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AND
INTER-AMERICAN DEVELOPMENT BANK

SUPPORT FOR A SEAMLESS EDUCATION SYSTEM

**CURRICULUM AND INSTRUCTION, TESTING AND EVALUATION AND
SPANISH AS THE FIRST FOREIGN LANGUAGE**

FINAL REPORT

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CURRICULUM AND INSTRUCTION, TESTING AND EVALUATION, AND SPANISH AS THE FIRST FOREIGN LANGUAGE

Executive Summary

Introduction

The Government of the Republic of Trinidad and Tobago, in cooperation with the Inter-American Development Bank, has initiated a series of projects aimed at modernizing the educational system of Trinidad and Tobago. In pursuit of modernization, this consultancy investigated the areas of curriculum and instruction, testing and evaluation and Spanish as the first foreign language.

This Final Report describes the work undertaken by the authors during a four-month consultancy, which involved three visits to Trinidad and Tobago. Our first visit was in April and May 2007 with the second visit being conducted in June and July 2007. Our third visit occurred during the August Workshop Programme. This Final Report is based on the information gathered during the preliminary work prior to our first consultancy visit, our visits to Trinidad and Tobago and its subsequent analysis.

Objectives of this Consultancy

In this Report, the authors provide an outline of the visits of this consultancy to Trinidad and Tobago with their analysis. During the visits, we were able to interview a range of people involved in the education system, review documents and to observe in a number of institutions. The objectives for these visits were to:

- Review the relevant legal, policy, and regulatory frameworks
- Meet with a number of the stakeholders to gain an understanding of their perspectives on curriculum and instruction, testing and evaluation, and the introduction of Spanish as the first foreign language at the primary level
- Gather and analyze relevant reports and documents
- Visit a sample of primary schools for observation and discussions
- Review Trinidad and Tobago's experiences to modernize its educational system
- Examine the modernization process in terms of curriculum, pedagogy, resources, structural factors, testing and evaluation, stakeholder groups involved and the role of teachers in Trinidad and Tobago

The findings and recommendations of this consultancy will subsequently provide the basis for the development of a proposal by the Ministry of Education to the IDB for further implementation and funding of educational projects in Trinidad and Tobago. Through this investigation it is anticipated that a contribution will be made to the development of a seamless education system in terms of the movement of students within the system, the progression of learning experiences and educational coherence within the system while implementing modern approaches to education.

Background

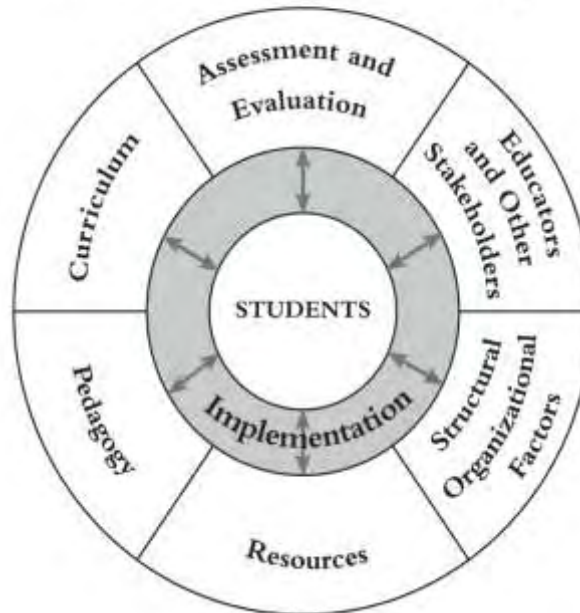
The previous and current educational reform processes in Trinidad and Tobago have focused on both local and national changes which would further support educational growth for students along with a preparation for, and participation in, the global community. Previous Ministry of Education (MOE) discussions with various stakeholder groups in Trinidad and Tobago have generated a set of goals for education as represented in the White Paper (1995). In this process, the emphasis of education moved from education for the few to education for all.

As a result of increased student access to education, there is a greater need to develop alternate ways to improve the quality of education for a diverse range of students. This pursuit has as its stated goal: the implementation of modern approaches in the education system of Trinidad and Tobago. As outlined in the White Paper, this modern approach is based on transactional and transformational paradigms utilizing a constructivist approach. Active student involvement in the learning process coupled with meaningful continuous assessment and evaluation is fostered in this approach. This has implications for the curriculum that is employed, the methods of instruction, resources used, the types of assessment and evaluation and approaches to the professional development of teachers.

Process

This report examined the following areas in education in Trinidad and Tobago: curriculum and instruction, testing and evaluation, and Spanish as the first foreign language. To do so, each of these areas was investigated using the following organizers: curriculum, pedagogy, assessment and evaluation, structural organizational factors, resources and role of teachers as illustrated in the figure: Modernization of Education in Trinidad and Tobago. There is a very critical relationship between the interplay of each of these factors and process of implementation. The implementation process becomes realized in the educational experiences and lives of the students. In light of the importance placed on modernizing the education system in Trinidad and Tobago, this analysis utilized the principles of modern education such as student centered learning, an active learning process, teacher as professional, integration of technology, constructivist approach, assessment for learning, and global interdependence as part of the exploration and analysis.

Modernization of Education in Trinidad and Tobago



In this investigation the following approaches are utilized: observation, document analysis, individual interviews and focus groups.

Overview of Curriculum and Instruction

The nature, content and teaching/learning approaches of the curriculum as planned and as implemented are critical in the education of students. Thus, the curriculum guides developed by the Curriculum and Instruction Division were examined to determine the alignment of goals and approaches in keeping with the characteristics of modern education and the goals of education in Trinidad and Tobago. While a number of curriculum guides contain aspects of a modern constructivist approach such as encouragement of continuous assessment and engagement of students, classroom practice emphasizes a more transmissive approach. One key influential factor has been the national exams, which strongly influence what content teachers emphasize, the amount of curriculum time spent in preparing for exams and the teaching/learning strategies utilized. This has led to a more teacher centered rather than a student centered approach, which means less focus on, and adaptation to, student-oriented approaches to learning.

Overview of Testing and Evaluation

In the investigation of testing and evaluation, it is evident that the national exams have become a dominant influence on the curriculum content taught in the schools, the teaching/learning strategies employed and the time committed to the preparation for the tests themselves. This emphasis is on the summative aspect of evaluation rather than on meeting diagnostic purposes of testing and evaluation. Tests provide accountability and a way to compare and assess different schools. As an example, the Secondary Entrance Exam (SEA) has become a very important high stakes exam for placement purposes. This approach, in turn, has led to limited application of the Continuous Assessment Programme (CAP) in the classrooms with the emphasis on evaluation ‘of learning’ rather than evaluation ‘for learning’. Another area examined was the purpose and nature of the following international tests: PIRLS, PISA and TIMSS.

Overview of Spanish as the First Foreign Language

The introduction of Spanish as a First Foreign Language (SFFL) in education illustrates Trinidad and Tobago’s move to appreciate and to further develop its interactions and interdependent links within the larger global community. This intention has support within the education arena. The introduction of SFFL in primary schools provides an additional opportunity to infuse a modern approach to education. To date, however, Spanish has been introduced in a limited way at the primary level with a selected group of teachers who had previously received a series of workshops. The teachers involved were enthusiastic about the value of Spanish language learning. Some limitations surfaced in the research conducted, including the teachers’ proficiency in Spanish, the amount of professional development in language instruction, the number of teachers receiving professional development at a given school, and the extent of available resources.

Implementation Approaches

While a number of promising policies, programs and suggested changes have been developed; all the stakeholder groups raised issues relative to the effectiveness of the implementation process. Some challenges that are being faced in Trinidad and Tobago involve structural and organizational issues related to such areas as decision-making, centralization and decentralization. There is a tension between existing processes and perspectives in education and those associated with a ‘modern’ approach to education.

Summary of Recommendations

Based on this investigation, a number of recommendations were developed utilizing the ideas and experiences of participants, stated educational goals, the context in Trinidad and Tobago and approaches of modern education. They are summarized in the following table for ease in noting connections and relationships.

Table: Recommendations for Modernizing Education in Trinidad and Tobago

	Curriculum and Instruction	Testing and Evaluation	Spanish as the First Foreign Language
Curriculum	<ul style="list-style-type: none"> • Revise & align curriculum – content and modern approaches • Integrate ICT in the curriculum • Hire ICT specialists in districts • Expand CETT reading programme • Professional development: Heads • Establish standards – bench marks 	<ul style="list-style-type: none"> • Teacher moves from sage on the stage to facilitator with student needs not tests determining curriculum • Stronger emphasis on CAP 	<ul style="list-style-type: none"> • Revise current curriculum guide • Prepare/purchase curriculum resource material • Coordinate with electives
Teacher’s Role	<ul style="list-style-type: none"> • Provide incentives for professional development • Offer professional development credit courses e.g. assessment, ICT • Bottlenecks and actions 	<ul style="list-style-type: none"> • Utilize assessment for student learning • Teacher preparation in uses of tests for diagnostic purposes 	<ul style="list-style-type: none"> • Build on teachers’ Spanish language skills: tapes, conferences, workshops, website • Organize study abroad programs
Pedagogy	<ul style="list-style-type: none"> • Foster active, constructive, teaching/learning modern approaches • Investigate and plan programs for male female differential achievement rates • Create, implement and evaluate credit courses in modern pedagogical approaches e.g. multiple intelligences, co-operative learning 	<ul style="list-style-type: none"> • Use tests as diagnostic tools • Implement screening of Infant one students for early intervention 	<ul style="list-style-type: none"> • Use multiple modalities • Develop Promising Practices Guide • Offer workshops on modern approaches

<p>Testing and Evaluation</p>	<ul style="list-style-type: none"> • Encourage CAP – using different approaches • Adapt SEA – higher level questions, weigh continuous assessment as part of marks • Pilot and evaluate programs • Emphasize assessment for learning 	<ul style="list-style-type: none"> • Increase use of CAP • Mix approaches (for, as and of learning) • Focus on student learning outcomes • Provide students with meaningful feedback 	<ul style="list-style-type: none"> • Provide professional development in the use of formative assessment • Share resources for assessment
<p>Resources</p>	<ul style="list-style-type: none"> • Expedient hiring of personal • Create/implement a substitute teacher program • Review curriculum to determine needed resources • Produce curriculum resources • Website for promising practices 	<ul style="list-style-type: none"> • Participate in international tests to help set national benchmarks and performance standards • DERE needs: media on promising practices, readability diagnostic tools and other instruments • Supplemental materials for schools 	<ul style="list-style-type: none"> • Review and purchase teaching resources e.g. picture sets • Annual conferences • Spanish speaking college students as tutors or itinerant teachers • Involve embassies and consulates • Website for promising practices
<p>Structural Organization</p>	<ul style="list-style-type: none"> • Define responsibilities of Divisions regarding curriculum • Set up pilot district centre • Provide funds for resources and professional development • Provide funding access for school based management • Analyze decision making process • Professional development for educational managers 	<ul style="list-style-type: none"> • Address professional needs of DERE staff • Collaborate with UWI and other universities in research • Organize shadow assignments for staff • Increase focus on diagnostic testing • Set up student diagnostic centre • Specialists to diagnose children and support classroom teachers 	<ul style="list-style-type: none"> • Hire Spanish Language Curriculum Officer • Hire District Curriculum officers • Designate master Spanish teachers at each primary school

Concluding Remarks

Acknowledgement of the issues, coupled with the willingness to engage in discussions, provide a strong basis for further exploration of the challenges and the future of the recommendations. On-going dialogue, analysis and collaborative action will contribute to the implementation of the proposed recommendations for the continued modernization of the education in Trinidad and Tobago.

Foreword

Simon Fraser University (SFU) was delighted to have the opportunity to contribute to the Seamless Educational System Project in Trinidad and Tobago. The two consulting teams from SFU worked collaboratively and brought to their work a commitment to the improvement of education consistent with the modernization process that the Ministry is undertaking in Trinidad and Tobago. We also believe strongly in the seamless aspect of this educational project.

The investigations and findings of this consultancy which is focused on curriculum and instruction, testing and evaluation and the introduction of Spanish as the first foreign language in Trinidad and Tobago at the primary level also has important potential links to the other four current consultancies with the Ministry of Education.

We would like to take this opportunity to thank those who openly and frankly shared their views about education during our visits to Trinidad and Tobago. Members of each of the different education divisions, units and schools (Annexes 4.5) were very willing to share their perspectives and available documents.

In preparing this report, we worked in collaboration with the teacher education consulting group. This collaboration began in January 2007 shortly after we received word of having received the contracts. During a two-day meeting, common issues related to the contracts were discussed. This collaboration has continued with overlapping dates during our investigation. As a result, some text in this report will reflect similarities with the consultancy: *Modernizing the Approach to Teacher's Development*.

Modernizing the education system in Trinidad and Tobago is an important challenge. We have been pleased to be involved in this process. We wish MOE, teachers and all concerned stakeholders success in creating a valuable learning environment for the students of Trinidad and Tobago.

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*Tell me, and I will forget. Show me, and I may remember. Involve me, and I will understand.
Confucius, 450 B.C.*

Chapter 1: Introduction, Approach and Overview

1.1 Introduction

The Ministry of Education of Trinidad and Tobago awarded the consultancy in Curriculum and Instruction, Testing and Evaluation, and Spanish as the First Foreign Language to the authors in December 2006. Consisting of Dr. Don Northey, Dr. Lorna Bennett, and Dr. JoAnn Canales, this team has focussed on primary education as part of the Seamless Education Project (TT-L1005).

The Terms of Reference for this consultancy, as part of the on-going reform and modernization of education in Trinidad and Tobago, asked for a review of, and recommendations on, the current curriculum with the view of aligning the primary and secondary curriculums, the status of the initial implementation of Spanish as the first foreign language at the primary level and a further preparation of curriculum and teaching of Spanish, and the current implementation of testing and evaluation. The findings and recommendations of this consultancy will subsequently provide the basis for the development of a proposal by the Ministry of Education to the IDB for further implementation and funding of educational projects in Trinidad and Tobago.

This introductory section will give an overview of our approach, indicate the purposes and overview of this Final Report and outline the objectives of our visits.

1.2 Our Approach

The general approach we used in this consultancy was to work collaboratively with the various stakeholders in Trinidad and Tobago in order to understand and to give voice to the diverse perspectives on the consultancy foci. The guiding principles driving this collaborative process were sustainability, the interrelationship of theory and practice, accountability and context sensitivity.

Prior to the first visit and based on the Terms of Reference, the listed expected deliverables, the definition of the consultant roles and initial background readings; we formulated initial draft task parameters to guide our subsequent investigations. The emerging task parameters along with the relevant TOR are outlined in Annex 2.

The synergy gained from the prior planning, document analysis, data gathered through interviews and observations in Trinidad and Tobago, as well as the review of relevant educational concepts and articles, was used to analyze the findings in an interactive way. This investigation has led to the development of recommendations for moving forward in the designated areas of this consultancy.

1.3 The Purposes of this Final Report

The purposes of this Final Report are to report on the process and findings of our visits and to make recommendations for a way forward. More specifically the main goals of this report are to:

1. Indicate the initial contacts with various stakeholders and the gathering of resources in order to gain a better understanding of the context of the consultancy
2. Examine and reflect upon the background, issues and questions arising in the three areas: curriculum with an emphasis on primary education, the current and possible role of assessment and evaluation in education, and the implementation of Spanish as the First Foreign Language in primary classrooms
3. Examine the modernization process in the three areas in terms of curriculum, pedagogy, resources, structural factors, testing and evaluation, stakeholder groups and the role of teachers in Trinidad and Tobago
4. Make recommendations with reference to the TOR of this consultancy

1.4 Objectives for the Visits

The objectives pursued were to:

1. Clarify the terms of reference for the consultancy with the planners and to discuss their priorities
2. Meet with a number of stakeholders to gain an understanding of their perspectives on curriculum, the use of testing and evaluation and the introduction of Spanish as the first foreign language as defined in the Terms of Reference
3. To gather relevant reports, documents and other resources
4. To analyze the information gathered and to formulate questions for subsequent investigations
5. To gain feedback on the on-going analysis of findings

1.5 Overview of this Report

Chapter two provides a brief overview of the education reform in Trinidad and Tobago and modernization in education related to the three themes of this consultancy: curriculum and instruction, testing and evaluation and the introduction of Spanish at the primary level. For each of these themes, we outline in chapters three through five our investigative approaches, findings, and recommendations for modernizing education in Trinidad and Tobago. Chapter 6 provides a brief summary of the recommendations.

