A proposal on formative evaluation of Primary Teacher Training Programme[1]

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Introduction

Background of the programme

Kathmandu University, Rato Bangala School and Bank Street College of Education of New York City reached an agreement in 2001 to develop an in-service primary teacher-training program according to the need of Nepalese schools. The program has been conceptualised as a tripartite long-term program in which the role of Kathmandu University is to support the program continuously by monitoring and evaluating internally. Previously, the University had participated in a community based four-year long project bearing the responsibility of conducting school-based teacher-training component of Quality Education Project in Dhulikhel Municipality.

According to the plan of action, the teacher-training program has started since 15 May 2002 with 18 student teachers. As guided by the Kathmandu University’s earlier experience of school-based training and Rato Bangala School’s experience of in-house teacher training-programme with the support of Bank Street College of Education, the teacher-training programme has been designed in such a way that the student teacher meet three days per week at Rato Bangala School for theoretical classes and rest of the working days at their schools.
The schools from which the student teachers have participated in the training are termed as **cooperating schools**. The role of such schools is to provide with the support to the training programme in many ways such as providing timely feedback of the training, releasing the student teachers from their duties during the training period, helping to manage time for demonstration lessons and so forth. Besides the cooperating schools, two other schools have been termed **demonstration schools** to maintain the standard of the training.

**Aims of the programme**

The general aim of the in-service teacher-training programme is to develop a rich level of competency and understanding in student teachers in transforming the subject areas into pedagogical content areas. Specifically, student teachers in primary teacher training programme are expected to:

- Develop an awareness of teaching as a profession, which includes an understanding of the teacher's role in: school improvement processes, school and accountability, and long term professional development planning.

- Develop an awareness of the relationship between socio-cultural factors and the educative process, which includes developing the ability to communicate effectively with parents, other site-based professionals, and persons representing community -agencies.

- Understand, identify, assess, and make plans to accommodate the individual student's emotional, social, physical, and intellectual needs.
Plan, deliver, and assess instruction that integrates a variety of projected and non-projected educational materials.

Acquire and apply skills of classroom management and interpersonal relationships, which enhance the educational environment and promote student learning.

Demonstrate a rich understanding of the philosophical foundations of children's learning and its contribution to achieve the curricular aims expected by the school curriculum.

The training process

The training comprises of two types of activities: venue-based and school-based. The venue-based activities are designed to provide the teachers with the theoretical knowledge of subject matter and teaching methods. Specifically, the teacher trainers have prepared a set of training manuals and the training sessions are aimed at conducting according to the pre-designed activities. Furthermore, the training package comprised of Educational Philosophy, Language Arts, Mathematics, Science, Social Studies, Creative Arts, and Physical Education subjects which have been planned for the total three terms with each term of nearly six month.

The need of formative evaluation

In the context of newly introduced teacher training programme, the continuous evaluation and feedback is imperative to improve the quality of the teacher-training program for such training which is the first such long-term training in Nepal of its kind. Despite the fact that it includes a very small group of student
teachers, the influence of such teacher-training programme is pervasive. In a long run, such programme would be an appropriate model for the government run teacher-training programmes. Specifically, formative evaluation of such teacher-training programme may also help develop the programme in other parts of the country.

**Literature Review**

This chapter deals with the three main sources of literature, which is essential to plan an internal evaluation of the teacher-training programme. Firstly, some basic approaches to teacher education are discussed focusing their influence in the present teacher-training programme. Secondly, two types of programme evaluation models will be taken into account in order to plan the programme evaluation. Basically, I will adopt a simple classification of the programme evaluation models such as traditional and alternative models. In the third part, I will seek to discuss the notion of the evaluation of teacher education programmes.

