



In-Service Teacher Education: Guiding Principles Checklist



This document offers a set of guidelines in the form of a checklist to aid governments, implementing partners, and other stakeholders in evaluating the degree to which their in-service teacher training programs mirror best practices and are setting teachers up for success. It is intended as a companion to the [How-to Guide on Teacher Professional Development: Teacher Training](#). This checklist can be used to assist in improving existing in-service teacher training programs, developing new in-service programs, or updating other modes in which teachers are trained.

KEY TERMS

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Continuous professional development (CPD)	The ongoing process of engaging teachers in activities designed to improve their professional knowledge, skills, and practices. CPD is organized in different ways in different countries. It may be formally structured and require periodic participation in workshops, in-service trainings, courses of study, etc. Or it may be less formally structured and include on-the-job training and support as needed.
In-service training	Short, targeted training sessions for current teachers that help them update their knowledge and skills and improve their classroom practice.
Cascade training	A training structure in which a small group of master trainers first learns new content and skills and then trains a larger group, which in turn passes the training on to another group. The process continues from group to group until all concerned parties have received the training. This method is often used in education systems to quickly spread training to many people in a short amount of time, though with each additional layer comes the risk of dilution of quality or fidelity of implementation.
Universal design for learning (UDL)	A framework intended to optimize teaching and learning for children of all needs and abilities, especially children with disabilities. Guidance on how to incorporate UDL principles into early grade reading programs can be found here .

In-Service Teacher Training Checklist

How is the in-service teacher training program structured?	
	The training program is planned and coordinated in collaboration with the Ministry of Education, as well as administrators, school leaders, and teachers at the local level, to ensure buy-in and sustainability.
	Training sessions are short (no more than five days at a time) and take place frequently (three or more times per year).
	If using a cascade structure, the training program uses as few levels as possible.
	The training plan includes a clear mobilization plan and schedule for each trainer, including locations, dates, and level of training.
	The training plan includes clear processes, tools, and dedicated support staff to provide quality assurance to all trainings, and these data are monitored and used to inform improvements.
	All teachers who will implement the instructional approach attend the training sessions.
	The training program is linked to ongoing, follow-up support for teachers.
What content is covered in in-service teacher training?	
	The training content has clearly defined objectives to be achieved by the end of each training session.
	The training content is aligned with CPD competencies (if applicable).
	The training content focuses on a limited number of high-priority, essential skills that are immediately applicable to classroom practice.
	The training content is broken down into small, digestible pieces, focusing on new activities one at a time, with sufficient time to practice individual activities.
	The training content is directly aligned with the teaching and learning materials .
	The training content includes gender-inclusive education and UDL principles.
How are the materials for the in-service teacher training designed?	
	The training materials are co-designed by key stakeholders.
	The training materials are presented in an accessible format and include a short manual with bullets, icons, etc. to increase usability and facilitate quick reference during training.
	The training materials include clear and sufficient timing guidance for each activity, including buffer time.
	The training materials include example lesson activities taken directly from the teacher's guide and/or other materials that teachers are expected to use.
	The training content and materials are regularly reviewed and updated in response to data and feedback from prior trainings, coaching visits, and communities of practice as teachers attempt to implement the training in their classrooms.
	The training content and materials are regularly reviewed and updated to reflect any changes in the national curriculum or teaching and learning materials, or further evidence on best practices.
What activities are included in the in-service teacher trainings?	
	Trainers use lectures only sparingly as an introduction to new concepts, skills, or practices.
	Trainers model the target instructional approaches that teachers will be using in their classes.

	The training program utilizes pair work or small group work to allow all participants to practice each of the activities they are expected to implement in their classrooms.
	The training program allows adequate time for all teachers to practice the target skills.
	Trainers encourage teachers to reflect on and evaluate their own practices, leading discussions focused on the participants' reflections, questions, and contributions.
	Trainers model inclusion, UDL principles, positive classroom management, and social-emotional support in the delivery of the training sessions.
	The training program evaluates participant learning outcomes and uses the data to inform targeted follow-up support as well as ongoing improvements to the training program.
How are trainers prepared for facilitating the in-service teacher trainings?	
	Trainers are selected based on clear criteria such as the ability to master and model the target instructional approaches, prior experience (ideally as classroom teachers), and ability to serve as effective facilitators.
	Trainers are trained on the theory of change, the target instructional approaches, and effective facilitation techniques for adults.
	The trainers' training agenda mimics the teacher training agenda in content, format, and time allocation so that trainers receive at a minimum the same training experience that they are expected to pass on.
	Quality assurance processes ensure that trainers are adequately equipped to implement the training program with fidelity.
How is the in-service training program embedded in the education system for long-term sustainability?	
	The training program is integrated into the larger CPD framework for teachers in the education system (if applicable).
	Care has been taken to explore, evaluate, and utilize the most cost-effective and sustainable program structure for the given context, including the sourcing of trainers, the frequency and duration of training sessions, residential/non-residential, face-to-face versus online or technology-enhanced modalities (or combinations thereof), trainer and participant incentives, etc.
	There are guidelines on the qualifications and selection of personnel to serve as trainers within the government education system.
	The training program uses only those structures, modalities, and incentives that can be sustained by the education system (i.e., after a project).
	Government budgets have been approved, funds are available, and efficient disbursement processes are in place to cover the costs associated with regular in-service trainings.