Chapter seven examines the process of implementation, which is critical for change to occur.

The final chapter concludes with reflections regarding our consultant visits to Trinidad and Tobago.

1.6 Limitations of this Consultancy

One of the main limitations of this type of consultancy was the time designated to accomplish the TOR. The time constraints limited the number of interviews and focus groups that could be conducted as well as the number of school visits that could be made. This makes the generalizing of findings more problematic. In addition, there were a number of simultaneous on-going discussions and decisions in the planning and implementation of reform in the education system in Trinidad and Tobago. Some of these changes have not yet been formally documented which meant that we could not effectively draw upon some of this information.

Chapter 2: Background to the Consultancy

The modernization of education in which Trinidad and Tobago and other countries have been engaged, occur in both a national and global context. Section 2.1 provides a brief background regarding the reforms in Trinidad and Tobago. Underlying these reforms is a paradigm shift in thinking about education, which also impacts the investigation of this consultancy. Subsequent sections of this chapter link these reforms in Trinidad and Tobago to the three main foci of this consultancy: curriculum and instruction, testing and evaluation and Spanish as a first foreign language.

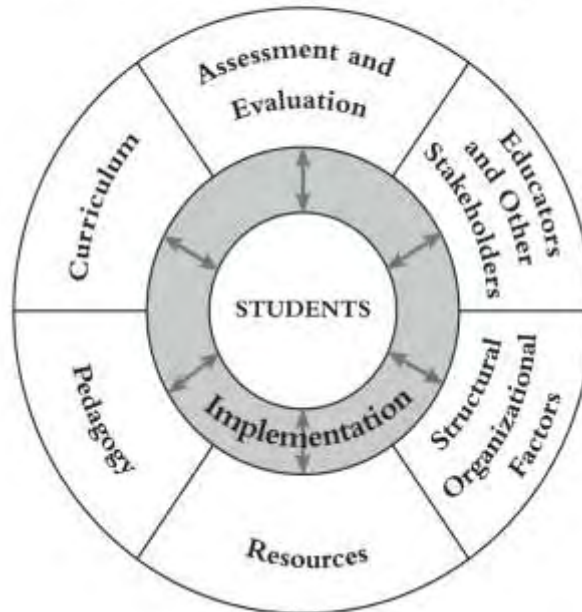
2.1 The Context for the Reform in Trinidad and Tobago

The Government of Trinidad and Tobago through its Ministry of Education has been engaging in a review and modernization of its primary and secondary education system. These reforms are grounded in such documents as the White Paper that sought to express and to integrate the national goals for education. Previous and current endeavours have been directed to supporting Trinidad and Tobago's movement to becoming a member of the 'developed' nations by 2020. This has important implications for education. In this process of modernization, Trinidad and Tobago has been successful in creating access to education for its primary and secondary students. This exposure to formal education is viewed as necessary both for a student's own personal development and for the growth of the Nation and the belief that all children can learn.

Central to this personal and national development is a student centered holistic approach and the interaction of the components shown in Figure 1. In the interplay of these components, the process of implementation becomes critical. Successful implementation requires on-going open communication and collaborative planning. There is a striving to work towards coherent goals, communication and mutual support. The unifying force is the focus on the growth and well being of students.

Figure 1

Modernization of Education in Trinidad and Tobago



At the same time, this process of modernization in education in Trinidad and Tobago involves a paradigm shift from a transmission approach to a modern approach to education (see Annex 3 for more background). The current modernization of education has a general core of characteristics as shown in Table 1. These characteristics reflect a move from perceiving students as passive learners to models in which students are viewed as active learners constructing meaning from their learning experiences. As the education system moves away from a transmission model, then traditional practices of teaching/learning, development of curriculum content and evaluation will be called into question at each level. Clarifying what criteria or model of learning the education system in Trinidad and Tobago wants and needs to use as a basis of alignment in order to provide a seamless education, thus becomes an important question for investigation.

Table 1: Characteristics of Modern Education

- Student centered
- Activity based
- Teacher as professional
- Engagement of various stakeholders
- Integration of technology
- Transaction/transformation paradigms
- Constructive approach
- Assessment for learning
- Global interdependence

In addition, increased student access to education at all levels in Trinidad and Tobago and increased participation has raised new issues such as how students are best selected for particular secondary school programs and how programs are created to meet the diverse needs of students, including special needs students. Likewise, the intention to provide early childhood education on a wider scale will expand the responsibilities of the MOE. In order to link the implementation of various levels of education and to promote the successful transition of students between the different levels, the facilitating of a seamless education system becomes critical. In this process, areas such as curriculum and testing and evaluation have received increased attention.

Another aspect of modernization in education is the thrust towards developing further cultural and economic links among expanding interdependent global communities. This is reflected in Trinidad and Tobago's desire to implement Spanish as the first foreign language into the curriculum at the primary level. This context of change and reform raises many challenges and questions, which we will pursue in this report.

2.2 Curriculum and Instruction Background

The Curriculum Development Division along with the input of various other arms of the MOE has had the chief responsibility for the input into the development of curriculum guides for the primary and secondary levels. During the 1990's, funding was provided for revisions of the primary curriculum guides in Trinidad and Tobago. (See the bibliography for the commencement dates of the curriculum guides). Subsequently, the Secondary Education Modernization Program (SEMP) was funded by a loan from the IDB which supported the review, creation, implementation and monitoring of curriculum at the secondary level. The philosophical approach underlying the Secondary Education Modernization Program (SEMP) curriculum was a constructivist approach that endeavoured to create a framework for active student learning. Examining how the curriculums should be aligned raises the question of alignment with what? That is, is the intent to align the primary with the secondary curriculum as intended or as implemented, to align the curriculums on a common educational/philosophical approach or to another set of criteria. The starting point for this investigation was to see how the curriculums could be aligned with the goals established in such documents as the White Paper, which was based on stakeholder input, and the approaches of 'modern' education adapted to the social, cultural context of Trinidad and Tobago.

2.3 Testing and Evaluation Background

Historically, testing has played a major role in the education system in Trinidad and Tobago. What is taught and learned in schools is often determined by what is being tested. (Andrews, I., Keller, C. and Wideen, M. 1998). Tests seem to drive instruction because of the high-stakes purpose of these instruments. Zuman (2000) in his work in Trinidad and Tobago argued that the focus must shift in evaluation from testing to continuous assessment. The education system has made some attempt to address this issue, however, it is not yet fully addressed. From Standard one to Form six there are nine tests and there is discussion that more tests will be added (PISA and TIMSS). The exams at Standards one and three are high-stakes and although the goal may be different, that is often how they are treated. The SEA exam, which is administered at Standard 5 as a high

stakes exam, determines what secondary school a student can attend. Testing, thus, has an important impact on education decisions and actions.

2.4 Spanish as the First Foreign Language Background

An awareness of the need to expand the Spanish language competencies of the people of Trinidad and Tobago was highlighted at the 1988 Caribbean Language Conference. Since then, initiatives in 1998 and again in 2004, have been implemented to fulfill the vision that “by year 2020, every child leaving secondary school will have the functional capacity to interact in Spanish at a basic level of proficiency in closed situations as well as in the public domain, with visiting native speakers of Spanish” (MOE National Secondary Education Level II Curriculum Guide, September 2005).

In 1998, the Government of the Republic of Trinidad and Tobago (GORTT) mandated a Pilot Project in Primary School Spanish. The project, implemented (1998-2002) in 32 schools located in seven educational districts, was funded by the Inter-American Development Bank (IDB). The intent was to have participating students develop a basic level of Spanish proficiency and an appreciation of Hispanic culture.

There were three primary goals for this initiative, which were to identify

1. A cadre of master teachers with expertise in developing the communicative competence of primary school children in Spanish
2. Consultants to develop the curriculum for Primary School Spanish (Infants to Standard V) and design and implement a workshop for the master teachers
3. Primary school teachers from the 32 pilot sites to be trained by the master teachers

In 2002, NIHERST – SOL (School of Languages) now the Department of Foreign Languages, COSTATT, was asked to evaluate the implementation of the pilot project. Their report suggests that the full and successful implementation of the project was hindered by issues related to staffing, the Spanish proficiency level of the teachers, and the level of training. A timeline and a budget were proposed for 2004-2010.

August 9-20, 2004, there was a renewed teacher training initiative for primary teachers. Materials available show that week one focused on a 30-hour oral/aural refresher course in Spanish. The remainder of the training focus was not able to be determined. It is also not clear if the participants differed from the original cadre trained in 1998.

Chapter 3: Curriculum and Instruction – Background and Recommendations

3.1 Investigative Approach

To better understand the current context of primary education, a number of different approaches were used. During the visits to Trinidad and Tobago documents, reports, newspaper articles and other written sources were identified and read to gain background information and to correlate with interview and observation data, which, in turn, provided a basis for further questions. Curriculum guides were analyzed for their suggested approaches and to determine the degree of alignment with the outlined principles and intended goals identified in the relevant documents on education in Trinidad and Tobago. Emergent themes were identified and used as a basis for developing additional questions for discussion with various stakeholders. Individuals in decision-making roles in various government educational divisions and units, as well as other stakeholders, were interviewed with semi-structured interviews. Key questions were developed and used to guide the discussion based on the themes identified in the TOR. Follow-up question sessions were utilized as new ideas/questions arose in the investigation process. Discussion in focus groups with Curriculum Officers contributed to the investigation. Observations in a sample of schools in Trinidad and Tobago followed up by discussions with teachers, principals and students provided important sources of information. Relevant findings emerged from focus group interviews with Standard 5 students. Due to the limited amount of time, only a sample of primary schools was visited to observe the current educational context.

The written sources utilized in this investigation are listed in the bibliography. The individuals/groups who were interviewed during the visits are listed in Annex 4. Attendance at The Biennial Conference Cross Campus Conference in Education at The University of the West Indies contributed to our understanding in such areas as the introduction of technology in schools in Trinidad and Tobago the use of constructivism in schools in the Caribbean. Based on readings completed prior to the first visit, interviews, observations and review of curriculum related documents while in Trinidad and Tobago findings began to emerge.

This section will review these findings in the areas of curriculum and instruction in relationship to the following areas: curriculum, teacher’s role, pedagogy, assessment and evaluation, resources and structural factors. After a summary of each area the respective recommendations will be outlined.

3.2 Curriculum

3.2.1 Alignment Background

The broad goals for education in Trinidad and Tobago have been discussed and written about in a number of documents such as the “White Paper” (1995) and “Green Paper” (2005). The Green Paper, for example, set out such goals as fostering learners who are creative thinkers and life-long learners engaged in reflective and higher order thinking

(p. 26). These documents and stated goals provide direction for the development of curriculum for the educational system in Trinidad and Tobago.

Curriculum guides are created under the auspices of the Curriculum Development Division with Curriculum Officers, other stakeholders such as university representatives and consultants involved in teams. Feedback on the draft documents is requested from teachers before the documents are finalized. The documents have been created in different years (see Bibliography). There is currently no regularized process and timeline for review of these documents.

As one vehicle for outlining the official curriculum for schools, the curriculum guides set out such areas as goals, possible strategies and resources for each of the school subjects. As these curriculum guides have been written at different times in Trinidad and Tobago, they reflect the philosophy and practices of both the different groups who designed them and the approaches that were relevant and current when they were written. For example, the new ECCE curriculum guide and sections of the secondary curriculums emphasize a constructivist approach including active student involvement, learner created solutions utilizing problem solving and building on the students' prior learning experiences. However, some of the earlier primary curriculum guides emphasize a more transmissive approach due, in part, to when they were written.

There have been different designations of subject areas in the primary curriculum. For example, the recent recommendation of the draft National Model for Primary and Secondary Schools in Trinidad and Tobago indicated 12 primary subject areas that would create a very heavy curriculum with more required subject areas than secondary. The wide range of subject areas would make it difficult for teachers and students to focus their teaching/learning energy.

In terms of creating a seamless curriculum, the aligning of the ECCE, primary and secondary curriculums also becomes an issue. One question then becomes aligned to what? For example, the secondary curriculum outlines an emphasis on developing aesthetic expression, citizenship, communication skills, personal development, problem solving and technological competency that are, with the exception of technological competency, indicated in the ECCE curriculum. These goals are not stated explicitly as common goals in the primary curriculum guides in the same way. In order to create a seamless system, the curriculum guides have to be reviewed and then revised to make the teaching/learning process more seamless.

3.2.2 Recommendations on Curriculum Alignment

Rather than choosing to solely align the primary with the secondary or vice versa, the approach taken in this report was to develop a framework that is consistent with the approaches of modern education such as active learning, student centered approach to learning and constructivist approach. In addition, alignment of the curriculums needs to consider such areas as national goals, content, flow of resources, pedagogical approach, maturation of the students, skill development and value exploration. To this end, a draft template was developed which could be used to review the current curriculums for alignment purposes (Annex 8). This template could be used as a basis

for the alignment of the curriculum guides as illustrated in the outline of the process in Table 2.

Table 2: Alignment of the Curriculum

Rationale	In order to promote a seamless curriculum in terms of flow of content and approaches to teaching/learning, and appropriate relationship to student maturation and national goals there is a need to first align all of the curriculum guides in ECCE, Primary and Secondary in each subject area. Some curriculum guides will have to be combined in primary, as the primary curriculum would be overloaded with 12 subjects e.g. history and social combined, agricultural science combined with science. All subject areas need not be taught as discrete subjects in each of the levels as it is difficult to do justice to each area separately in the curriculum. There is a need to avoid duplication of content in a seamless approach.
Goal	To analyze the curriculum guides based on a template, which focuses on common goals, flow of content and consistency in indicated approaches for promoting a modern approach to education in order to make the necessary changes to bring the curriculum into alignment so as to improve teaching and learning in the classroom.
Course of Action	<ol style="list-style-type: none"> 1. The characteristics of modern education have been identified (Table 1) 2. The goals accepted by Trinidad and Tobago as in the White and Green papers have been identified 3. A draft template has been created to analyze the curriculum guides (See Annex 7) 4. Conduct a survey of a sample of teachers to see what they would like included in a curriculum guide 5. Hire an international consultant to work with the Curriculum Officers to review the template to make any necessary clarifications/revisions to ensure that a modern approach to education is reflected and to review the curriculum guides 6. The curriculum guides in a given subject area at all levels would be analyzed using the template by a committee represented by a ECCE representative, a Primary Curriculum Officer and Secondary Curriculum Officer, and a Primary and Secondary Head to see which structures are adequately included and which ones need to be further developed 7. As the designation of 12 curriculum subject areas in primary is too large to function successfully, subject areas need to be reviewed to see which areas could be integrated e.g. social and history, agriculture science and general science, integrating ICT with each subject, integrating morals and values within differ courses, and combining language arts and creative writing 8. In the area of reading, especially in Infant 2 and Standards 1 and 2, emphasize support given to developing appropriate approaches and

	<p>resources</p> <ol style="list-style-type: none"> 9. The revision committee would work at making the necessary changes with a curriculum consultant 10. The changes would then be reviewed to see if the curriculum guides now meet the expectations of a modern approach 11. The revised guides in each given area would be reviewed by a group of teachers in a range of levels for suggestions and changes 12. Regularized times and procedures would be set up for review of the curriculums in an on-going manner 13. Consultant works with Curriculum Officers and PDI to develop credited courses for teachers on modern approaches e.g. multiple intelligences, cooperative learning, inquiry approach etc. which cut across curriculum areas 14. Series of professional development workshops utilizing a constructivist approach to introduce new curriculum and resources plus follow-up support by curriculum heads 15. Teachers provide feedback on the curriculum and implementation process 16. Curriculum guides posted on a website for ongoing teachers' use and to inform parents
<p>Resources needed</p>	<ol style="list-style-type: none"> 1. Creation of a committee per subject area 2. Time for the committees to meet and analyze the documents for each subject area 3. Assistance of a curriculum consultant to work with curriculum teams 4. Committee and consultancy time for revisions of the guides in each subject area 5. Focus group of teachers to review the revised guides for each subject area 6. Time/funds for gathering teacher feedback after implementation with subsequent changes 7. Production of curriculum guides and posting on website along with ongoing posting of teacher made examples of resources and implementation activities 8. Production of media, print resources and ICT programs to support curriculum
<p>Indicators of success</p>	<p>Creation of a revised aligned curriculum guide per each subject area in primary and secondary that is consistent with the goals of education in Trinidad and Tobago and a modern education approach. Implementation of curriculum in the classroom activities.</p>

Curriculum guides look at curriculum as planned. A curriculum guide should include the underlying philosophy of the program, goals, expected learning outcomes, outline of the course content, concepts to be covered, ideas for assessment and evaluation, suggested teaching/learning strategies, skills, values and attitudes, and teaching/learning resources. However, curriculum as implemented is not always consistent with that which is intended. Many factors impact this lack of consistency: different understanding of teachers on the underlying philosophy of the curriculum, lack of sustained professional development to support the process, pressure of exams to

deliver a transmissive approach and insufficient resources to implement the designated curriculum approaches. Further support is needed to assist teachers in the implementation of the ideas that would be outlined in the revised curriculum guides in terms of content and approaches.