**Approaches to teacher education**

Teacher education/training programmes are in the process of gaining a new momentum since the last two decades. Specifically, the change in educational philosophy has contributed to the change in school education, which has put emphasis on the teacher education programmes to liberate from their traditional notion of teacher preparation, selection and accreditation (Ayers, 1988). With this notion, I seek to discuss a range of approaches and their implications to the recent teacher-training programme.
The academic approach to teacher education aligned to the humanist approach elicits that the teaching and learning should be focused on the long-established values and knowledge (Grow-Maienza, 1996). In the context of teacher education, this approach focuses on the five liberal arts depicting the learner as a developing scholar. The knowledge base of this teacher education programme is in the core discipline of the liberal arts and sciences. The constructionists focus that the approach is essential to develop the knowledge base, which help develop a background of the pedagogical content knowledge. The academic approach deals with the knowledge base of the teachers focusing on the traditional subject matter in which there is a little place for practice-to-theory approach.

The personalistic or developmental approach grew out with the child study movement initiated by Stanley Hall during the nineteenth century (cited in Grow-Maienza, 1996). The main focus of this approach is to prepare teachers according to the developmental level of the child in which the educational objectives and teaching contents should be designed according to the developmental stage of the child. This approach has also been influenced by the humanist notion of Rousseau, Froebel and others elucidating the view that the subjects matter should be selected according to the need of the child. In this approach, the teacher education programme aims at developing such teachers who are viewed as empathetic towards and collaborative with the learners (Grow-Maienza, 1996). In the context of twentieth century’s teacher education programme, this notion focuses on the personal style of teaching that may differ from one place to another.

The competency or outcome-based approach in teacher
education has been driven by the social efficiency movement espousing the industrial concept of teacher education. Explicitly speaking, this notion deals with the mechanistic view of teacher education programme guided by the pre-determined outcomes. Focusing on the discrete competencies from the traditional knowledge base, this notion regards the outcomes as the basis for the professional development of the teachers, supervision of teaching activities and evaluation of the curriculum process. Recently, the older notion of competency based teacher education has converted into the process-oriented model in which the teachers are prepared for the high culminating demonstrations, which are known as exit outcomes.

Social reconstructionist or reconceptualist approach. According to the reconstructionists, the school settings are ever changing, unstable, dynamic and problematic entities. Specifically, the reconstructionist model of teacher education takes into account the Zeichner’s view of melioration movement in teacher education (cited in Grow-Maienza, 1996). Specifically, the melioration movement is guided by a mix philosophy of child study movement, the notion of Dewey’s experience and educational philosophy of neo-Marxism of early twentieth century. The knowledge base of the teacher education programme includes the social and political context of the existence of schooling. The children are viewed as raw materials for the industrial society but as organic unity that possess social and intelligent actions.

School-based approaches. The literature about the teacher education programme has delineated that the notion of school-based teacher education and training that has been taking place in many countries focusing the need of the schools and teachers. The simple notion of school-based approaches is to centralise the
training activities according to the need of the particular schools. However, the model of school-based teacher education differs from country to county according to the educational structure.

There is a range of the examples of school-based teacher education programmes including the UK’s mentoring approach of school-based teacher training programme (Evans & Abbott, 1997), Namibia’s post-independence teacher-training programmes (O’Sullivan, 2001) and the school-based teacher education in many school districts of the United States (Dill & Stafford, 1995). From the literature, two major characteristics of such teacher education programmes can be identified: One, the teacher education programmes are intended to the pre-service teachers in collaboration with the in-service ones in which the novice teachers can learn by working with the experienced and two, most of the school-based teacher-training programmes are organized for in-service teachers in which they are coached for theoretical aspects during the weekends or semester break and are insisted to apply such theoretical aspect in their teaching. The basic principle for the both teachers training models is to embed the school-based activities focusing the notion of teaching as a professional enterprise.

**Synthesis approach.** A single teacher education/training approach cannot render a practical teacher education model in preparing teachers for the challenging and hi-tech future school contexts. Instead of aligning with only one approach, eclectic model has been put in the perspective designing the teacher-training programme.

The synthesis approach to teacher education regards a theory-practice partnership in which the practice is the basis of theory and vice versa. Some form of the reconceptualist approach deals with this notion of teacher education.
In the recent years, the notion of **pedagogical content knowledge** has also been embedded within the synthesis perspective as an important means of teacher development in which the teacher are prepared with a view to transform the traditional content areas in the classroom context (Grow-Maienza, 1996).

