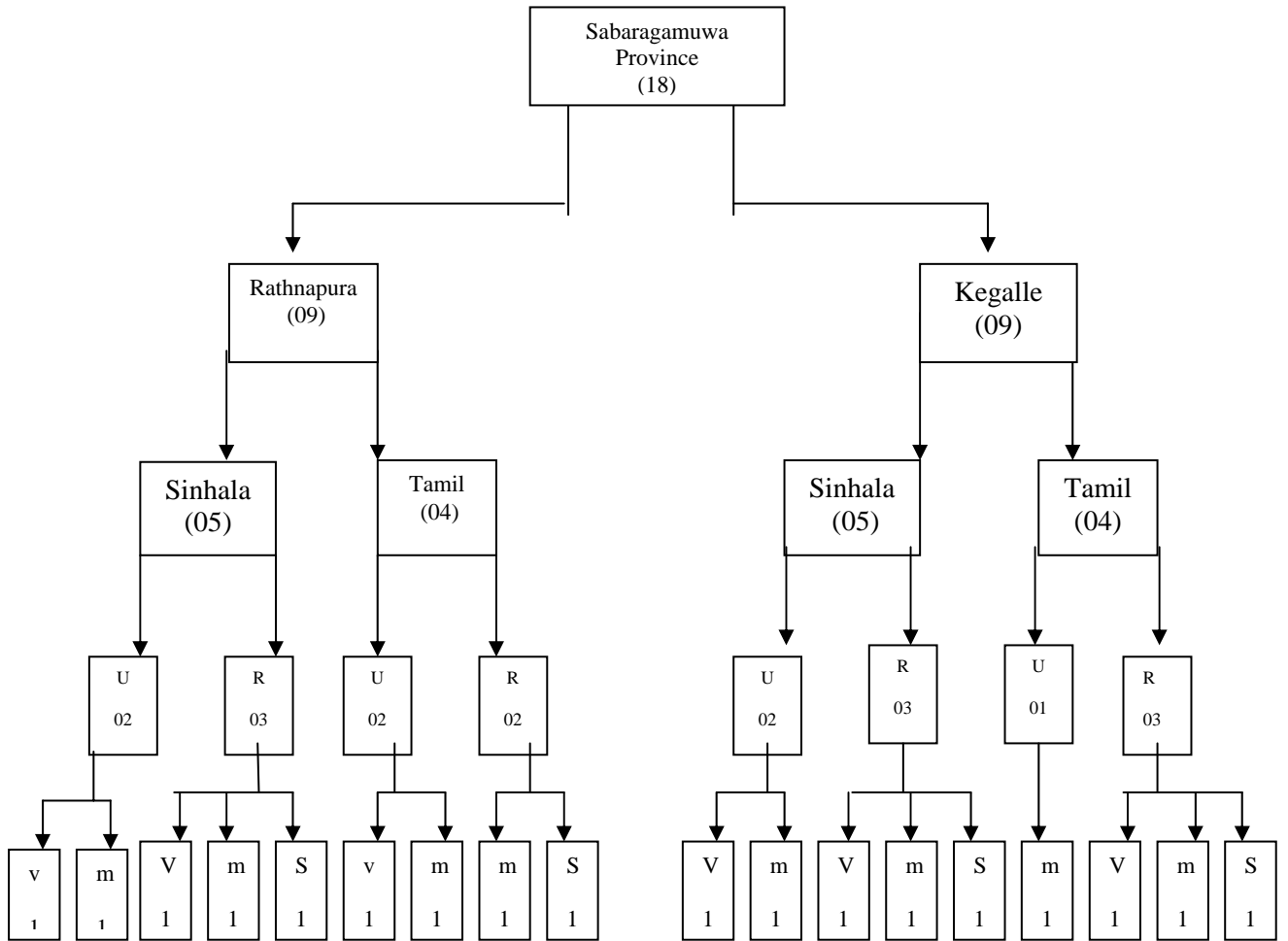
Appendix 3 Distribution of the sample (Central Province)