3.2.3 Literacy Development Background

Discussions with teachers, DERE and the Curriculum Division have indicated the need to improve the literacy level of primary students. Reading is part of the core curriculum and necessary for growth in all the other subjects. There has been a pilot programme in Trinidad and Tobago by the Centre of Excellence in Teacher Training (CETT), which focuses on the development of students' literacy skills through the use of reading resources, diagnostic tools and professional development of the participating teachers. Education students in the UTT B.Ed. programme will receive instruction in the approaches of CETT. This programme has achieved some success in the pilot schools, which has led to the intention to expand the programme in other schools.

3.2.4 Recommendations on Literacy Development

There is a need to make the development of students' literacy a priority. To do so, one avenue would be to support the existing CETT programme and to finance the expansion of this CETT program to other schools by adding a group of schools per year. This would need further professional development for teachers, purchase of curriculum resources and diagnostic tools. On-going evaluation would need to be done to monitor and improve its implementation.

3.2.5 Information and Communication Technology (ICT) Background

While the use of various media such as film and video are part of ICT, the installation and use of computers has received more attention. For example, currently a plan is being implemented by the MOE to set up a computer lab (15 computers) in 340 primary schools coupled with instruction for two teachers from each of these schools. The intent is to have these teachers then instruct the other teachers and to act as resource people in their respective schools. It is hoped that this will help the teachers feel more comfortable with technology so that they are more likely to use it in their programs.

Interviews with groups of Standard 5 students indicated the desire to learn more about computer use. They also illustrated more extensive ways that they were using computers in their homes e.g. email, research for school assignments, games, and music sources than the education system is currently pursuing in primary. While the underlying theme by MOE is that computers are to be integrated within the primary curriculum rather than taught solely as a separate subject, there appears to be limited integration of ICT into subject areas at this time. What instruction that has been initiated at the primary level, is usually separate from subject areas and is taught in a functional tasks orientated manner.

Plans are being made to have an ICT technician in each district to provide technical assistance. However, many interviewed felt that this would be insufficient for successful implementation of ICT. Instead, it was felt essential to have a person in each school with sufficient technical experience and ability to integrate ICT meaningfully into the curriculum. Having the technology installed was stated as just the beginning point of the implementation process. A proposal has been put forward by the Curriculum Division for integration of computer technology and staffing for the same.

3.2.6 Recommendations on ICT

If there is to be integration of ICT that includes a range of possibilities such as computers, films, videos and audiotapes, then teachers need models and assistance in integrating these technologies into their daily planning and teaching. This is a pedagogical issue as well as a technical issue.

ICT implementation studies in other countries (Rodriguez and Knut, 2000) have indicated that for the introduction of ICT programs to be successful that they must have relevance to teachers' learning and that of their students, provide hands-on active experience, engage participants in a variety of learning experiences, provide interactive sharing opportunities, build in individual and group evaluation and provide on-going support for teachers. These are also characteristics of a constructivist, modern learning process. A number of Curriculum Officers and others indicated that in the teaching of computer technology to both the teachers and students a constructivist approach needs to be modeled or else the computer will become a tool to reinforce the transmissive approach. This raises questions such as how will technical services be provided to the schools, are budget lines available for repairs and updates, what on-going professional development and support will be provided, and how will computers be integrated rather than added on to the existing curriculum? The following chart illustrates recommendations in this area.

Table 3: Implementation of ICT in Primary Classrooms

Rationale	Students learn in a diverse ways. ICT broadens the available types of learning resources and processes that are necessary to function successfully in a modern society. In classrooms ICT functions more effectively when it is integrated within the teachers' approach to learning/teaching and into the various subjects. In this process the teachers must also feel confident in their own use of ICT.
Goal	To provide teachers with on-going support to integrate ICT into their professional development and curriculum and instructional integration.
Course of Action	<ol style="list-style-type: none"> 1. Examine what ICT skills and content would be required for students in each grade level so that there is a progressive development and a working toward designated standards 2. Examine each curriculum to see how the designated curriculum ICT skills could be integrated into and support the curriculum goals for

	<p>each subject</p> <ol style="list-style-type: none"> 3. Provide examples and sources of resources in guides 4. Create an ICT professional hands-on development workshop support package to be provided to primary teachers for credit covering both the technology and the pedagogical integration into the curriculum. This would be coupled with action research projects involving ICT and the curriculum. 5. Provide professional development for instructors of the proposed ICT workshops to learn the constructivist approaches underlying the professional workshops, the content and skills 6. Implement the workshops first with the teachers at the schools with existing and proposed computer labs 7. Utilize the MOE website to provide classroom examples of promising practices in ICT. Include examples from teachers in primary schools 8. Follow-up evaluation of the implementation in the classrooms of teachers involved in the ICT professional development workshops 9. Provide on-going support after the professional development workshops and implementation of the ideas gained e.g. through school based personnel and Curriculum Officers 10. Hire a consultant to set up a ICT website with resources for integrating ICT into the curriculum and pedagogy
Resources needed	<ol style="list-style-type: none"> 1. Technical ICT staff in each district to maintain computer systems (minimum of two per district) 2. A staff member per school or cluster of schools with responsibility to work with teachers on the integration of ICT into the classroom learning activities and to give on-going support 3. Use of the newly installed computer labs in the primary schools for workshops with teachers and programs for parents 4. One LCD projector per school lab 5. Time and committees in each of the subject areas for developing a plan to integrate ICT into curriculum guides and implementation in the classrooms 6. Consultant to work with a curriculum team to develop the professional development workshops which could be used for credit 7. Funds for the workshops and follow-up support 8. Established funds for the maintenance of ICT equipment
Indicators of success	<ol style="list-style-type: none"> 1. Completion of curriculum guides indicating the integration of ICT 2. Series of ICT professional development experiences for credit successfully completed by the teachers in the primary schools with computer labs along with action research projects 3. Increased integration of ICT in primary classrooms in different subject areas 4. Examples of promising ICT practices available on an appropriate website

3.3 Teacher's Role in Curriculum

3.3.1 Background

In the implementation of curriculum the teacher needs to be seen as a key player, otherwise, the curriculum as a guide may remain on the shelf. The primary and secondary learning experiences of most current teachers in Trinidad and Tobago have been in the transmissive mode. While they personally may favour other models, what they often revert to is the familiar transmissive approach revealed in their own education. With the intense two-year program of teacher education that they have taken in Teachers' College, a number of primary teachers do not feel that they have sufficient strategies and skills for a transactional or transformative approach. In addition, there is a sense that some schools do not support them in trying out these approaches. As one interviewee stated: "As we preach learning to learn the development of collaborative and interpersonal skills and critical thinking, we have a system which does not reinforce the ideas in practice. The teacher who has been a product of the system is expected to offer children something he or she did not receive."

In following the curriculum as outlined, teachers make decisions on a number of criteria such as parental expectations and the role of exams. The top priority for many teachers becomes choosing/organizing curriculum which they feel will help students and teachers gain success in the testing process. This impacts the curriculum delivery, for example, since math and language arts are tested nationally then that is what teachers focus class time on.

Many teachers in Trinidad and Tobago tend to see themselves as consumers of curriculum rather than creators or co-creators with the students. This path requires fewer professional curriculum decisions. Instead, there is a reliance on textbooks, workbooks and previous learning experiences of the teacher to provide learning experiences for their students. The curriculum is thus 'presented' to the students rather than growing out of the interaction of the students, teachers and resources.

Primary teachers are neither rewarded nor honoured for creating their 'own' curriculum. Likewise, there are few incentives for engaging in further professional development. For example, primary teachers' salaries are based on years of experience and classification as a level one teacher so that engaging in further professional development does not impact their salaries. The need for alternative structures to support a striving for continued professional development in the area of curriculum was identified. In addition, with the change in requirements that all new primary teachers are to have their Bachelor of Education (B.Ed.) before teaching, there is the expectation that the current primary teachers will be working towards obtaining their B.Eds.

As part of the TOR, this consultancy worked with focus groups of Curriculum Officers to examine the role of teachers in curriculum and the role of the Curriculum Division in offering workshops on curriculum to teachers. We examined the strengths, challenges, bottlenecks and recommendations that emerged as the Curriculum Officers discussed

curriculum workshops and implementation more broadly. When new programs are introduced, most teachers attend a workshop on the new curriculum. This can be useful but may not sustain the implementation of the new curriculum. Teachers experience a limited amount of regular professional development in curriculum during the school year to support the changes.

3.3.2 Recommendations on Teacher’s Role in Curriculum

A modern approach to education necessitates a different professional role for the teacher in curriculum development and implementation. If students are to be co-constructing knowledge, then teachers must also be involved in this process with them. The curriculum is thus not only the syllabus but also the interaction of teacher, students, and learning resources. In this process, the students’ lives, experiences, meanings and goals become part of the curriculum. For example, some students interviewed in Standard 5 stated that they wanted to explore topics such as the use of punishment in schools, peer pressure, and drug use. They suggested they could pursue these topics in a number of ways including writing compositions.

There is a need for professional development of the current primary teachers in the approaches, which would support this modern approach to education. This involves a change in perception of the teacher’s role from one of ‘sage on the stage’ to one of ‘guide on the side’. Teachers need to understand not only ‘about’ approaches such as constructivism and active learning but how to implement them in their daily practice in the classroom. If this is not meaningfully done, then modernization will be legislated but not necessarily implemented. Under the current situation of most primary teachers not having their B.Ed., there are opportunities to provide this kind of professional development for credit as part of the process to obtain a B.Ed. By so doing, this incentive process would encourage teacher participation in professional development. As part of the Trinidad and Tobago Teacher Education Consultancy is a proposal for upgrading primary teachers so as to provide professional development and support for modernization that is consistent with the approach outlined in this consultancy. By earning credits toward their B.Ed., teachers could then increase their steps towards gaining a B.Ed. and receive an annual increase on their salary based on the credits earned. By building in various action/implementation activities that are part of the professional development, then the potential for sharing with other educators and the implementation of the new curriculum and processes will be increased.

Through the Curriculum Officer focus groups on the provision of curriculum support a number of challenges; bottlenecks to resolution and suggested recommendations emerged. A sample of those areas related to curriculum and the teachers’ role are outlined in Table 4.

Table 4: Focus Group – Curriculum Issues

Issues/concerns	Challenges/bottlenecks	Action/recommendations

<p>Use of textbooks is important but need to emphasize the students' needs and modern approaches</p>	<ul style="list-style-type: none"> • Teachers do not have planning time to plan adaptations, integration and constructivist approaches • Curriculum officers cannot monitor or assist due to staff shortages 	<ul style="list-style-type: none"> • Provide teacher preparation blocks (individual or team) specialty teachers in P.Ed. Spanish, music etc. to make this possible • Workshops and action research on modern approaches • Heads can offer support
<p>Lack of involvement of curriculum staff and teachers in the planning and implementing of curriculum</p>	<ul style="list-style-type: none"> • Limited amount of time for discussing, planning, creating and evaluation of curriculum • Some do not understand the complexity of this process • Lack of participation in the process may lead to a lack of buy in 	<ul style="list-style-type: none"> • Have each area in a given school in the school curriculum be represented by a given teacher so that the responsibility of information sharing, resource sharing on curriculum change is coordinated • These teachers could work on a committee with the Head(s) • Develop a structure at the school and Division level for curriculum change e.g. review of existing curriculum, input different stakeholders, development of recommended changes, committee to implement changes, draft submission, revisions, piloting, assessment of implementation and plan for further action
<p>Language Arts needs to have an integrated approach so that it is not taught as separate topics</p>	<ul style="list-style-type: none"> • Teachers view language arts as discrete areas e.g. reading, writing, phonics • Discrete timeslots in the timetable for specific elements 	<ul style="list-style-type: none"> • Develop an integrated approach to language arts as part of teacher education • Offer continued professional development with sharing of implementation projects
<p>Lack of curriculum resources</p>	<ul style="list-style-type: none"> • Time needed to develop resources • Lack of familiarity, confidence by teachers in alternate approaches • Teachers do not see themselves as decisions makes and curriculum developers • Curriculum guides do not always have sufficient examples of strategies and resources 	<ul style="list-style-type: none"> • When planning teacher workshops, provide examples and time for teachers to create their own to share and take back to their classes • Develop resource lists for each curriculum area including Internet resources • Examine teacher education programs and other professional development to see if they examine the role of the teacher as decision maker and curriculum developer
<p>The impact of national testing</p>	<ul style="list-style-type: none"> • Pressure by parents on children and parents; 	<ul style="list-style-type: none"> • Professional development: discussions, sharing of ideas and

<p>on curriculum</p>	<p>student stress</p> <ul style="list-style-type: none"> • Both content and teaching strategies determined by test expectations • Teachers do not seem to see the diagnostic value of assessment and their role in the process • The role of perceived prestige schools means students are competing for a limited number of spaces based on test results 	<p>examples of diagnostic approaches</p> <ul style="list-style-type: none"> • Examine what skills, content and values are being currently evaluated and see how they might better be aligned with the curriculum • Curriculum Officers and others can influence the tests so they reflect more of the philosophy of the curriculum • Consider other forms of secondary schools such as magnet schools, ward system
<p>Need to develop standards for different subjects (content, process and performance)</p>	<ul style="list-style-type: none"> • Different understandings of what standards are and how they can be used • Creating standards may require changes in the curriculum and how it is taught 	<ul style="list-style-type: none"> • Use a similar process to curriculum development process to create the standards • Engage in discussions with teachers to help teachers focus more on concepts and learning processes. This will help provide a basis for utilizing different strategies based more on student needs • Assess how the standards are influencing teaching and the teacher's role

These recommendations can serve as a guide for planning and supporting teachers in their exploration and development of their role in curriculum and the teaching/learning process.

The Curriculum Division has a key role in the providing of curriculum and in supporting teachers to implement curriculum change. In the Curriculum Officer focus groups, a number of factors were identified as strengths, which are supportive when offering professional development for teachers such as:

- Use of concepts to organize the learning
- Hands on activities with resources and ideas
- Relevance to teaching issues and needs
- Workshops based on needs assessment
- Series of workshops rather than one
- Involving of key stakeholders
- Modeling the approaches
- Using multiple intelligence approach
- Use of real life contexts
- Producing teacher made resources
- Involving teachers in brainstorming activities
- Focus on implementation

- Teachers sharing promising practices that they have implemented

These approaches will help to build on a constructivist and active based approach to learning. If the teachers have experienced these approaches in their own professional development, then they will be more likely to implement them in their role as teachers in the classroom. The transformation must begin in the lived experience of the teacher.