The synthesis approach infers that the ecological balance in teacher education is essentially important. This implies that each teacher education programme should be guided by the notion of child development (developmentalist), structure of the subject matter (academic), prevailing social context (reconstructionist), scientific understanding of teaching and learning process (competency based).

On the basis of the literature related to teacher education, it reveals that the present teacher education programme has espoused some aspects from above-mentioned approaches. Looking from the perspective of academic approach, the present training has classified the training areas in terms of the traditional subject areas, which would be useful in forming a knowledge base for teachers. Similarly, the focus on a child’s developmental stage has also been supposed to take into account under the training area of educational philosophy. The curriculum of teacher training has been intended to contextualise according to the context of the schools of Nepal incorporating the notion of social context. Furthermore, the theory-practice collaboration has also been intended focusing school-based structure of the training programme.

**Evaluation approaches**

In this part, I seek to present a survey of evaluation approaches dividing them into three major categories: traditional, alternative and integral. The
Traditional approaches to programme evaluation depict evaluation as measurement, description and judgement whereas the alternative approaches to evaluation deals with the continuous construction of the process focusing on the non-management-oriented role of the evaluator.

**Traditional approaches to evaluation.** Guba and Lincoln (1989) infer that the three generations of evaluations – first, second and third – are depicted as measurement-, description-, judgement-based evaluation. According to Guba and Lincoln (1989), there are mainly three problems with the three generations: tendency toward managerialism, lack of value pluralism, and overemphasis of scientific paradigm of inquiry. The notion of managerialism regards the manager as outsider or independent to the evaluation process. Furthermore, this notion deals with the unquestionable role of the manager. Guba and Lincoln (1989) urge that the disempowering and unfair relationship between the evaluator and manager cannot address the issues of evaluation. Specifically, the consensus between the stakeholders and evaluators is not prioritised. The third consequence of managerialism is disenfranchising. This implies that the stakeholders cannot put their voice that can harm the manager. Specifically, the evaluation report comprises the voices of those who favour the manager. Finally, the relation between the manager and the evaluator can be cozy which also hampers the true evaluation process. Specifically, Guba and Lincoln (1989) have seen the danger of collusion for protecting the manager.

Analysing the second weaknesses as failure to accommodate the value pluralism, the three generations of evaluations are not capable to take into account the pluralistic values existed in our society. In fact, the term evaluation is related to a value judgement, which simply means to subscribe the multiple
values and accommodate them in the context. Contrary to this view, the three
generations of evaluation have subscribed the objective and the manager-
oriented values rather than that of the stakeholder oriented. The value free
notion of three generation has provided an opportunity to incorporate the
singular value of manager and evaluator in the process of evaluation.

The third weakness of the three-generations is the overcommitment to
the scientific paradigm of inquiry. The scientific paradigm of inquiry relies on
the so-called variable and pretends to control them. Eventually, the evaluation
process subscribing with such notion the evaluation process becomes biased
towards such variables that are not taken into account during the process.
Furthermore, such methods insist to adopt such approach of evaluation that
does not take into account of the context, personal disposition and the effect of
the process of evaluation. Needless to say, the weaknesses possessed by the three
generations are to rely on the quantitative measurement, which tries to explain
everything in terms of hard data.

Alternative approaches to evaluation. The alternative approaches to
evaluations are largely guided by the constructivist philosophy in which the
focus is given to loosen its parameters and boundaries in which the notion of
evaluation process is guided by negotiating between the evaluator and
stakeholder. According to Stake (cited in Guba & Lincoln, 1989) the parameters
and boundaries of evaluation process are determined on the basis of the
consensus between the evaluator and the stakeholders. Specifically, the
alternative notion of evaluation is labelled as constructivist approaches to
evaluation but it has many other names including hermeneutic, interpretive, and
responsive.
The alternative view in this line is to subscribe multiple and integral perspectives in the process of evaluation. The incompleteness of the third generation is to judge without taking into account the stakeholders’ perspective. According to Stufflebeam (2001), the constructive approaches can be applied usefully when evaluator, client, and stakeholders fully agree that the approach is appropriate and the stakeholders will cooperate. This implies that the process of constructivism in programme evaluation is referred to as a consensual evaluation process, which deals with the notion of evaluation as a collective enterprise. Furthermore, while adopting the constructive evaluation approaches to evaluation, the managers are put within the circle of stakeholders.

