

# Bangladesh Urban Schools PD Blueprint

Public & private • Primary & Secondary • Ready-to-run (12 weeks)

Built around proven PD mechanisms that change teacher behaviour—build knowledge → motivate → develop techniques → embed practice—pairing concise workshops with coaching and PLCs. Evidence base: EEF guidance and implementation, and teacher coaching meta-analysis [1][2][3].

## 1) Purpose & success criteria

Goal: measurably shift day-to-day teaching (less “perfect demo lessons”, more routines that raise pupil learning).

- Teachers using 3–4 core routines daily (e.g., check-for-understanding, turn-and-talk, exit tickets).
- Classrooms with posted expectations and consistent behaviour routines.
- PLCs running a plan-teach-evidence-reflect cycle weekly.
- Impact: +15–25 pp more pupils meeting the exit check for the focus unit; reduction in low-level disruption incidents (track baseline → Week 6 → Week 12).

Why this design: PD that mixes concise inputs with coaching and repeated practice + feedback improves instruction and student outcomes; implementation steps matter as much as content [3][4][5].

## 2) Structure at a glance (12 weeks, blended)

- Cohort: 20–30 teachers per school; 1 PD Lead; 3–5 PLC facilitators (department/phase).
- Cadence (weekly): 60–75 min Workshop; 45 min PLC; 10–15 min coaching touchpoint/teacher + one 15-min micro-observation per teacher every 2 weeks.
- Platforms: Teachers’ Portal (Shikkhok Batayon) for content & discussion; Muktopaath for short self-paced micro-credentials [6][7][8].

## 3) Session flow (workshops)

Each session follows the EEF mechanisms: input → model → deliberate practice → plan → commitment + follow-up [1].

Week	Focus / Evidence
<b>W1 Kick-off</b>	Baselines, norms, two universal routines: Active Response (cold-call/turn-and-talk 1:1 each 10 minutes) & Check-for-Understanding (beyond hands-up). Plan a 2-item exit ticket.

Week	Focus / Evidence
<b>W2 Explicit Instruction &amp; CFU</b>	I-We-You with worked example → guided practice → independent check; build error-flag prompts. Evidence: % pupils mastering both exit-ticket items.
<b>W3 Retrieval &amp; Spaced Practice</b>	5-minute daily review; low-stakes quizzes; spacing calendar. Evidence: quiz accuracy trend; participation rate.
<b>W4 High-leverage Questioning</b>	Ratio, wait time, cold-call norms; 4 hinge questions per lesson. Evidence: call pattern + correctness.
<b>W5 Behaviour: Routines &amp; Consistency</b>	Entry/exit routines, positive narration, corrective sequence (private cue → re-state expectation → choice/reset) used consistently. Evidence: disruption drops; transitions <60s.
<b>W6-W7 Differentiation via Response &amp; Scaffolds</b>	Same task, different support: worked examples, success criteria, sentence frames. Evidence: target students meeting success criteria rises.

### 3) Session flow (continued)

Week	Focus / Evidence
<b>W8 Using Tech Pragmatically</b>	Slide+projector routines; offline video; WhatsApp for families; artefacts to Teachers' Portal; assign one Muktopaath micro-course [6][7]. Evidence: $\geq 1$ tech-supported CFU/week.
<b>W9 Formative Assessment &amp; Feedback</b>	Exit tickets $\rightarrow$ reteach; whole-class feedback sheets; student self-marking.
<b>W10 Peer Observation Protocols</b>	10-min pop-ins on a single look-for; praise-prompt-polish feedback script.
<b>W11 Consolidation Clinics</b>	Departments deepen one routine; plan next unit.
<b>W12 Showcase &amp; Impact Review</b>	Compare baseline vs Week 12 indicators; micro-presentations; recognition/micro-credentials.

### 4) PLC protocol (45 minutes/week)

- 1 Plan (10'): Pick one lesson; decide the hinge question and exit ticket.
- 2 Rehearse (10'): Dry-run explanation + CFU; peers play students.
- 3 Evidence (10'): Share last week's exit-ticket % and disruption count.
- 4 Reflect (10'): What worked? What will we tweak?
- 5 Commit (5'): One concrete action (e.g., "I will use cold-call with 5 named students and a 2-item exit ticket on adding fractions.")

Aligned to EEF mechanisms; fits Bangladesh teachers' call for embedded, collaborative PD [1].

### 5) Coaching routine (light-touch, high-frequency)

- Every 2 weeks: 15-min micro-observation focused on 1 look-for (e.g., "CFU after every mini-explanation").
- Feedback (8–10 min): Praise  $\rightarrow$  Probe (clarify intent)  $\rightarrow$  One action step  $\rightarrow$  60–90s rehearsal.
- Track: a one-line coaching log per teacher.

Why: teacher coaching shows sizable improvements in instruction and modest attainment gains; bite-size, practice-rich feedback matters [3].

### 6) Simple measurement & dashboards

- Teacher practice (weekly): success criteria posted;  $\geq 3$  CFU moments; exit ticket used; behaviour: transition time; low-level disruptions.
- Student learning (weekly): exit-ticket mastery % (2–3 aligned items); retrieval quiz accuracy trend (rolling 3-week).
- Equity lens (monthly): participation heatmap; subgroup gaps (girls, first-generation learners, SEND).
- How to collect: 10-second tallies during pop-ins + Google Sheet; artefacts (exit tickets, slides) uploaded to Teachers' Portal collection for transparency [6].

## **7) Content alignment for Bangladesh**

- Use national platforms: Shikkhok Batayon (Teachers' Portal) communities; Muktopaath micro-modules [6][7].
- Leverage new-curriculum momentum: tie routines to competencies & classroom assessment; align with MoE/NCTB orientations [9][10].
- Low-bandwidth defaults: printable templates; projector-first slides; offline video; WhatsApp nudges. Behavioural nudges support OPD completion [11]; EIA & ERIC studies highlight design barriers to address [12].

## **8) Recognition, incentives, and feasibility**

- Micro-credentials: badges for CFU Practitioner, Retrieval Champion, PLC Facilitator—displayed on staff board; tie to appraisal.
- Load-aware design: workshops  $\leq 75$  min; PLC 45 min; micro-coaching. Muktopaath units  $< 45$  min to match teacher time realities [11].

## **9) Roles & timetabling**

- PD Lead (AP/Head of T&L;): runs workshops; curates Portal space; holds coaches accountable.
- Coaches (3–5): each supports 6–8 teachers; micro-observations; action-step logs.
- PLC Facilitators: keep to protocol; upload artefacts.
- Timetable: weekly PD block (e.g., Wed 2:15–3:30); PLCs by dept/phase (Thu 1:30–2:15). Senior leadership guarantees cover.

## **10) Ready-to-use templates (copy/paste)**

- A. One-page lesson plan (I-We-You + CFU): objective & success criteria; 3× mini-explanations with CFU; guided practice; exit ticket (2–3 items).
- B. 10-min pop-in form: look-for met?; # CFU moments; exit ticket?; disruptions; one glow; one grow.

- C. PLC agenda: last week's evidence → 1 improvement → rehearsal → commitments.

## **11) 30/60/90 quick start**

- 30 days: Baselines; W1-W4 delivered; coaching started; Portal space live; first Muktopaath micro-unit done [6][7].
- 60 days: Cohorts at W8; disruption ↓; exit-ticket mastery ↑; 50% staff with two badges.
- 90 days: Showcase; policy to embed PLCs and micro-coaching next term.

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