3.4 Pedagogy and Curriculum

3.4.1 Background

Pedagogy involves the teaching/learning processes that engage a student with the content and processes of the curriculum. While official papers such as the “White Paper” and “Green Paper” and a number of the official curriculum resources seem to encourage a transactional and transformation approach, our diverse interviews and school observations indicate that the transmissive approach is predominant in the learning environment in the classrooms. Teachers often utilize a stand and deliver approach in which knowledge is given from above and the student is the receiver not a co-creator of the knowledge as in a constructivist approach. This is coupled with independent student seatwork that tends to be at the recall or comprehension level. Thus, the teacher directed mode predominates.

While there is education for all, it tends to be delivered in the same way for all students in the class. On the other hand, a modern constructivist approach uses ideas of ‘multiple intelligences’ to draw upon and create learning activities which engage students in different forms of learning such as visual, kinesthetic and interpersonal. While many teachers know ‘about’ multiple intelligence theory, the current pedagogy as practiced in Trinidad and Tobago tends to emphasize a verbal linguistic approach that only meets the needs of some students. In this process, the emphasis is on intrapersonal learning activities while interpersonal approaches such as cooperative small group and other forms of social interactive learning are not frequently used. This again reinforces the notion that a text or teacher is the sole source of knowledge. As students are not actively engaged in the thinking process, less emphasis is placed on developing critical thinking skills with the result that rote memorization is predominant. Through this process students do not learn to develop strong problem solving skills, democratic interactive skills or creative thinking skills that are part of the stated curriculum and necessary for involvement in a modern economy.

While the secondary and to some extent primary curriculum guides, emphasize an integration approach, this does not seem to be a common practice in the classrooms. Teachers are aware of ‘modern approaches’ such as active learning but feel pulled by the needs of exam preparation, limited resources and class space. Promising practices were evidenced, for example, in the combining poetry with music and preparation of a class newspaper using the computer. However, these types of approaches do not appear to be the norm.

3.4.2 Recommendations on Pedagogy and Curriculum

Table 5: Promoting Transactional and Transformational Approaches

Rationale	The ‘stand and deliver’ approach dominates pedagogical approaches in classrooms. However, modern education is characterized by an interactive, constructivism approach. Change is needed in the pedagogical approaches used in classrooms in order for modernization to take place.
Goal	To increase student active involvement in the learning process in classrooms through cooperative learning and other active learning strategies which move teaching/learning from a transmissive approach to a more transactional and transformational approach.
Course of Action	<ol style="list-style-type: none"> 1. Provide on-going professional development for Heads and Curriculum officers on active learning strategies such as cooperative learning and promotion of learning experiences based on multiple intelligences approaches. 2. Promote on-going site based professional development for teachers to examine strategies such as integrating a multiple intelligence approach which would be supported by Heads and Curriculum Officers 3. Assist teachers to develop short action research projects based on cooperative learning and other activity based strategies in teachers’ classrooms applying ideas gained in seminars 4. Sharing of teachers’ projects conducted in their classrooms in school based planning and with teachers in other schools and through web postings 5. Evaluation of the implementation of the active learning approaches utilized in classrooms with subsequent plans and on-going support
Resources needed	<ol style="list-style-type: none"> 1. Time and funding for ongoing professional development of Heads and Curriculum Officers 2. National and international consultants to create professional development for teachers 3. Time to meet for professional development with Heads and teachers at a given school 4. Videos and samples of other materials to demonstrate the strategies 5. Website to post promising practices by teachers
Indicators of success	<ol style="list-style-type: none"> 1. Increased willingness of teachers to implement cooperative learning and other activity based strategies 2. Increased participation by students in pair and small group work in the classroom and other activity based learning strategies 3. Teachers analyzing and sharing their reflections with other teachers on cooperative learning and other promising practices 4. Postings on MOE website of sample activities and ideas on cooperative learning and other student centered strategies

3.5 Assessment/Evaluation and Curriculum

3.5.1 Background

The type and amount of testing and evaluation in Trinidad and Tobago, as in other countries, can have an important impact on what is taught and how it is taught. For example, since the Standard 1, Standard 3 and SEA exams emphasize numeracy and literacy, these teachers spend more of their class time on these subjects. Consequently, subject areas such as social studies and science are not covered as fully as other subjects. There is a plan to now have national testing in Standards 2 and 4 in Social Studies and Science to provide further monitoring. It remains to be seen what impact these additional tests will have on the curriculum. Likewise, the nature and impact of the exams affects areas that are part of the curriculum goals such as the area of values. These areas, while deemed important, are not easily measured so less emphasis is placed upon them. The national tests are not seen as diagnostic but rather as summative achievement tests used for academic placement. This has led to less emphasis on the formative measures such as interviews, portfolios and projects as promoted by the Continuous Assessment Programme (CAP) through DERE.

Because teachers see the tests as primarily requiring knowledge recall, they teach in ways that they feel will be efficient and effective for students to gain this type of knowledge. The consequence is that the curriculum is then seen as a series of knowledge content items to be gained rather than engaging students in such approaches as discovery learning and inquiry investigation. Learning approaches such as role play and cooperative learning which would foster a constructivist approach are seen as too time consuming and not related to the taking of exams. Thus, modern approaches are seen as ‘taking time away’ from what is deemed important by the exams.

Because of many parents’ familiarity with exams and the pressure exerted to get one of the limited number of places at the schools that are perceived as ‘prestige schools’, teachers feel the pressure to teach ‘to the exam’ rather than focus on the individual learner. The importance of exploring learning to meet the other goals of the curriculum, such as citizenship or aesthetic learning are not pursued in the same way. This is reinforced by the expectation that if we want teachers/parents to value it, then we must test it. The consequence is that the number of tests increases, as does the amount of time in the curriculum for preparing for them. Testing thus becomes primarily a measure ‘of learning’, rather than ‘for learning’ and ‘about learning’. In this process the goal is to ‘cover’ the curriculum rather than to uncover and create meaning through exploring the curriculum.

Both national and international assessments can help raise questions for examining the curriculum. In this context, the tests are used for making decisions and improving the learning context not solely for ranking and selecting students. Likewise, it was suggested that testing is not being widely used for diagnostic purposes that could lead to adaptations in the curriculum to better meet the needs of diverse students.

Based on the existing tests, female students are achieving at a higher level than male students in such areas as math and language arts. This raises the question about the suitability of the curriculum and pedagogy for meeting the needs of male students.

3.5.2 Recommendations on Assessment/Testing and Curriculum

Table 6: Balancing the Use and Impact of High Stakes Testing On Curriculum

Rationale	When tests are perceived as high-stakes, then large amounts of time are spent on preparation for them, which means less space and time in the curriculum for other meaningful learning. In a modern approach to education ‘assessment for learning’ which is ongoing and formative in approach utilizes different assessment strategies. There is need to move the education system in Trinidad and Tobago in this direction.
Goal	To increase the weighting of continuous assessment in the assessment of learning and to decrease the impact of high-stakes testing on the curriculum content and teaching/learning strategies used
Course of Action	<ol style="list-style-type: none"> 1. Create and provide a professional development course for credit on continuous assessment utilizing material produced by the CAP of DERE and others (international consultant working with DERE and Curriculum Officers) 2. Require teachers to submit marks for continuous assessment using various strategies such as portfolios, projects and presentations 3. Gradually increase the weighting of the percentage of a student’s final mark on continuous assessment in the SEA e.g. 10% the first year of implementation, 20% the second year etc. 4. Increase the number of questions on the SEA which reflect multiple ways of learning and higher level tasks to reflect a more modern approach to learning 5. Assist teachers to develop short action research projects on continuous assessment as part of professional development courses 6. Share teachers’ continuous assessment projects conducted in their classrooms with teachers in other schools and through web postings 7. Provide on-going support based on evaluation of the implementation of continuous assessment approaches utilized in classrooms and the impact on the learning of the students 8. Provide professional development for Heads on CAP 9. Evaluate the implementation of the new programs 10. Investigate the differential achievement rates of male & female students in math & Language In T&T and design teaching/learning approaches to assist 11. Development of standards/bench marks for each subject
Resources needed	<ol style="list-style-type: none"> 1. Personnel and time to develop and implement continuous assessment workshops for teachers 2. Time to monitor teachers’ use of continuous assessment

	<ol style="list-style-type: none"> 3. Website for posting continuous assessment approaches and examples 4. Time and funds to evaluate the impact of increased continuous assessment on the learning of the students
Indicators of success	<ol style="list-style-type: none"> 1. Increased implementation of diverse continuous assessment strategies in the primary classrooms 2. Less teacher and student time spent on preparation for high-stakes exams and more time on constructivist curriculum activities 3. Sharing of strategies among teachers, schools and on an appropriate website

In this assessment process, there has been a growing concern about the differential achievement of males and females with males indicating lower achievement on designated tests. There is a need for a research project to review the available general literature and resources related to the Caribbean and particularly Trinidad and Tobago on this topic. A team of international and national consultants needs to analyze the reasons for the differences and to investigate areas and programs that help to improve the appropriate learning opportunities for males. These findings could then be utilized to create more appropriate resources, strategies and professional development.

While there needs to be less individual summative testing of students, more pilot testing of curriculum and other programs before they are implemented on a wide scale with students is needed to identify issues and strengths. This would allow for changes and adaptations to be made before expanded implementation. In turn, this would inform what curriculum changes are needed. To do this not all students have to be ‘tested’ as a sampling of schools will be suitable thus not making this process into a high-stakes environment. Additionally, feedback needs to come from the teachers in a given school as well as the students, thus giving opportunities for a more democratic process to be part of the lived school structure as well.

To help teachers focus on important curriculum goals, broad standards or sequential benchmarks in each subject area could be created based on the revised curriculums. With an emphasis on performance standards, this would give direction for curriculum planning but not necessitate just one form of assessment. If it is assumed that students learn in different ways, then it follows that there should also be different ways to assess learning. This would require a team of national and international consultants working with DERE and the Curriculum Division to move in this direction.

In the recommendations discussed testing/assessment moves from an emphasis on ‘assessing of learning’ to one of a balance with ‘assessment for learning’ and ‘assessment as learning’.

3.6 Resources and Curriculum

3.6.1 Background

Education involves both human resources and physical resources. Teachers are a key resource, which can impact curriculum. In the various divisions it was mentioned that

the staffing for replacements of existing positions and the staffing of new positions was slow and involved a large number of steps. This means that positions were either filled temporarily or not filled. Similarly, finding appropriate people with suitable background and skills for the positions was an issue raised. Related to this was the lack of opportunity for further professional development once a person was in a curriculum position. These factors mean that meeting the needs of curriculum like other areas lacks continuity, an ability to make longer term decisions, stability and appropriate people to do necessary jobs which, in turn, impact the students' learning.

Currently, when a teacher is absent the students are divided among the classes, supervised by a teacher from an adjoining class or left on their own. This disrupts the learning of students whose teacher is absent as well as other students. As well, this also makes it difficult for teachers to attend professional development during school hours.

Interviewees noted a shortage of resources that can support the curriculum such as visual media and manipulatives. Some teachers felt that crowded classrooms meant it was difficult to implement strategies such as cooperative small group learning. Students commented that more books and a wider range of selection were needed in school libraries along with wider access to computers. There is a need to develop an inventory of resources currently suggested in the curriculum guides, to survey teachers as to what curriculum resources are needed and to determine what resources are available in Trinidad and Tobago and the Caribbean. Resources could be developed which match the curriculum and the cultural/learning needs of students.

At the same time, a number of existing resources are not utilized to implement the curriculum due, in part, to lack of teachers' background and experience as to how to integrate the use of these materials. A credited course needs to be developed and offered to teachers are how to develop and use curriculum resources with modern approaches to pedagogy.

3.6.2 Recommendations on Resources and Curriculum

There is need to for a teaching substitute program in which individuals can be hired when a teacher is absent from school. In this way the students do not lose time focused on the curriculum and other teachers who are present are not detracted from assisting their own students. This would involve creating a list of available retired teachers and teachers who are not presently employed but available for substituting. If this list is not sufficient, then a short course could be provided of responsible adults interested in being a substitute teacher.

There is a need to review the existing policies and hiring practices in education so that positions are not left vacant, personnel are not left waiting for contracts and more continuity is provided in the system.

In some cases teachers do not have experience with the appropriate pedagogy to utilize the existing resources in the schools. This requires illustrative examples in the curriculum guides plus professional development to gain an understanding of modern

approaches. Teachers can learn effectively in collaborative settings from other teachers who have used the resources effectively with their students.

There needs to be a review of the curriculum in each subject area to see what resources would assist students and teachers in meeting the curriculum goals utilizing modern approaches. If programs are to succeed, then resources are needed e.g. materials and equipment are needed if an activity based inquiry approach to science is to be offered. With appropriate allocations in school-based budgets, funds could be allocated to purchase recommended resources. Other materials, because of cost, could be purchased and borrowed from district curriculum centres. In other cases clusters of schools could share certain resources that are not used on a regular basis.

In order to provide up-to-date access to resources, it is necessary to develop and to maintain a website for educators. Examples of promising practices gathered internationally and nationally in Trinidad and Tobago would enhance this website.

3.7 Structural Organization and Curriculum

Education happens within a variety of administrative and structural networks that, among other aspects, need to communicate with each other, to have some common goals, to have sufficient staff to meet their goals and to be able to deal effectively with change. MOE is currently implementing and considering further changes in the Ministry that are having, and can have, an impact on curriculum and instruction within the schools.

3.7.1 Decision Making Background

One area that emerged in our interviews was that of decision making with respect to how decisions are generated, shared and implemented. In this process some jurisdiction issues were raised, for example, who should have responsibility for examining the implementation of the curriculum, who has responsibility for the professional development of teachers, what is the role of testing in determining the curriculum goals and what staffing is necessary to meet the organizational expectations.

In the area of curriculum, some interviewees saw a need both for a national level and a district level of involvement in decision making. For example, at the national level based on an agreement of the broad goals for education that have been formulated in such papers as the Green Paper, each subject area would formulate how it could contribute to the students' success in meeting these goals. This discussion and resulting decisions would help contribute to the overall focus of the curriculum and support efforts in developing a seamless curriculum. At the same time, with the proposed implementation of a heads system in the schools, a closer link at the local level can potentially be built among the teachers for increased involvement and autonomy in curriculum decision-making. This depends on implementing a democratic process of involvement where teachers are seen as professional decision makers. While the primary principals are beginning to be involved in a school based management approach and would like to be involved in providing curriculum leadership, they find themselves without input on, or access to, financial resources so that a large amount of

their time is spent dealing with such issues as fund raising to support daily activities and school plant problems.

3.7.2 Structural Tensions Background

In discussions with different stakeholder groups, a number of challenges were indicated regarding curriculum and structures. For example, in this period of transition there is a pull between wanting decentralization as represented by school based management and a move towards managing programs in district offices which are both in tension with the desire to have control over decision making at a central level. This impacts curriculum decision making as well. If there is a belief under constructivism that the teachers and students in the learning context should create meaning, then to what degree should the content, process, resources and testing be decided by others outside the school context? On the one hand, there is a desire to give further autonomy in curriculum development and implementation, but at the same time there is a move to monitor teachers more closely through the increased use of national exams.

The move to decentralize, as in the proposed move of curriculum services to the districts, will bring the schools in a given area a more local focus for possible interaction and decision making. However, if the same structures and decision making processes are replicated at a district level as at the national level, there may not be further local involvement and engagement in change.

Some other structural/process issues that came out of individual and group discussions were: the pressure of time lines which are constructed to meet political needs rather than educational needs, resistance to change, unwillingness of some to make a decision for fear of losing their job, and a reliance on oral history rather than a written culture so some history is lost. Added to these factors were mentioned the ‘on the minute’ decision making, a top down decision making model and a ‘silo’ effect in which there is a lack of mutual exchange and decision making among the different educational divisions.

3.7.3 Recommendations on Structural Organization and Curriculum

Recommendations will be made in several related general areas: Curriculum Division, decentralization, school based management and other areas relative to curriculum.

- The Curriculum Division has responsibility for a wide range of areas which sometimes detracts from the time needed to focus on their main mandate - curriculum. Discussions need to be conducted internally and then externally as to what responsibilities are clearly related to this curriculum mandate and which ones would be better served by another Division or structure.
- There appears to be differences of perspective on what are some of the areas of responsibility regarding curriculum between the Curriculum Division and School Supervision Division. Having discussions between representatives of each Division to discuss their areas of responsibility, potential overlap and approaches to working collaboratively would facilitate their work.