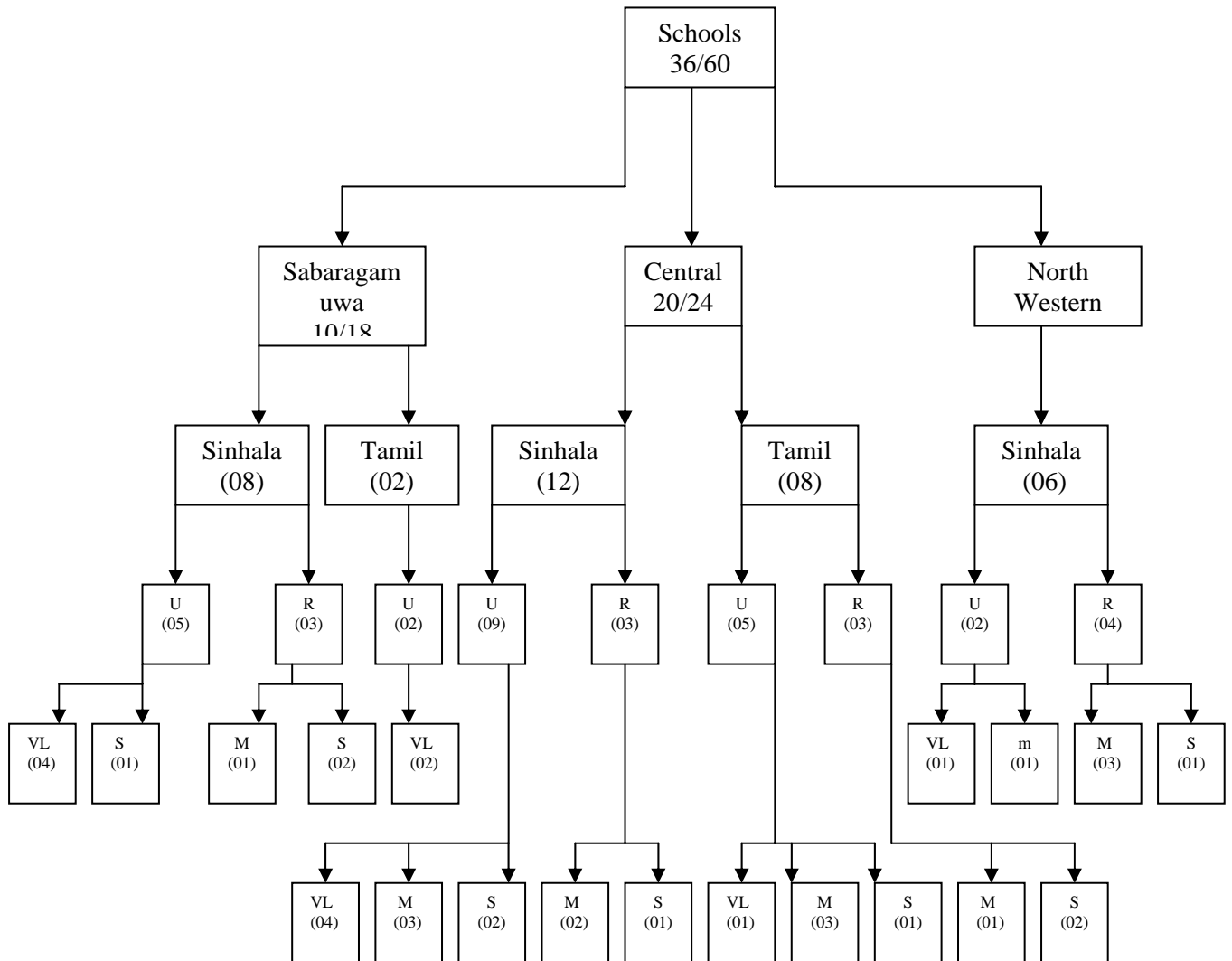
Distribution of the sample (North Western Province)



Distribution of the sample (Sabaragamuwa Province)



Distribution of the sample (Three Provinces)



Appendix 4

Questionnaire for Recourse Persons of the Pilot Study on School Based Teacher Development

This questionnaire is administered by the research team from the Department of Education, Faculty of Arts, and University of Peradeniya.