While discussing the alternative approaches to programme evaluation, the client-centred approach should also be taken into account. Despite the same label with consumer-oriented model, client centred approach is completely different from it (Stufflebeam, 2001). The former approach focuses on the local autonomy in evaluation process, which adheres the notion of construction of personal/communal perspectives. According to Stake (1983), the evaluator serves the need of the clients or participants. Furthermore, this approach has been named as pluralistic, flexible, subjective, interactive, holistic, and service-oriented approach. For instance, in the context of evaluating a teacher-training programme, the typical clients are school principals, trainee teachers and school board of directors; the evaluation process is to encourage them to construct their perspective on the programme; and evaluation product (cf. report) is to include their perspectives, which can help identify the strength and weaknesses of the programme.

**Evaluation of Teacher education Programmes**
This part is devoted to portray some issues in evaluating teacher education programme. Specifically, the issues related to teacher evaluation, selecting appropriate model for evaluating teacher education programme, nature of data, evaluation steps and so forth will be discussed.

According to Schalock, (1988) there is a number of unresolved issues in relation to the evaluation of teacher education programmes amid myriad evaluation reports. He infers that success in teaching does not mean to apply only the basic skills but to demonstrate a capability of transforming those skills into classroom context. Historically, teacher education programmes have been designed with a little attention to the programmes at the schools. From Schalock’s (1988) perspective, teacher education programmes should be evaluated in terms of the following indicators of teachers’ performance evidence.

- Work samples, for example, the teaching of lessons or a unit of a study with the attention being given to the pupil learning
- The ability to engage students in learning activities
- The ability to perform the functions required of the teachers
- Skills related to teaching
- Knowledge related to teaching
- Experience with children and youth
- Intelligence and academic ability

Generally, evaluation is a problematic enterprise because of the lack of the appropriate model to the context for which we are seeking to use (Raths, 1988). In order to carry out an effective formative evaluation, it is essential to tape all possible information related to the process of programme establishing a
collaborative enterprise between the teacher trainers, student teacher and the evaluator(s) (Raths, 1988). Furthermore, preparing an initial mock report can help identify the way of generating information and developing the process of evaluation. According to Popham (cited in Raths, 1988), the mock report can help in identifying the incompleteness of the data and help purify the report. 

Raths (1988) and Ayers (1988) insist that a readymade and single evaluation model may not be appropriate to address the local context of teacher education.

Kunkel (1988) puts his perspective on the quality evaluation of professional education by following three notions: focusing on holistic evaluation, dealing with hard and soft data and being continually future oriented. Specifically, to evaluate a teacher education programme, different epistemologies are required to deal with the different types of data. Medley (1988) contends that student teachers’ assessment documents can also serve as the sources of information for the programme evaluation.

According to Redfield (1988), student achievement may provide necessary but not sufficient information regarding the effectiveness of teacher education programme. Because of the lack of authenticity of objective tests, achievement tests can infer little about the teacher performance. Furthermore, Redfield (1988) contends that programme evaluation may have multiple audiences hence it requires multiple sources of data. Some of the tools as suggested by Fraser (1985) such as expert responses to structured questionnaires, experts unstructured comments and students’ general [and specific] comments can also help develop a strong process of formative programme evaluation. Regardless the name and type of the project these methods are useful in devising the tool for evaluating teacher education programme.
According to Fetterman et al. (1999), the evaluation of the teacher education programme often follows universal steps such as assessing the needs of schools; a plan of action; data collection including interviews, observations and surveys; data analysis; and reporting findings and recommendations. In their evaluation process, the stakeholders (cf. participants) were defined among the Stanford Teacher Education Programme alumnae, students, faculty and many of the others.

The survey of literature on programme evaluation of teacher education programme gives a glimpse that the evaluation of teacher education programme requires a synthesis approach to design the evaluation model according to the local context. Specifically, in order to tape the information it is essential to develop an integral perspective of the evaluation process.