- The proposed establishing of decentralization through setting up District centres offers opportunities for different Divisions to work collaboratively together in each of the selected sites. Rather than start all centres at once, it would be helpful to pilot a centre with the different MOE division representatives in order to identify issues and possible solutions which could assist subsequent establishment of district centres. The setting up of a centre would give a chance for the centre team to work on issues together. It would be advantageous to have as the director of each centre someone who has education experience, which means the person brings a practical and experiential understanding of education to the position. Thus, this person will be able to raise appropriate questions, to identify educational issues and to have credibility in the eyes of the teachers in the district.
- In school-based management, principals and staffs need to have funds identified and convenient access to funds for resources to support the implementation of curriculum, to offer onsite professional development on school identified curriculum and professional issues. In order to offer curriculum leadership, principals need to have time to do so and an understanding of how to function effectively in this position. Heads, likewise, need time to perform the role in curriculum and designated responsibilities so that they do not take on too many other areas resulting in little time to give curriculum support. Remuneration is needed to honour their involvement and responsibilities to be undertaken. Professional development is needed in this respect by principals and Heads with shadowing opportunities, mentoring and interaction with colleagues in the same types of positions in order to share and to grow professionally. This professional development must be grounded in modern approaches to education in order to model and support this process for teachers in the schools.
- In order to work successfully and to contribute successfully in their roles as curriculum officers, principals, heads etc. need supportive work environments which provide space to conduct their assigned tasks and resources such as desks, cabinets etc.
- In order for teachers to effectively plan individually and in small groups, preparation time needs to be set aside in the weekly schedule.
- People in different positions need not only to understand their areas of responsibility but how decisions will be made and by whom. Some decisions are made by a given individual, others require a group consensus, while others may be delegated to an individual or group. Clarity in these areas of decision making will result in more decisions being made and more potential effective implementation.
- In order for educational managers such as principals, Vice-principals, deans, heads and School Supervisors to support the implementation of modern

approaches in education, there is a need for their on-going professional development.

Chapter 4 Testing and Evaluation - Background and Recommendations

4.1 Investigative Approach

In order to analyze, understand and assess the various structures that are involved in the process of assessment and testing a number of interviews were conducted. The work was based around a number of topics each exploring and reflecting on a particular issue relevant to testing in Trinidad and Tobago. For example, the proposed new Assessment and Examination Authority while a great idea must demonstrate how it can enable a seamless education system. Interviews were conducted with various stakeholders. Documents, newspaper articles, copies of tests, handouts for parents and reports were assembled. Discussion sessions were held during school visits. Key questions were raised with professors, principals, teachers and as well as curriculum specialists. In addition, observation in selected schools was followed by discussions with the teachers and principals. Emergent themes formed the focus for further questions.

4.2 Testing and Evaluation Background in Trinidad and Tobago

As mentioned in a MOE document, Report on The Establishment of a Seamless Education and Training System (2005), the Trinidad and Tobago system is essentially examination driven. For example, the children in Standards one and three participate in the National exams in math and language arts. In addition to language arts and mathematics, MOE intends to introduce National tests in Science and Social Studies in the 2007-2008 school year for students in Standards two and four. The children in Standard five are administered the Secondary Entrance Assessment (SEA). This test is comprised of three papers, which are Creative Writing, Mathematics and Language Arts. Success in the SEA exam allows those children with the highest marks to be placed in the secondary school of their choice. These instruments are designed with the help of the Curriculum Officers and some teachers. More recently some data has been computerized, but the majority is being done by hand which is time consuming.

The Continuous Assessment Process (CAP) is outlined in a document provided to schools by DERE. CAP is a system for supporting and evaluating all teaching and learning activities in the school. While many teachers want and try to integrate this process in what they practice, there is hesitation because of the emphasis on the paper and pencil nature of the national tests. Thus, exams have a profound influence on the primary curriculum. This is obvious from the practice exercises printed in the daily newspaper. Supporters of high stakes testing argue that exams force students, parents, teachers and school administrators to take education seriously. However, what seems to occur is a negative impact on teachers, students and curriculum. Tests drive the curriculum and dictate what and how a teacher will teach and what and how a child will be taught. This affects the variety in presentation style, which in turn affects individual teacher and student interests and creativity. In addition, teachers are often distracted from a thoughtful consideration of students' interests and at the same time they are unable to appreciate the individual student gifts. The destructive effects, for example, on children include anxiety and damage to self-concept.

4.3 Modern Approaches to Testing and Evaluation

In investigating education in Trinidad and Tobago, characteristics of modern assessment and evaluation were determined from the literature. These criteria included in Table 7 were used to examine assessment and evaluation in Trinidad and Tobago. The outlined findings were supported by feedback during a focus group visit in Trinidad.

Table 7: Modern Approaches to Testing and Evaluation

Modern Criteria for Testing and Evaluation	Current Context in Trinidad and Tobago
Mix of approaches A. Diagnostic – as learning B. Formative – for learning C. Summative – of learning	Focus on summative tests with some tests during the term as well as end of term
Basis for remedial intervention	Little focus on individual remediation Assistance to some schools with low average national test scores
Continuous assessment	Promoted by MOE but limited application in primary classrooms
Use of diverse strategies e.g. portfolios, projects, journals, interviews	Testing is the main strategy with some beginning to explore projects
Focus on helping students learn	Focus on testing seen as source of accountability
Focus on higher level thinking	Some questions at higher level but the majority evaluate lower level thinking
Criteria, standards and performance as basis	Limited application of criteria, standards or performance assessment
Feedback provided to students	Limited. Grades provided
Student involvement in the process: self-evaluation, sharing in determining goals, choice of strategies	Minimal
Screening on entering school for at risk learners followed by early literacy intervention	Very limited evidence that this is done

From this chart we can observe that while Trinidad and Tobago has initiated some modern aspects of assessment the picture is incomplete. The following sections will further examine assessment in the education system.

4.4 Teacher's Role in Testing and Evaluation

4.4.1 Background

In the primary schools in Trinidad and Tobago, DERE and principals have been encouraging staff to embrace continuous assessment as part of the way children are assessed in classrooms. Teachers have generally not implemented this constructivist approach of working with children. Information on Continuous Assessment Programs (CAP) has been made available to teachers but a limited amount of professional development has accompanied the program. Studies have shown that continuous assessment is an important aspect of teacher's classroom work and that attention to improving its practice can enhance learners' achievement (Gardner, 2006). 'Assessment for learning' is vital to the education process. Frequent, interactive assessment of student progress, understanding to identify learning needs and appropriate adjustment of teaching are required. Teachers who use this approach are better prepared to meet diverse student needs. In Trinidad and Tobago teachers' fears seem to be that continuous assessment requires a different way of teaching than the tests demand. Therefore, the fear is that children will not be fairly prepared for the reality of the exam if continuous assessment is used.

Assessment for learning requires a clear conception of the curriculum, the goals and the process of instruction. Therefore, continuous assessment requires that testing and instruction be integrated. It is the intent of MOE that this occurs. However, it is not yet obvious in common practice in the primary system. Teachers at this time feel the need for more support than is presently available to pursue this goal. They will need professional development in this area to be further empowered.

Reducing bias in classroom assessment and evaluation naturally begins in faculties of education. Clearly to change assessment practices necessitates more focused attention in teacher education programs (Volante, 2006). Assessment preparation at UWI focuses on continuous assessment (George, 2007) although the country uses high-stakes assessment in most cases. This suggests that teachers are unprepared to interpret the results unless further training is done. At this time Curriculum Officers do some training, however, it is clearly not enough.

How the results of the National tests are used is still inadequate from a teachers' perspective. Because the exam results are returned late in the first term of the next school year or early in a subsequent term, this affects what use teachers can make of the results, as they would then by this time have a new group of students. Thus, limited diagnostic application can be made of the results.

Practicing teachers require ongoing professional opportunities to develop assessment expertise. This is needed to ensure sound classroom practices. According to Stiggins (2000), learning teams within schools are a very useful tool. In these teams, teachers regularly share ongoing assessments related to successes and challenges. Administrators can facilitate such teams. To date, very little attention has been directed towards improving the assessment literacy of classroom teachers in a variety of countries (Earl, 2003; Stiggins, 2001). Although Earl and Stiggins were referring to other countries it appears to be similar in Trinidad and Tobago.

4.4.2 Recommendations on Teacher's Role and Testing and Evaluation

Standardized tests do not provide adequate demonstrations of what children know or can do, rather they point out their shortcomings and inabilities. This also leads to teachers teaching to the test, which then also affects the teaching/learning methods chosen. Instead, teachers require professional development that provides examples, models and strategies for continuous assessment. DERE could then incorporate continuous assessment results into the marking system.

Table 8: Recommendation Teacher's Role

Rationale	Teachers need to know what a child can and cannot do in a given subject. CAP should be in use to support the learning process and marks from CAP be combined with both the Nationals and the SEA. Professional autonomy is being compromised because of the way children are tested
Goal	The teachers' goal for tests has to be different from that of the policy makers and the public who want to make comparisons among groups of children, school districts and the nation. The goal of the teacher is to create a plan of action for the next steps in helping students develop as learners.
Action needed	<ol style="list-style-type: none"> 1. Teachers provided professional development on the purposes and strategies of assessment for learning 2. Teachers make instructional decisions about where students are in the learning process in a given subject 3. Teachers separate assessment of learning from assessment for learning 4. Teachers use the information collected to inform their selection of appropriate teaching strategies to make assessment effective
Resources needed	<ol style="list-style-type: none"> 1. Results from tests done on a large scale reported in a teacher friendly manner that is also timely 2. Specialists to support classroom teachers in choosing appropriate materials and strategies to enable learners with deficits or varying abilities 3. Time to get the analysis of results for the class done 4. A variety of learning materials to meet the diverse student needs
Indicators of success	<ol style="list-style-type: none"> 1. Students who are assessed individually and supported will improve their progress 2. Instructional planning for learners will vary based on student needs 3. Teachers treated as professionals with autonomy within their classrooms. They are able to present lessons in the way that makes sense to them with the knowledge they have of the class

4.5 Pedagogy and Testing and Evaluation

4.5.1 Background

Teachers are required to evaluate student progress at all levels, decide what methods to use to assess the work being done and choose what will be used to assess the students. Children can be evaluated in different ways such as by screening, testing, assessment, identification, diagnosis, and continuous assessment. In the primary schools, role play, oral tests, discussions, checklists, projects or written assignments may be chosen. However, the way that the tests are administered to children currently does not lend itself to the many and varied needs of children in the classroom at this time. For example, children with excellent oral skills, but poor written output are at a disadvantage on the tests. Teachers, while trying to move from a transmissive approach to a transactional approach, find themselves feeling that it could be unfair to a child to be taught in one way and to be tested in another. This limits professional autonomy and use of appropriate measures.

4.5.2 Diagnostic Use of Testing

Assessing educational strengths and weaknesses can be useful at the individual, classroom, school or district level. However, in this process information needs to be timely, accurate, meaningful, detailed and comprehensive for that kind of diagnosis to be made. At this time, support provided to children who evidence difficulties in the classroom is limited. Learning difficulties are on a continuum - mild, moderate and severe. Intervention programs are not commonly available to children with these learning difficulties. If a child demonstrates a low score on the National exams, it is uncertain whether this is adequately addressed because there is often no extra teacher in a school who can deal with learning problems. Instead, some children with learning needs come before school or during lunch hour to receive help.

4.5.3 Recommendations on Diagnostic Testing

The modern approach to continuous assessment when carried out effectively will raise levels of attainment. Helping teachers learn how to use assessment as part of teaching and learning will facilitate student achievement. Help of a different kind than summative tests is needed in order to foster assessment for learning and that is the help that teachers need to move forward with formative assessment. In the current process, teachers still struggle to prevent the tests from becoming an end in themselves rather than a means.

Teachers must assess and evaluate students' progress; however, what is just as important is how the results get used to diagnose and assist the students in their learning. Many tests such as the SEA emphasize the measuring of achievement and are used for sorting rather than diagnostic purposes. There is a need for the diagnostic use of testing as well.

Table 9: Diagnostic Use of Testing

Rationale	In the process of modernization, there is a need to utilize test results for diagnosis purposes so as to improve the learning for students
Goal	To use the results from the assessments to empower students as learners
Action needed	<ol style="list-style-type: none"> 1. Examine different forms of assessment as part of teacher education 2. Provide schools with qualified educators to diagnose children who are experiencing difficulties based on the test results e.g. the National exams 3. Hire specialists to provide on-going intervention and diagnosis at the school level 4. Utilize itinerant teachers to provide this assistance to a group of schools 5. Establish and staff a diagnostic centre: hire consultant to set it up
Resources needed	<ol style="list-style-type: none"> 1. Time and funding for ongoing professional development of specialists in this position 2. Time to meet with others in the same field to share ideas and for workshops 3. Supplementary materials per subject area within a school for teacher/student use e.g. reading 4. Website sources, videos/DVDs for professional development 5. Staff and resources for diagnostic centre
Indicators of success	<ol style="list-style-type: none"> 1. Regular monitoring of children's progress by teachers 2. Identification of learning needs and programs to meet these needs 3. Collaboration among classroom teachers and follow-up on daily work within the classroom setting 4. Children's increased motivation in the learning process as an indicator of successful learning

4.5.4 Screening Background

Although a number of exams are done in the primary schools in Trinidad and Tobago, children entering Infant one are not screened routinely to determine which children may be at risk for learning difficulties. Some schools have developed an informal tool to get an idea of the children's skill level in Infant one, however, the results are not effectively used because there is no one to provide intervention programs. Teachers interviewed mention that this is an area that should be addressed.

4.5.5 Recommendations on Screening for at Risk Children

Research tells us that literacy learning in kindergarten is extremely important, because school systems have a small window of opportunity (K-2) in which to get students off to a strong start. According to Allington (1998), the probability that a child who is a poor reader at the end of grade 1 will remain a poor reader at the end of grade 4 is 88%. In an Australian study it was found that even by the third grade, the learning gap was so large that for low achieving students, catching up was virtually impossible (Hill, Crevola, 1999). The place to start early intervention is in kindergarten.

With no early screening, this gap on entry to primary school creates a window for a weak learner to continue to be one especially in reading. A seamless system must start

at the very beginning of the primary school to ensure learners are ready to learn. The testing done in Standard one is too late for an at risk learner. All schools should have available opportunities to determine learner readiness and ways to intervene with those children not yet ready.

Table 10: Screening for At Risk Learners

Rationale	Students entering Infant one should be screened to ensure that those at risk receive early intervention. In a seamless and modern system being pro-active with intervention with learners that may be in need of readiness skills must start as early as possible. The goal is to be pro-active not reactive. The work of L. Siegel, 2005 and others affirm the importance of early identification and intervention in terms of future learning
Goal	To identify through screening at Infant I those requiring intervention especially in reading readiness and to develop appropriate interventions for them
Action needed	<ol style="list-style-type: none"> 1. All schools should determine learner readiness and ways to intervene with those children where needed on entry into Infant 1 2. Provide specialists who can screen children and intervene in early literacy 3. Provide professional development on intervention techniques to classroom teachers 4. Design and make resources such as screening instruments available to schools
Resources needed	<ol style="list-style-type: none"> 1. Screening instruments appropriate for Infant one level that screen readiness skills such as: phonological awareness, letter knowledge, print awareness, language development (listening, speaking), numbers, colours, shapes, fine motor skills, memory and attention 2. Use commercial screening instruments or teachers could receive professional development on creating informal instruments <p>Specialists within each school to address early intervention</p>
Indicators of success	<ol style="list-style-type: none"> 1. Children who are at risk of school failure are identified, supported and given the opportunity to succeed in school 2. The time children wait for help is decreased 3. The identified students will improve in their reading, writing and math

4.6 Curriculum and Testing and Evaluation

4.6.1 Background

Overemphasis on testing leads to issues with regards to curriculum. Teachers have felt pressure to spend increasing amounts of time on what can be assessed with paper and pencil while decreasing time on the expectations that require more hands on learning. This latter kind of learning is not assessed on the tests. Some teachers feel pressure to complete the entire curriculum. This decreases time for exploration, investigation and teaching for deeper understanding as they rush to complete the expectations for the exams.