1. The Education Zone you belong to in relation to this monitoring programme:
2. Name of School :
3. Type of school : 1 AB/1 C/ 2/ 3
(Sinhala medium/Tamil medium/Rural/Urban/Estate)
4. Male/Female :
5. Educational Qualifications :
6. Professional Qualifications :
7. Have you received training in the monitoring of School Based Teacher Development Programmes:
Yes / No. (If yes, state the nature of training)
8. What do you mean by School Based Teacher Development?
 - a. A programme for teacher development at school level
 - b. A programme strengthened by external persons towards teacher professional development.
 - c. It is any programme that assists to recognize a process for school based teacher development.
9. What action have you taken under these monitoring programmes.
 - 1.
 - 2.
 - 3.
 - 4.
 - 5.
10. Nature of those actions :
 1. Very successful
 2. Successful
 3. Somewhat successful
 4. Very unsuccessful

11. Of the programme mentioned in 9 above what is the most successful programme.
- Causes that led to its success
 - Of the programmes mentioned in 9 above what is the most unsuccessful programme?
 - What are the causes for its failure?
12. The assistance received from the principal when implementing this monitoring programme
1. Very good
 2. Good
 3. Somewhat good
 4. Not good
 5. Not good at all
13. The assistance received from the teachers when implementing this monitoring programme
1. Very good
 2. Good
 3. Somewhat good
 4. Not good
 5. Not good at all
14. Who are the other persons who assisted you in implementing this monitoring programme?

15. What are the possibilities that you observed in the school for implementation of school based teacher development programmes?

16. What are the factors that you based to create a school based teacher development programme?

17. What are the problems you faced in the creations of a school based teacher development programme?

18. If you have any other ideas regarding this monitoring programme please state them.

Head Department of Education

Appendix 5

Proceedings of the training workshops for research assistants

Workshop 1

School- Based Teacher Development Programme

24th March 2007

On the Training of Research Assistants Programme

1. Inauguration and Introduction

(Aims and objectives)

Dr. P.Sethunga

(Team Leader)

2. Objectives of the study and orientation for the Field survey

Dr. P.Sethunga

Dr. Jayantha Balsooriaya

(Deputy Director, Ministry of Education)

Ms. Madura Wehella

(Deputy Director, Ministry of Education)

3. How to handle the Questionnaire

(Introduce on Questionnaire paper)

Mr. R.D.Sugathapala

(Principle Researcher)

4. Lunch

5. Observation techniques

& How to implement focus group discussions

Prof. K. T .Silva

(Research consultant)

6. Method of Data analysis

J. Jayasuriya

(Principle Researcher)

School- Based Teacher Development Programme

2nd Training Session

20th May 2007

PRGRAMME

Welcome speech, aims and objectives

Team Leader
Dr. P. Sethunga

Objectives of the 2nd Training Session

Principle Researcher
Mr. J. Jayasuriya

Comments gathered by the Research Assistants
& Data Collectors from their visits to schools

Introduction of a Case Study

Team Leader
Dr. P. Sethunga

Lunch

Method of writing a Case Study based on the
data obtained by Data Collectors utilizing the
Research Tools

Principle Researcher
Mr. R. D. Sugathapala

1. What is “Case Study”? Identification of Case study
2. The Case Study of School Based Teacher Development Programme
3. School background (Location, Special features information regarding the school)
4. The main objectives aimed by the research
5. Explain in detail your ideas of the school according to their objectives.
6. Conclusion

Discussion & Data entry

School- Based Teacher Development Programme

3rd Training Session

17th, 24th June 2007

PRGRAMME

01. Objectives of the 3rd training session.

To guide the research assistants the manner in which the case study should be reported.

02. Main themes of the session.

What is a case study?

Dr. P. Sethunga.

How the case study could be prepared by the utilization of the instruments.

Mr. J. Jayasuriya.

03. How to write a case study report?

Prof. K.T. Silva.

Appendix 6

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