**Conclusion**

On the basis of the above-discussed literature, the evaluation of the teacher education includes a process of developing a model that fits in the context. Specifically, for my context, the model of programme evaluation will be guided by the following notions as revealed from the review of related literature:

- Programme evaluation model should be constructed according to the context.
- Such model should be capable in espousing the multiple perspectives of the stakeholders.
- The notion of constructive evaluation is not to mean to avoid the hard data: rather it advocates for continuous constructing progressive and subjective perspective for which the both hard and
Methodology

This section deals with the methodology of the programme evaluation including the evaluation questions, objectives of evaluation, rational of evaluation methods, stakeholders, bases of rigor, and data collection techniques.

Evaluation questions

This study intends to answer the following questions:

- Have the content areas of training been found appropriate to the student teacher’s need?
- Have the school-based activities been clearly defined?
- Have students realized any difference in their learning process after their teachers’ participation in training?
- What impacts does it bring in the student teachers’ school?
- How is the role of cooperating and demonstration schools? Are they practical?
- What are the strengths and weaknesses of the programme in catering the need of the schools and teachers?

Objectives

In order to answer the above-mentioned questions, this study intends to:

- assess the content of training and conduction of the training in terms of the need of the student teacher and school,
• determine the appropriateness of school-based activities,
• identify the impact of the training in the classroom,
• appraise the role of participating and demonstration schools according to the objectives of the programme,
• assess the effectiveness of communication channel between the participating institutions including Kathmandu University, Rato Bangala School, Bank Street College of Education, and cooperating and demonstrating schools,
• identify the strengths and weaknesses of the training programme in fulfilling the need of schools and teachers, and
• recommend for the further improvement of the programme.

Rational of evaluation methods

This study would follow a substantially constructivist approach in conjunction with client-centred approach. It reveals from the literature that the nature of evaluation of teacher education programme is ongoing; the constructivist approach of programme evaluation would be appropriate for such evaluation process. Similarly, the client-centred approach deals with the multiple perspectives and the autonomy of the local stakeholders in explaining the advantages and disadvantages of the programme. The constructivist approach urges to take account of the all stakeholders to make evaluation process as a common enterprise. Starting from divergent perspectives, the evaluation process approaches to the convergent perspectives as the process of negotiation.

Stakeholders

The term stakeholders is commonly used to refer to those who should be
involved or may be affected by the program evaluation (The Joint Committee on Standards for Educational Evaluation, 1994). According to Stufflebeam, the evaluation of educational programmes largely depends upon to what extent one becomes able to define the role of stakeholders and to search the possible stakeholders. The searching of stakeholders is an ongoing process, which is a part of such internal evaluation process (Guba & Lincoln, 1989). The value of program evaluation lies on the impact made by its process to the people, communities and clients. In the context of educational programme the stakeholders are identified as teachers, students, parents and so forth. Beyond the overt and direct stakeholders, there would be many others who would not be affected directly by the process of programme evaluation. With this notion the following would be the identified stakeholders and their role in this evaluation process.

**Student Teacher.** Student teachers are regarded as the chief stakeholders because the programme has been intended to the teachers. Their voice in the context of programme evaluation can play a key role. In this study, the role of student teacher would be to provide their reflective autobiography (monthly basis) regarding the venue-based and school-based activities, to demonstrate lesson(s) as per the need of the evaluators, to prepare for the interview and to interpret the teacher training programme from the perspective of his/her future career and the need of the school.

**Teacher trainers.** The success of teacher training lies on the process of training, which mostly relies on the effort of the teacher trainers. The perspectives of the teacher trainers can contribute to the development of the teacher-training programme. In this context, the role of teacher trainers is to provide with their
autobiographical reflection regarding the training programme. Furthermore, they should be ready to negotiate for interviews and provide their interpretative evaluation of teacher training programme.

**Representatives from each institute.** The role of the representatives of School of Education, Rato Bangala School and Bank Street College of Education will be to provide an interpretative comment separately regarding the perceived strength and weakness of the teacher-training programme. Furthermore, they will be ready to participate in the conference with the representatives of the other stakeholders.