The opportunities for continuous assessment, in a centralized curriculum with high-stakes National testing, are less than in situations where teachers can exercise more autonomy over what they have to cover and how they assess children. This suggests that how the curriculum is viewed and covered depends on a teachers' perception of what is expected to be done.

Some teachers feel that curriculum must be delivered in a certain way to accommodate the test that will follow as well as some curriculum has to be suspended in order to train children in test taking skills. The pressure to pass the exam prevents children from enjoying learning because they are rushed and pushed. There are limitations on the strategies that may be used. For example, a teacher mentioned that to use multiple intelligence strategies one would need to incorporate certain activities not used in the current testing. Another teacher wondered if that would affect children in the end.

4.6.2 Recommendation on Testing and Evaluation and Curriculum

Table 11: Overemphasis on Testing Drives the Curriculum

Rationale	Teachers have felt pressure to teach what can be assessed with paper and pencil. This fear to let go of the traditional ways is an impediment to modernization. Lessons need to be structured with opportunities for students to be involved and apply the content and skills they have learned.
Goal	The role of the teacher must shift from sage on stage to that of a facilitator although his/her work will still fulfill the requirements of the curriculum. Meeting students' needs will become the focus of the curriculum not testing
Action needed	<ol style="list-style-type: none"> 1. Cooperative learning opportunities for learners 2. Many hands-on learning opportunities 3. Reflective time for learners e.g. journals 4. Portfolio assessment, student self and peer assessment so as to address the different learning styles 5. Increase the number of questions that are at the higher order level of

	thinking and problem solving on tests so as to promote a different focus in teaching and enhance comprehension in the process
Resources needed	<ol style="list-style-type: none"> 1. On-going professional development opportunities for classroom teachers 2. Mentors to support those teachers that need more support 3. Videos of models of teaching 4. On site workshops to model the process of what is expected
Indicators of success	<ol style="list-style-type: none"> 1. Teachers assessing in different ways e.g. CAP 2. Teachers feeling less restricted about curriculum choices 3. Increased teacher willingness to implement strategies not being used at present e.g. group inquire 4. Learning will be more pleasurable and less rushed for the learners

4.7 Resources and Testing and Evaluation

4.7.1 International Tests

This consultancy was asked to investigate specific international tests. Harry Seecharan, Assistant Director of DERE, mentioned that participation of Trinidad and Tobago in international tests such as PIRLS (Progress in International Reading Literacy Study) in 2006, apart from allowing a comparative analysis of participating countries' education systems, can extend and enrich the national picture by providing a larger context within which to interpret national results. The same could be said of other international tests such as Program for International Student Assessment (PISA) and Trends in International Mathematics and Science Study (TIMSS). The results from these international tests could help policymakers and practitioners in the Ministry of Education to reassess programs, re-examine and revise existing practices in curricular provisions, textbooks, teacher preparation, school organization and classroom instruction.

4.7.2 Progress in International Reading Literacy Study (PIRLS)

PIRLS is a large international comparative study of the reading literacy of young students in the fourth grade (9 year olds) conducted by the International Association for the Evaluation of Educational Achievement (IEA). PIRLS focuses on the achievement and reading of children in 35 countries most of which are developed countries. It measures trends in children's reading literacy achievement. As well, it provides trends and International comparisons on:

- Fourth graders (Standard three) reading achievement
- Students' competencies in relation to goals and standards for the reading education of fourth graders in developed countries
- The impact of home environment and how parents can foster reading literacy
- The organization of the class, time and materials for learning to read in schools
- Curriculum and classroom approaches to reading instruction

In this test students are asked to demonstrate their ability to

- Show their understanding of a wide variety of texts and an ability to acquire and use information for literacy purposes
- Interpret and integrate ideas and examine and evaluate text features
- Think critically about what is read

A series of questionnaires focusing on the factors associated with the development of reading literacy accompanies this test.

Trinidad and Tobago took part in the PIRLS in 2006. The results of this test will be made available in November 2007. The question being asked by the International Association for the Evaluation of Educational Achievement (IEA) is what functions well in terms of literacy in what country. It is not about ranking the countries. In addition, examining what is the purpose of education in the different countries is of interest.

4.7.3 Program for International Student Assessment (PISA)

PISA is an assessment that focuses on 15 year olds' achievements in reading literacy, mathematics literacy, and science. PISA includes measures of general or cross-curricular competencies such as learning strategies. It emphasizes skills that students have acquired as they near the end of mandatory schooling. PISA is currently being administered every three years with the next assessment scheduled for 2009. PISA is coordinated by the Organization for Economic Cooperation and Development (OECD), an intergovernmental organization of industrialized countries.

An evaluation of the results in several countries shows that boys are performing at a lower level than the girls are on this test and that more resources on adolescent literacy and youth culture are needed. Countries should actively seek creative ways to ameliorate the inequalities of educational opportunities for boys.

4.7.4 Trends in International Mathematics and Science Study (TIMSS)

The International Association for the Evaluation of Educational Achievement (IEA) carries out TIMSS. It is conducted by an organization of national research institutions and governmental research agencies. In 2003, 60 countries participated in TIMSS, at either the fourth or eight grade level or both (Standard 3 and Form 1) in math and science. There is an advanced level for students who are finishing secondary school in math and physics. A variety of developing and developed countries participate.

4.7.5 Recommendations on International Testing

The great advantage of international tests is that they, more than national tests, provide a benchmark for educators to set national learning goals. They allow countries to compare the effectiveness of the national and local curricula in developing such areas as problem-solving skills and higher order thinking, in addition to basic skills, and to compare standards with other countries' performance standards. When used for future educational planning, international tests can provide some insights.

Table 12: Implementation of International Tests

Rationale	While national tests enable Trinidad and Tobago to assess how much of the curriculum students are learning according to school, region and socioeconomic group, international tests provide comparative benchmarks to set national learning goals.
Goal	To establish comparative performance standards To provide a larger context within which to interpret national goals
Action needed	<ol style="list-style-type: none"> 1. Establish base lines with the introduction of the tests 2. Use results to help policymakers and practitioners in MOE to reassess programs 3. Reexamine and revise existing practices in curricula provision, textbooks, teacher preparation, school organization and classroom instruction
Resources needed	<ol style="list-style-type: none"> 1. Funding to allow the country to participate in international tests 2. Professional development to help teachers interpret results and adapt programs
Indicators of success	<ol style="list-style-type: none"> 1. Improvement from baseline results 2. Changes in performance standards of students involved in the tests from Trinidad and Tobago over time

4.8 Structural Organization Related to Testing and Evaluation

4.8.1 Background

Assessment is a key concern in Trinidad and Tobago. At the primary level, the Ministry of Education Policy (White) Paper (1993-2003) identified that “an effective learning system at the primary level must promote acceptable levels of learning achievement for all students”. What students know and are able to do at the end of a level of the school system is critical. In Trinidad and Tobago, DERE is the educational division that monitors student academic achievement. Currently, three tests at the primary level: Standard I and Standard 3 (math, language arts and creative writing) and the Secondary Entrance Assessment are managed. At this time, tests are used to measure individual or school average performance for comparative purposes and for assessing changes over time. As well, they allow MOE to evaluate educational policies and make systematic school improvements.

An analysis of the current organization for testing in Trinidad shows that a lot is being done by very few people in DERE. The staff at DERE with the help of UWI is responsible for preparation and administration of all the local testing and evaluation in the primary schools. DERE’s present role and function includes working collaboratively with other divisions in the planning and implementation of National Examinations and preparing and evaluating assessments on a timely basis. In addition, the coordination of testing activities as well as research studies is done by this Division.

DERE faces many issues. According to Mr. Harry Seecharan, the unit is not set up to do what is currently being done. It struggles with timelines, the complexities of large scale testing, how to maintain a test bank manually, and providing professional development on assessment for teachers. The retraining of staff at DERE is also an issue at this time. More collaboration with UWI about assessment content (validity and reliability) expertise would be valuable.

4.8.2 Recommendations on Structural Organization and Testing and Evaluation

With a staff of 25, DERE achieves a great deal of work, however, there is much more that needs to be done than the staff at this time can handle. For example, the computerization of tests demands specialized knowledge and this is not adequately available. The unit at this time is involved in activities for which it was not designed such as large scale assessments and the computerization of the same. The need for timely return of test results to schools puts pressure on the system. Given this context, it is recommended that the need for qualified staff be reviewed.

Resources are critical to a testing division. This facility should be one that teachers can depend on for more professional development to deal with classroom assessment issues. It should also provide a link with an institution that designs tests so that collaboration can occur when necessary.

Some additional resources that should be housed in this facility are:

- Production of videos and audiotapes for teachers. These could come from schools that demonstrate promising practices. DERE could produce some and then show the schools how to do the same in order to share with other schools
- A Website that keeps teachers informed about testing and evaluation
- Resources in the form of testing manuals and guides for the construction of tests
- Literature on construction of tests and what makes items comprehensible
- Information on validity and reliability
- Readability tests that can be used
- Availability of tests that a classroom teacher might administer to determine reading, math or written expression deficits.

A section of DERE should address diagnostic issues that emerge from the test results. Teachers are not at this time doing any diagnostic follow-up with the results from the Nationals. Perhaps ideas or suggestions could come from this unit to guide the schools in doing so.

While UWI provides quality assurance for research and evaluation there is room for strengthening teacher preparation for large scale assessment. More collaboration is needed with UWI on the content of tests and expertise in terms of assessment.

Shadow assignments with testing institutions could provide more direction with the complexities of large scale testing. This may involve training outside of Trinidad and

Tobago. Perhaps, MOE could give incentives to encourage employees to gain further professional development. The director, assistant director and the head of the research section need ways to maintain their professional growth.

Chapter 5: Spanish as the First Foreign Language (SFLL) - Background and Recommendations

5.1 Investigative Approach

The findings and recommendations shared in this report are based on meetings with a variety of individuals including representatives from the Ministry of Education and the Ministry of Trade and Industry, administrators and teachers at 15 primary schools and 2 secondary schools (Annex 5), faculty members from tertiary institutions (UTT and UWI) and a representative from the Trinidad and Tobago Unified Teachers' Association (TTUTA). A review of extant materials, e.g., Spanish curriculum guides (elementary and secondary), evaluation reports, teacher training materials, and teaching materials was also conducted.

Data collection transpired between April 29 and May 26 during two separate site visits to Trinidad and Tobago.

5.2 Initial Findings

The challenges in obtaining information as to the sequence of events led to the development of a chronology detailing the evolution of the Spanish as the First Foreign Language Program at the primary level (Annex 10).

An awareness of the need to expand the Spanish language competencies of the people of Trinidad and Tobago was highlighted at the 1988 Caribbean Language Conference. Since then, initiatives in 1998 and again in 2004 have been implemented to fulfill the vision that "by year 2020, every child leaving secondary school will have the functional capacity to interact in Spanish at a basic level of proficiency in closed situations as well as in the public domain, with visiting native speakers of Spanish." (MOE National Secondary Education Level II Curriculum Guide, September 2005).

In 1998, the Government of the Republic of Trinidad and Tobago (GORTT) mandated the introduction of Spanish at the Primary School level. With financial assistance from the Inter-American Development Bank (IDB), the implementation of the pilot program targeted 32 schools spread across the seven educational districts in Trinidad. The intent was to have participating students develop a basic level of Spanish proficiency and an appreciation of Hispanic culture.

There were three primary goals for this initiative which were identified as

1. A cadre of master teachers with expertise in developing the communicative competence of primary school children in Spanish
2. Consultants to develop the curriculum for Primary School Spanish (Infants to Standard V) and design and implement a workshop for the master teachers
3. Primary school teachers from the 32 pilot sites to be trained by the master teachers

The NIHERST-School of Languages (now the Department of Foreign Languages, COSTAAT) was contracted, by the Ministry of Education (MOE) and the Educational Programme Coordinating Unit (EPCU), to assist with curriculum development and teacher training. The services of a consultant from the University of West Virginia were retained, and together with 10 secondary Spanish teachers they produced a Spanish curriculum for use in the primary schools that was an adaptation of the Colorado Model Content Standards for Foreign Language and selected culture benchmarks from the Florida Sunshine State Standards-Foreign Language.

Although there was a cadre of teachers trained, there was no evidence as to the length or the type of training received. One secondary teacher's recollection was that 20 primary schools were selected and the teachers received a one-week refresher course in Spanish and one week on methodology. Trainers then visited the schools to observe.

In September 1999, the Pilot Programme in Primary School Spanish was launched for an intended duration of two years targeting students at levels Infants 1 and Standard III.

In 2002 NIHERST-SOL, at the request of the MOE and the EPCU, conducted an evaluation of the program. Their report suggests that the full and successful implementation of the project was hindered by issues related to staffing, the Spanish proficiency level of the teachers, and the level of training. The report included a timeline for implementation through 2010, staffing needs, a proposed budget, an action plan for training, and duties for the various stakeholders including Cultural Assistant Realia Resource Officers (CARRO) consisting of native Spanish speaking volunteers from the various embassies/consulates in Trinidad.

On March 25, 2004, the introduction of Conversational Spanish in all primary schools in Trinidad and Tobago became policy. At the Education Minister Hazel Manning's post cabinet media briefing announcement on June 21 2004, she stated that the Cabinet had agreed to this initiative through the post primary level ending in 2010. Phase one was estimated to cost TT\$30million, and called for the creation of various staffing positions, essentially following the recommendations of the evaluation report submitted by NIHERST.

During the months of June and July in 2004, six 1-day sensitization workshops were conducted for Primary school principals (N=214) and teachers (N=187) from the 8 educational districts of Trinidad and Tobago.

Between August 2004 and May 2005, there was a renewed teacher training initiative for primary teachers. Two 2-week Spanish Refresher/Foreign Language Education training programs were conducted at the RCLRC to equip participants with the oral/aural skills in Spanish and the principles and procedures used in the teaching of foreign languages that would enable them to deliver instruction at the primary school level beginning with the Infants Year 1 class. Week one of training focused on a 30-hour oral/aural refresher course in Spanish. The remainder of the training focus was not able to be determined.

Seventy-two (72) primary schools were represented, although it is not clear if the teachers who participated were among the original cadre trained in 1998. One representative per

school was given a copy of Jumpstart Spanish (interactive software for ages 4-7) purchased by the Division of Curriculum Development. Monthly monitoring/feedback meetings were reportedly held for teachers trained in 2004, although no data was provided to confirm attendance or content of the meetings. A third session was also scheduled for July 2005 but, again, there was no evidence that it was held.

This second round of training was followed by implementation of the program between September 2004 and 2006 targeting students in levels Infants 1 & 2 and Standard III three times per week for twenty minutes per session. The findings from this second iteration of the initiative will be shared below in sections 5.3 – 5.8.

Concomitantly to the initiative administered by the MOE, the GORTT established a Secretariat for the Implantation of Spanish (SIS) as the first Foreign Language in T&T at the Ministry of Trade and Industry in September 2004 with a funding of TT\$3.4 million to promote Spanish in T&T and implement basic conversational Spanish classes for “workers in government ministries and its offshoot agencies.” SIS includes 3 administrators, 12 staff, and On-the-Job (OJT) trainees.

Another independent but related activity occurred between February and May of 2005. The Center for Language Learning at the University of the West Indies (UWI) hosted a 10 day-30 hour (Saturdays only) training for Teachers of Spanish in Primary Schools for 21 participants at the cost of TT\$800 per person. The training was conducted by Ruth Albornoz-Chacón, Esperanza Luengo-Cervera, and Marjorie Mora under the guidance of Dr. Sylvia Moodie.

In 2007, the Ministry of Trade and Industry’s SIS reported numerous activities in their quarterly newsletter, e.g., a 3-day Training workshop for 40 local Spanish teachers at UWI’s Centre for Language Learning; a traveling public awareness Spanish cultural caravan; Spanish community classes across T&T; and a pen-pal programme. They also published mini lessons in local newspaper and launched a website [www.tradeind.gov.tt/SIS/SIS_SIE.htm]

5.3 Curriculum and Spanish

5.3.1 Background

A curriculum guide was developed in 1998 through a collaborative effort between a specialist from the University of West Virginia and 10 secondary teachers for use in a pilot project in 21 primary schools.

The curriculum guide consists of seven levels for ages 4 to 11 years old. It was designed to complement the secondary level Spanish syllabus. Its “cyclical-thematic structure” is intended to provide ongoing reinforcement of key concepts and structures across the various levels of instructions.” Key elements emphasized are the oral/aural approach, the use of fun interactive strategies, and cultural awareness of Spanish speaking countries, especially those in Latin America and the Caribbean.

Among the recurring themes are family, friends, home, school, food, transportation and country. Each theme has corresponding functional objectives, (greet friends); structures (Es mi . . .); related vocabulary (hola); sample activities, and resources needed (drawings, toys).

The curriculum guide has been circulated among those participants in the initial training in 1998 and again in 2004. If those individuals were still at the schools involved in the pilot project, then there was knowledge of its existence. In cases where the trained SFFL teacher had moved or retired, there was no knowledge of the existence of a curriculum guide. It appears that the teachers trained shouldered the responsibility for the implementation of the project with little or no input from the administration and/or their fellow teachers. When asked about the implementation of SFFL, administrators and/or teachers would respond, “Oh, that was Miss _____ who did that”.

Thus, the implementation of the curriculum tended to rest with the teacher’s initiative and willingness to accommodate it within the schedule of her/his own classroom, or necessitated making arrangements with colleagues to be able to include their students.

Conversations with two secondary teachers – one in Trinidad and one in Tobago, Ms. Ingrid Shen Shah and Mr. Kirshon Cornwall, respectively – were reflective of the initiative’s primary focus in Trinidad. Ms. Shen Shah was quite familiar with the elementary school initiative and had participated in the training. In fact, she had applied for the MOE position to oversee the SFFL initiative but had yet to be interviewed. In contrast, Mr. Cornwall was not aware of the initiative. The absence of pilot sites in Tobago was also confirmed by MOE staff in Tobago.

From the conversation with Mr. Cornwall, as well as the observation of one of his classes, implementation of the Spanish curriculum appears to be much more structured at the secondary level as Spanish is one of the regularly scheduled courses students take. The teachers follow a curriculum guide, very similar to that of the elementary curriculum guide, in terms of the expectation that the focus be on conversational Spanish. Students, however, also have a textbook so that the teacher is not solely reliant on teacher made materials. A CD is provided with the textbook, which can be played for the students to listen to as they follow along in their textbooks. The students are then given the opportunity to repeat along with the voice on the CD. This provides the students with authentic pronunciation modeling.

As might be expected considering the advanced level of preparation received, Mr. Cornwall evidenced a higher level of proficiency than that of the primary teachers. He also appeared to be quite familiar with the strategies for engaging the students in oral participation. For example, he personalizes instruction using students’ career goals to teach vocabulary through dialogue.

Mr. Cornwall was also one of several teachers from the Caribbean who had received a scholarship from the Chilean Embassy to participate in a five-week teacher exchange in Santiago Chile at La Universidad de Ciencias de la Educación. The program consisted of an introduction to culture (week 1), teaching English to Spanish speakers in schools

(week 2), and learning pedagogy (weeks 3-5). Upon return, participants are expected to conduct a two-day workshop for colleagues.

One glaring difference between the primary and secondary programmes, besides the preparation of the teachers, is the resources that are available for use in the classroom. Secondary teachers have commercial materials to support the objectives in the curriculum guide whereas the primary teachers must rely on their own resources. Additionally, the secondary curriculum guide provides formative assessment measures to gauge students' progress and growth in the development of the language. Primary teachers, while not expected to conduct formal assessments, still need to formatively assess progress as well but, again, are left to their own resources. The lack of a pool of materials to use as resources and the lack of a common set of formative assessment measures contribute to a lack of consistency in implementation of the curriculum.

5.3.2 Recommendations on Curriculum and Spanish

Table 13: Explicit Curriculum Guides

Rationale	When introducing unfamiliar subject matter with limited resources and time, teachers need to have a curriculum guide that is comprehensive and explicit. The themes, objectives, strategies and specific resources/materials for implementing the curriculum must be aligned.
Goal	To have a user-friendly revised teacher's guide linked to instructional materials available at the school to help implement the curriculum.
Course of Action	<ol style="list-style-type: none"> 1. Have a cadre of teachers guided by a rubric screen instructional materials for use with existing themes and objectives. 2. Align the existing curriculum guide to instructional materials 3. Introduce the curriculum guide as part of a hands-on faculty development workshop 4. Require the Spanish teacher to share the strategies to be used with colleagues at the school 5. Gather feedback from Spanish teachers on curriculum 6. Make appropriate revisions
Resources Needed	<ol style="list-style-type: none"> 1. Time and funding for faculty development to screen the materials, align the curriculum guide 2. Website to post the revised curriculum guide for teachers to access 3. Funds to purchase or make teaching resources e.g. tapes, videos, and picture sets
Indicators of Success	<ol style="list-style-type: none"> 1. Identification of materials aligned with thematic objectives 2. User-friendly curriculum guide that teachers can rely on to guide them 3. Integrity of utility of the curriculum guide 4. Posted curriculum on the website

Table 14: Administrative and Staff Support to Implement Curriculum Guides

Rationale	The implementation of any new program needs to have school-wide support for it to flourish.
Goal	To have colleagues positively promote the learning of Spanish and to work with the Spanish teacher to find ways to complement their instruction so that children see relevance in what they learning, e.g., as they are learning their colors or principles of design in art they are learning how to express this in Spanish.
Course of Action	<ol style="list-style-type: none"> 1. Have a school-wide meeting to discuss the content of the curriculum guide and strategies for implementation Have monthly meetings to update colleagues on the progress of the children and to share ideas for lessons and collaboration 2. Have monthly meetings to update colleagues on the progress of the children and to share ideas for lessons and collaboration
Resources Needed	<ol style="list-style-type: none"> 1. Time for formally scheduled meetings times, e.g., 1st Wednesday of the month the entire faculty meet, 2nd Wednesday of the month teachers meet to share thematic units, 3rd Wednesday of the month teachers meet by grade level (if there are multiple sections of one grade level).
Indicators of Success	<ol style="list-style-type: none"> 1. Consistently implemented SFFL 2. Parallelism between what is being studied in the electives and the oral language development in Spanish 3. Students' increasing proficiency in the Spanish language

5.4 Teacher's Role and Spanish

5.4.1 Background

The teachers who had participated in the training had some elements in common. They had studied Spanish in high school and had a positive predisposition towards the language, were passionate about the need to share their knowledge of Spanish with students, and were willing to invest the time and energy to participate in training and the implementation of Spanish at their respective sites.

As none of the training materials for the second week of the training were available, it's difficult to speak to the level of preparation of the teachers with respect to the delivery of the curriculum. There appears to be a clear need as to how best to utilize the curriculum guide and how to integrate it into their teaching schedule so that there is a sequential and consistent focus to the learning of Spanish.

5.4.2 Recommendations Teacher's Role and Spanish

Future staff development for these teachers should include opportunities to create schemes of work that incorporate resources and detailed scripted lesson plans. There

seems to be a sense that the limited amount of time dedicated to the teaching of Spanish coupled with the informal oral/aural approach with young children requires minimal to no preparation. When, in fact, well-managed lessons are required to maximize the limited time available.

Staff development also needs to continue to emphasize Spanish language use and pronunciation. The observations of some of the teaching revealed that the initial 30 hour refresher course in Spanish was not sufficient. The errors observed were fairly typical of novice speakers of a foreign language, e.g., subject verb agreement, tense usage, pronoun/gender agreement (la foto, el idioma). Additionally, attempts to converse in Spanish with the teachers of Spanish revealed limited oral (listening and speaking) proficiency.

Although study abroad programs are one viable alternative to increasing the teachers' Spanish language proficiency, opportunities can be maximized to a greater extent if the individuals already possess a beginner's level of proficiency. Individuals with at least an intermediate level of proficiency will not only benefit more from these experiences but can, in turn, also provide professional development for their colleagues upon their return. Included in Annex 13 are some possible sites for consideration. Prior to sending individuals, however, how the needs of the individuals are to be met should be negotiated with the Institute Directors to ensure that the teachers' experiences meet the expectations of the Trinidad and Tobago SFFL initiative. The recommendations below offer multiple avenues for faculty development for the primary teachers of Spanish.

Table 15: Building Teachers' Language and Pedagogy Proficiency

Rationale	Good intentions and minimal preparation are necessary but not sufficient criteria to be successful SFFL teachers in primary schools. To be effective, SFFL teachers need continuous and structured opportunities to acquire the necessary skills and strategies.
Goal	To provide numerous and thoughtful venues for teachers to develop their Spanish language and pedagogical proficiency.
Course of Action	<ol style="list-style-type: none"> 1. Provide teachers with Spanish-English audiotapes/CDs to improve their own oral/aural skills and enhance their vocabulary and knowledge of grammar 2. Incorporate regular 'read-aloud' times in Spanish to young children to help with pronunciation and fluency 3. Offer monthly staff development workshops on set days and times of the month to afford teachers opportunities to collectively work on schemas as well as spend time working on their Spanish language proficiency 4. Organize regularly scheduled conferences where teachers can bilingually present their ideas, units, and strategies to colleagues 5. Videotape authentic lessons to use in training sessions 6. Create a website for teachers to upload lesson plans addressing the themes and functional objectives at each grade level 7. Require primary teachers of Spanish to take courses through the

	tertiary institutions 8. Facilitate study abroad opportunities for teachers who enroll in the Spanish for teachers' courses
Resources Needed	1. Funding to purchase Spanish-English audiotapes/CDs 2. Funding to purchase Spanish literature for children for the read-alouds 3. Time and funding for monthly faculty development opportunities 4. Time and funding for annual conferences where teachers engage in acquiring and sharing knowledge 5. Time and funding to videotape authentic lessons and disseminate videotapes 6. Time and funding to create and maintain a website for the teachers 7. Funding to create incentives for teachers to study Spanish at tertiary institutions 8. Funding or collaborations with consulates/embassies to support study abroad opportunities
Indicators of Success	1. Increased Spanish language proficiency among teachers 2. Dissemination of videotapes and widespread implementation of strategies shared 3. Enrollment of Spanish teachers at tertiary institutions 4. Increased participation in study abroad programs

5.5 Pedagogy and Spanish

5.5.1 Background

The focus of the teaching of SFFL is to make it fun, enjoyable, and appealing to the primary students so that their interest persists into their secondary years. Thus, special emphasis has been given to limit the exposure of Spanish to oral/aural activities so as not to succumb to the traditional grammar/translation approach so often associated with learning a second language.

Observations of teachers indicated instruction that ranged from arbitrary introduction of colors or fruits to songs orally introduced with no visuals to using artificial dialogue from text to introduce the exchange of greetings. It was evident that some teachers were trying to follow the “conversational spirit of the initiative” while others were feeling a need to be more structured. Probing of students’ recall evidenced the need for considerable stimuli suggesting that the concepts, irrespective of age level or topic, had not been internalized, e.g., colors, fruits, and songs.

5.5.2 Recommendations on Pedagogy and Spanish

The oral/aural approach is consistent with the development of language from birth to approximately four – five years of age through the use of concrete stimuli. When a child starts school, the learning of a language takes on a more integrated approach with the introduction of reading and writing. The use of multiple modalities helps the child

internalize information as they see it, say it, write it, and read it. The learning of a foreign language should follow a similar pattern. This would require a shift in the philosophical underpinning currently proposed by the MOE.

Providing teachers with multiple strategies for developing language skills in meaningful, relevant contexts would also be beneficial, e.g., ordering in a restaurant using menus in Spanish, asking for directions to the principal’s office, and asking for directions to the restroom. It would also be helpful to integrate this into the professional preparation of the teachers at the tertiary institutions. Currently, the teaching of a foreign language is not part of the curriculum at all primary schools. This may be due in part to the absence of a clear direction regarding the implementation of the program at the primary levels.

Another useful tool to enhance the teachers’ pedagogical knowledge would be to produce a *Promising Practices* guide for Spanish Language Learners. Such a guide could share strategies, provide references for further study and then provide an instructional practice example illustrating how the strategies could be implemented. This guide could be the source of teacher study groups either at their own school site, or in university classroom settings. These recommendations are presented below, as well for ease in reading.

Table 16: Pedagogical Approaches to Teaching Spanish

Rationale	Any administrative directive needs to be grounded in a sound philosophical base that is explicitly communicated and makes provisions for ensuring that those responsible for executing the directive have the appropriate credentials and skills.
Goal	To have a well-grounded pedagogically-sound philosophical approach with a cadre of individuals skilled in the implementation of modern approaches to language instruction
Course of Action	<ol style="list-style-type: none"> 1. Revisit the current mandate to limit the teaching of Spanish to the oral/aural approach to include a more integrated approach using all four receptive (listening and reading) and expressive (speaking and writing) skills 2. Enhance the curriculum guide by adding a section on pedagogical approaches 3. Expose teachers to sound pedagogical practices in foreign language teaching by creating a <i>Promising practices</i> guide, viewing videotapes of colleagues and conducting on-site visits to other settings both in Trinidad and Tobago and to Spanish speaking countries as part of their exchange opportunities 4. Offer regularly scheduled monthly workshops where teachers have an opportunity to learn about and share strategies used 5. Organize study groups at the school level to share strategies implemented 6. Incorporate foreign language teaching to the degree plan for pre-service teachers

Resources Needed	<ol style="list-style-type: none"> 1. Time to organize a cross-sectional representation of the stakeholders to revisit the current mandated approach and discuss using a more integrated approach 2. Time and funding to hire a foreign language specialist to develop the section on pedagogy in the curriculum guide 3. Time and funding to develop a <i>Promising Practices</i> guide 4. Funding to hire educational specialists that can identify Promising Practices, videotape them, and disseminate them throughout the country, as well as coordinate site visits among colleagues in Trinidad and Tobago 5. Funding to hire faculty members who can provide foreign language teaching and serve as a resource to the study groups organized at the various schools
Indicators of Success	<ol style="list-style-type: none"> 1. A revised mandate from the MOE featuring a more integrated approach to learning Spanish 2. The addition of the section on foreign language pedagogy to the extant curriculum guide 3. A well-developed and disseminated <i>Promising Practices</i> guide 4. The hiring of an educational language specialist for each of the educational districts 5. The addition of faculty who teach foreign language pedagogy and a log of their participation in study groups

5.6 Resources and Spanish

5.6.1 Background

Maximizing both material and human resources for this national undertaking will require a thoughtful and synergistic approach given the notable absence of visual aids in the classroom and the limited Spanish proficiency of the primary school teachers.

Visual aids are essential teaching/learning tools for young children, particularly for children learning a foreign language. Flash cards, pictures, books, and manipulatives help them associate the known with the unknown, e.g., the color blue, a dollar, and a doctor. Some teachers visited had made their own flash cards using paper and markers, or had created poster boards, using informational material obtained from the consulates, for instructional purposes. The majority of the teachers, however, relied solely on the oral/aural approach even to teach fruits and colors.

5.6.2 Recommendations on Resources and Spanish

Teachers who had attended the Spanish for Primary Teachers training, however, had a copy of Jump Start an interactive DVD in English and Spanish. It had songs like “De Colores”, a popular song in Spanish. A review of Jump Start yielded the following observations:

1. The limited availability of hardware to view electronic software precluded using technology as a tool for learning.

2. Software needs to be a supplement, versus as a stand-alone teaching tool, to help reinforce concepts taught.
3. Careful attention should be given to the purchase of commercial resources to ensure meaningful learning.