**Principals of participating schools.** The role of school principals is to observe the teachers and to prepare the comment regarding their teaching styles. In addition, the school principals are required to interpret the training programme on the basis of classroom observation and other activities of participating teachers.

**Principals of demonstration schools.** The notion of demonstration school has been coined to attain the standard of the two schools of Kathmandu valley. The role of the principals of those schools is to interpret the programme on the basis of their involvement. Regarding the effectiveness of the teacher-training programme, the demonstration school principals would provide an interpretation in the sense that whether the programme would be successful in transforming the traditional teaching-learning situation to more learner and content centred rather than teacher centred.

**Representative of National Council of Education and Development.** The National Council of Education and Development (NCED) is the authorized body of the
government to conduct, monitor and accredit the primary teacher training programmes conducted in public and private sector. So the consequence of evaluation of the teacher-training programme can help NCED to formulate its future training programme. The role of the representative of NCED is to provide a basis of interpretation of the teacher training programmes and to participate the conference of the stakeholders.

**Students of participating schools.** Students are also the typical stakeholders who can contribute to the development of the teacher-training programme. In this evaluation process the role of the students of cooperating schools would be to be prepare for interview regarding their perception of the pre- and during- or post-training teaching approaches of their teaching methods.

**Rigour**

Programme evaluation is a legitimate research area. So the notion of rigour in the context of programme evaluation is as significant as in the other areas of research. After mid 80s, since the qualitative research came to influence the researchers, various researchers started to discuss the issue of rigour from the perspective of qualitative phenomena.

The present research, a programme evaluation, will address the issues of rigour in the designed feature of the evaluation process. Traditionally, rigour has been viewed as a part of validity and reliability that is generally examined through the statistical measurement. In the present research, it is not possible at all except in some quantitative data. According Guba & Lincoln (1989), the qualitative criteria for rigour are the indicator of trustworthiness, which can be attained by various measures including member checking, reflexive journals,
triangulation, prolonged fieldwork and repeated interview. In the present research the following criteria will be adopted to demonstrate the criteria of rigour.

Validity. The notion of validity in the present programme evaluation is to demonstrate the honesty, depth and richness in the data. It will be addressed by adopting a multiple methods of data collection, collecting reflexive journals of field visit, peer checking and repeated interview. As we know the validity are various types according to their function and intent of the study. The more common are internal, external and content validity. The internal validity in this research is concerned with accuracy, which can be addressed by looking the disconfirming evidences as well. In the process of programme evaluation, the views of different stakeholders are taken into account to analyse the effectiveness of it. Furthermore, the internal validity as a part of plausibility is also addressed through the persistent observation, triangulation, peer debriefing, preparing mock report and member checking. The external validity in the research will be revealed through post research activity: Moreover, the transferability in and comparability to the similar situation is the suggested criteria for external validity. The notion of content validity is to cover the content that purports the research. In the present context, this aspect will be addressed through including all aspects of teacher-training aspects as intended.

Reliability. In the context of the conventional methods of evaluation, reliability refers to the stability, which means that the research should produce the same result for another similar situation. The traditional interpretation of reliability cannot be achieved in constructive counterpart so it is assured from different perspective. According to Lincoln and Guba (1988) the notion of reliability can
be fulfilled by addressing the following issues.

- **Prolonged engagement.** According to Guba and Lincoln (1988), the prolonged engagement in the site of the evaluation helps overcome the effects of misinformation or distortion of information. Specifically, it also gives an opportunity to the evaluator to establish a rapport with the stakeholders, which helps to generate and construct a real evaluation model.

- **Persistent observation.** Sufficient observation helps the evaluator to excavate the real problem and issues to be addressed through the process of evaluation. Specifically, it helps make the area of evaluation wider and deeper by which the problem of evaluation can be addressed.

- **Peer debriefing.** Specifically, debriefing through a disinterested peer is very important that he/she can ask so many questions regarding the process of evaluation (cf. research). This helps bring out the implicit and tacit notion related to the evaluation process.

- **Negative case analysis.** The qualitative approach adopts a notion of negative case analysis in a view to develop the conformity in the part of the hypothesis. This is almost similar to the statistical test within the qualitative paradigm.

- **Progressive subjectivity.** No one starts with a blank mind while conceptualising a research or evaluation process. The notion of progressive subjectivity deals with the notion of developing constructions in the part of the evaluator. Specifically, conventional evaluation process is interpreted as a matter of one-shot analysis with a set of privileged ideas of the evaluator and manager. However, in the context of constructive evaluation approach, the evaluator constructs his/her subjectivity in a
regular basis focusing on the notion of continuous construction embracing the stakeholders subjectivity.

Moreover, the reliability is much related to internal validity, which can also be addressed by dependability and triangulation.

Researcher bias. In order to reduce the bias of the evaluator, the evaluation approach incorporates the effective use of field report, multiple sources of evidence, rechecking with the participants and peer judgment. Furthermore, the evaluation process would follow the process of the construction of the information from different stakeholders by which the researchers bias can be reduced.

Triangulation. Triangulation is a method of establishing the internal validity of a qualitative research. It may be defined as the use of two or more methods of data collection so that it reduces the disconformities (Burns, 2000; Cohen & Manion, 1992). Broadly speaking, there are four types of triangulation: data triangulation including time, space, and person, investigator triangulation, theory triangulation and methodological triangulation.

The proposed programme evaluation will consider the data, methodological, and theory triangulation. Data triangulation will be considered by collecting the data from different stakeholders in different times: more that two times. Similarly, the methodological triangulation is apparent to this study; more than three different methods of data collection will be used in order to identify the effectiveness of the teacher-training programme: interview, conferencing and document analysis. The theory of triangulation is related to an epistemological and ontological justification (Merriam, 1988) of the teacher education
approaches and evaluation models.

**Data Collection Techniques**

**Interview.** Interviews will be taken with the identified stakeholders. Specifically, they will be structured and unstructured both according to the need of the data. The structured interviews are conducted to get the objective information about the training while the unstructured are conducted in order to identify the interpretation of stakeholders.

**Observation.** Basically, observation will be carried out to identify the dynamics of the training session. Specifically, the observation will help assess whether the session has been capable of addressing the need of student teacher. Secondly, the trainee teachers’ classes will also be observed in order to identify the transformation of content knowledge into pedagogical content knowledge.

**Document and artefacts analysis.** Documents related to training programme will be analysed focusing whether they are planned and executed consistently. Specifically, the need assessment report, training manuals and any other documents will be taken into account to analyse the process of evaluation. The document analysis helps identify the programme-related information and its focus on implementation. Furthermore, the autobiographies written by the teacher trainer and student teacher will also be analysed in order to portray the effect of the training programme.

**Conference with the stakeholders.** A conference will be organized including the representatives of prospective stakeholders except the students. This conference will help to identify a shared interpretation of the programme and its
Beyond the identified techniques of data collection, the searching of other basis for data collection will be open. The regular visit of the sites (training venue, cooperative and demonstration schools) and continuous discussion with the stakeholders will help identify the other sources of data collection.

**Data analysis and interpretation**

Data will be interpreted according to the construction and interpretation of the stakeholders. Seamlessly, it does not happen only at the end of the evaluation process; it is rather a continuous process by which the evaluator(s) develop an integral perspective espousing the stakeholders’ perspective.

**Procedures of obtaining Data**

The data collection will be started since January 2004 and completed in March 2004. The evaluator(s) will visit the training venue and schools as a process of observation, and interviewing. The evaluator will prepare a reflective journal after each visit incorporating essential hard and soft data.

**Ethical issues**

As stakeholders are the main sources of data, a written contract for protecting privacy will be prepared for each of the stakeholders except students. In the case of students, the consent from their parents and principals will be essential. Right of anonymity of each stakeholder will be respected. For this, pseudonym of each stakeholder (if essential) will be used in the process of analysing the data. The data will be kept confidential and will not be transferred to any other agencies.
REFERENCES


[1] This proposal has been prepared to portray the constructive approach of programme evaluation.