Presently, there are numerous resources for teaching Spanish including ready made flash cards, alphabet strips to hang on the wall, children’s trade books, textbooks, and software. It would be helpful to have teachers examine these resources, using a thoughtfully crafted rubric with specific criteria, to determine their alignment with the themes and functional objectives in the curriculum guide. These resources could then be incorporated into the curriculum guide and purchased for schools. One good avenue for examining these resources is reviewing catalogs of materials (Annex 12) Another good avenue is attending the exhibit areas at conferences, e.g., the National Association of Bilingual Education (NABE) Conference held annually in the United States or the Spanish literature conferences held annually in Spain. The additional benefit of attending conferences like NABE is the opportunity to learn current practices, hear presenters share their success stories, and interact with peers engaged in similar initiatives. Again, conference attendees would be expected to share knowledge acquired with colleagues in Trinidad and Tobago. These sessions could count towards credit for staff development that the MOE may wish to institute.

Another dimension to the issues of resources is that of human resources. One concept to entertain is hiring Spanish speaking college students studying English as a Second Language in Trinidad and Tobago to serve as itinerant teachers of Spanish. Each student could be assigned to a minimum number of schools to visit three times per week to deliver instruction to the primary children. These individuals could receive their orientation to the Spanish curriculum for primary schools by veteran teachers of Spanish and their orientation to the cultural component by the CARROS. Alternatively, these same individuals could provide Spanish language instruction on a weekly basis to the primary teachers at training sites in each of the educational districts.

Some scenarios for the identification and dissemination of resources are shared below.

Table 17: Identification of Instructional and Human Resources

Rationale	Educational mandates often necessitate, but do not consider, the variety and extent of resources that will be needed to successfully execute the initiative. Implementing an effective SFFL program must, therefore, address the availability of resources and identify those that will most efficiently maximize the fiscal resources available.
Goal	To identify quality instructional and human resources available to implement SFFL in the primary schools.
Course of Action	<ol style="list-style-type: none"> 1. Develop a criterion based rubric for evaluating materials 2. Review catalog materials 3. Attend annual conferences, e.g., particularly the exhibit area, and have attendees report back to their colleagues in Trinidad and Tobago 4. Offer sharing sessions for teachers to learn about new materials

	<ol style="list-style-type: none"> 5. Upload annotated descriptions of available materials to a website 6. Invite the consulates/embassies to host an annual cultural fair to introduce music, dances, celebrations and food unique to their country and provide materials to those in attendance 7. Create a materials resource center where teachers can review and request materials and where regularly scheduled monthly demonstrations of materials are featured, e.g., first Saturday morning of the month 8. Produce regularly scheduled televised demonstrations available after school featuring the use of materials available/acquired or strategies in the <i>Promising Practices</i> guide. These could be a focus of a study group meeting or a mini-staff development opportunity Utilize Spanish speaking students in Trinidad and Tobago studying English as a Second Language as tutors for the students and/or the teachers in the primary schools
<p>Resources Needed</p>	<ol style="list-style-type: none"> 1. Time and funding to hire an assessment specialist to work with a cadre of SFFL teachers to develop the criterion based rubric 2. Multiple copies of instructional catalogs 3. Time and funding to support teacher and administrator travel to conferences in other countries, e.g., U.S. and Spain 4. Time and funding to organize sharing sessions for teachers and provide incentives to teachers to participate 5. Time and funding for someone to maintain the website and upload the information acquired 6. Funding to organize the language and culture fair featuring the various consulates/embassies and invited educators 7. Funding to support a physical space for the establishment of a materials resource center and personnel to manage it and organize the events 8. Funding to support staff to organize the televised demonstrations 9. Funding to organize, train, and compensate the Spanish speaking tutors 10. Funds to purchase recommended resources for schools
<p>Indicators of Success</p>	<ol style="list-style-type: none"> 1. User-friendly instructional materials evaluative rubric 2. Access to a number and type of materials acquired 3. Number of faculty participating in conferences and in sharing sessions 4. Number of sharing sessions and attendees 5. Quality of website and number of hits 6. Number of attendees at the language and culture fair 7. Number and quality of the materials available and the events sponsored, the utilization of the materials resource center, and the number of attendees at the events 8. Number and quality of televised demonstrations 9. Number and participation of tutors/itinerant teachers and students in the various sessions

5.7 Testing and Evaluation and Spanish

5.7.1 Background

The philosophical orientation driving SFFL, which consists of using an oral/aural approach to learning conversational Spanish, has precluded (as it should) a formal process for teaching and evaluation. There are certain informal measures, however, that may be useful to help teachers gauge students' Spanish language proficiency growth. These same measures can also be useful to assess the Spanish language proficiency of the teacher and the corresponding professional development needs.

5.7.2 Recommendations on Testing and Evaluation and Spanish

Including these approaches in the *Promising Practices guide* would be an efficient way to disseminate the information. Then, as part of the professional development activity, the teachers could actually experience some of these strategies, i.e., assessing their own level of Spanish language proficiency in reading and writing for example. Additionally, these strategies should be taught in the pre-service teacher courses offered at tertiary institutions as well as part of an on-going professional development plan for all teachers.

Table 18: Developing Teacher's Knowledge of Formative Assessment Strategies

Rationale	Teachers need to understand the language proficiency of their students so that they can provide the appropriate instructional guidance. The nature of developing an individual's oral/aural skills requires that teachers understand and can apply formative measures of assessment as students are engaged in their everyday learning activities.
Goal	To give teachers a working knowledge of formative assessments to determine students' Spanish language proficiency.
Course of Action	<ol style="list-style-type: none"> 1. Schedule regularly held demonstrations, e.g., the first Saturday of every month 2. Offer sharing sessions for teachers to learn about new assessment strategies where teachers actually experience some of these strategies, i.e., assessing their own level of Spanish language proficiency for example 3. Produce regularly scheduled televised demonstrations available after school featuring the use of formative assessments 4. Upload annotated sample assessments and annotations for their use 5. Include these approaches in the <i>Promising practices Guide</i> 6. Incorporate these strategies in the pre-service teacher courses offered at tertiary institutions
Resources Needed	<ol style="list-style-type: none"> 1. Time and funding to hire an assessment specialist to work with a cadre of SFFL teachers to present assessment strategies 2. Time and funding to schedule, organize, and facilitate sharing sessions for teachers

	<ol style="list-style-type: none"> 3. Funding to support staff to organize the televised demonstrations 4. Time and funding for someone to collect the sample assessments, upload the information acquired, and maintain the website 5. Funding for an assessment specialist to develop an assessment section for the <i>Promising Practices</i> guide
Indicators of Success	<ol style="list-style-type: none"> 1. Number of faculty participating in demonstration presentations 2. Number of sharing sessions and attendees 3. The number and quality of televised demonstrations and the extent to which the televised strategies are being viewed and implemented 4. Quality of website and number of hits 5. Teachers' perceptions and utilization of the assessment section in the <i>Promising Practices</i> guide

5.8 Structural Organization and Spanish

5.8.1 Background

A key issue that surfaced prior to the inception report and continued to be verbalized during the course of the conversations with the various stakeholders concerned the structural organization, both at the level of the Ministry of Education (MOE) and at the school level.

The person in charge of the SFFL initiative at MOE has retired and no one has currently been hired as a replacement. The lack of a designated individual to oversee the implementation of the initiative has led those in the original pilot initiative visited to wonder about the seriousness of the intent. Other schools not in the pilot project, have limited if any information regarding the initiative or its future, thus delimiting progress towards ensuring that every child be conversationally proficient in Spanish by the year 2020. The fact that there are eight educational regions with 483 public schools and 134 high schools, as well as new Early Childhood Centers under construction, will warrant hiring sufficient staff members to support the initiative both in Trinidad and Tobago.

An additional concern is that of implementation at the school level. Among the factors that precluded consistent and sustained implementation were:

1. **Limited staff trained.** Since only one teacher was trained on each campus, then only her students got to benefit from the training. If the teacher 'looped' with her students, then her students may have experienced some level of consistency. Another arrangement was to have the trained teacher work with the Standard V students after their SEA exam.
2. **Ad hoc course.** Because of the demands of the core curriculum that is assessed, the teaching of SFFL was sporadic as time permitted. Further, the mandated policy to implement the teaching of Spanish at Infants I & II, where there are

presumably no high stakes curricular demands, and at Standard III after the SEA exam, essentially did not allow for school wide implementation or consistency in the learning of Spanish for the children once they had been introduced to the language.

3. **Teacher absenteeism.** Absenteeism of teachers created a domino effect in trying to cover classes so that even if a teacher was designated to work with multiple classes, she was pulled to cover the class of the absent teacher.
4. **Administrative prioritization.** When the possibility of a ‘resource’ teacher existed, other needs on the campus, e.g., reading support teacher or a technology teacher was given higher priority.

5.8.2 Recommendations on Structural Organization and Spanish

The implementation of the SFFL would be greatly assisted if, ideally, there were one master Spanish teacher at each school with the responsibility to teach Spanish at each grade level. Alternatively, this teacher could be itinerant serving 2-3 schools on a rotating basis. The Spanish instruction could also be delivered by native Spanish-speaking college students who could also serve as role models in terms of pronunciation.

Clearly, the magnitude of the task is such that, at first glance, it can appear daunting and too ambitious. Needed are designated leadership and a systematic, synergistic timeline and process for implementation. Proposed below is a collaborative model that draws on the mission of the entity. When collectively harnessed, the contributions from each member of the collaborative representing the public, private, and governmental sectors, can serve to ensure the increased opportunities for all children to become conversationally fluent in the Spanish language. The model, reflecting its mission and its intent, could be called Restructuring an Effective Spanish Primary Program Education Collaborative in Trinidad and Tobago (RESPPECTT).

RESPPECTT would be comprised of the SFFL Program Director and an Advisory Committee including primary and secondary teachers and representatives from the Ministry of Trade and Industry, Ministry of Foreign Affairs, Tertiary institutions – UTT, UWI, and USC, Consulate/Embassies, and the private sector. Each entity would devise a three year plan, and beyond, illustrating their contribution to exponentially, and systematically growing the Spanish speaking school population of Trinidad and Tobago.

A sample grid is provided in Annex 11 that could be completed as the individuals determined their role and responsibility in this initiative.

Following is a succinct listing of the recommendations to assist in ameliorating the issues found regarding the implementation of SFFL.

Table 19: Strengthening the Structural Organization to Support MOE’s SFFL Initiative

Rationale	The magnitude of the initiative, coupled with the need for a variety and extensive resources, requires a synergistic comprehensive plan that can maximize the contributions of the stakeholders impacted.
Goal	To develop a comprehensive, synergistic plan that will strengthen MOE's initiative to implement SFFL in the primary grades in a consistent and efficient manner.
Course of Action	<ol style="list-style-type: none"> 1. Hire an SFFL program officer 2. Hire a Curriculum Officer for each of the eight educational districts 3. Create a data base of the participants in each of the training cohorts noting Spanish level proficiency, as well as school assignment and contact information that will be useful in identifying training needs and resources 4. Consider having a designated teacher of Spanish per school, or alternatively hire an itinerant teacher serving 2-3 schools 5. Consider using native Spanish speakers enrolled in ESL programs as providers of the SFFL curriculum or as tutors for the teachers 6. Establish an advisory committee comprised of the various governmental, private sector, and public sector stakeholders 7. Ensure the increased opportunities for all children to become conversationally fluent in the Spanish language by having each constituency identify their role and responsibility in the mission
Resources Needed	<ol style="list-style-type: none"> 1. Funding to support this position and processes in the Human Resources Division to expedite the search 2. Funding to support the staff positions and processes in the Human Resources Division to expedite the searches 3. Time and funding to support staff to maintain an accurate database 4. Funding to support hiring master Spanish teachers or tutors/itinerant teachers to implement the Spanish program 5. Funding for a liaison to serve as the liaison between the advisory committee and be responsible for the regular and timely communication across the various constituencies 6. Funding to host an annual retreat to revisit, refine, and enhance the RESPECTT model of implementation
Indicators of Success	<ol style="list-style-type: none"> 1. The hiring of qualified staff, i.e., program director, education district SFFL specialists, the website staff, teachers/tutors, and liaison 2. The attendance at the retreat and the outcomes, e.g., roles and responsibilities of the participants 3. Formation of Advisory Board 4. Annual retreat

The vision of having every child leave secondary school with a functional capacity to interact in Spanish at a basic level of proficiency sufficient to interact with native speakers of Spanish is a necessary first step in reaching this goal by the year 2020. Attention is needed, however, to developing the skills needed by all of the stakeholders, providing the necessary incentives and resources, and implementing workable action plans in order to yield the desired change.

Chapter 6: Summary of Recommendations

In order to see the recommendations in all three areas of the report in one section, the following table was developed. In this way the relationships among the recommendations and the common focus of working towards modernization of the education in Trinidad and Tobago can be seen. Common themes emerge such as the need to focus on assessment for learning, teacher as facilitator, multiple ways of learning, the need for both human and material resources to support modernization, professional development for educators, re-evaluating the role of exams, fostering a constructivist learning approach and the role of decentralization to increase participation.

Table 20: Recommendations for Modernizing Education in Trinidad and Tobago

	Curriculum and Instruction	Testing and Evaluation	Spanish as the First Foreign Language
Curriculum	<ul style="list-style-type: none"> • Revise & align curriculum – content and modern approaches • Integrate ICT in the curriculum • Hire ICT specialists in districts • Expand CETT reading programme • Professional development for Heads • Establish standards – bench marks 	<ul style="list-style-type: none"> • Teacher moves from sage on the stage to facilitator with student needs not tests determining curriculum • Stronger emphasis on CAP 	<ul style="list-style-type: none"> • Revise current curriculum guide • Prepare/purchase curriculum resource material • Coordinate with electives
Teacher's Role	<ul style="list-style-type: none"> • Provide incentives for professional development • Offer professional development credit courses e.g. assessment, ICT • Bottlenecks and actions 	<ul style="list-style-type: none"> • Utilize assessment for student learning • Teacher preparation in uses of tests for diagnostic purposes 	<ul style="list-style-type: none"> • Build on teachers' Spanish language skills: tapes, conferences, workshops, website • Organize study abroad programs
Pedagogy	<ul style="list-style-type: none"> • Foster active, constructive, teaching/learning modern approaches • Investigate and plan programs for male 	<ul style="list-style-type: none"> • Use tests as diagnostic tools • Implement screening of Infant one students for early intervention 	<ul style="list-style-type: none"> • Use multiple modalities • Develop Promising Practices Guide • Offer workshops on modern approaches

	<p>female differential achievement rates</p> <ul style="list-style-type: none"> • Create, implement and evaluate credit courses in modern pedagogical approaches e.g. multiple intelligences, co-operative learning 		
Testing and Evaluation	<ul style="list-style-type: none"> • Encourage CAP – using different approaches • Adapt SEA – higher level questions, weight continuous assessment as part of marks • Pilot and evaluate programs • Emphasize assessment for learning 	<ul style="list-style-type: none"> • Increase use of CAP • Mix approaches (for, as and of learning) • Focus on student learning outcomes • Provide students with meaningful feedback 	<ul style="list-style-type: none"> • Provide professional development in the use of formative assessment • Share resources for assessment
Resources	<ul style="list-style-type: none"> • Expedient hiring of personal • Create and implement a substitute teacher program • Review curriculum to determine needed resources • Produce curriculum resources • Website for promising practices 	<ul style="list-style-type: none"> • Participate in international tests to help set national benchmarks and performance standards • DERE needs: media on promising practices, readability diagnostic tools and other instruments • Supplemental materials for schools 	<ul style="list-style-type: none"> • Review and purchase teaching resources e.g. picture sets • Hold annual conferences • Spanish speaking college students as tutors or itinerant teachers • Involve embassies and consulates • Website for promising practices
Structural Organization	<ul style="list-style-type: none"> • Define responsibilities of Divisions regarding curriculum • Set up pilot district centre • Provide funds for resources and professional development 	<ul style="list-style-type: none"> • Address professional needs of DERE staff • Collaborate with UWI and other universities in research • Organize shadow assignments for staff • Increase focus on diagnostic testing • Set up student 	<ul style="list-style-type: none"> • Hire Spanish Language Curriculum Officer • Hire District Curriculum officers • Designate master Spanish teachers at each primary school

	<ul style="list-style-type: none">• Provide funding access for school based management• Analyze decision making process• Professional development for educational managers	<p>diagnostic centre</p> <ul style="list-style-type: none">• Specialists to diagnose children and support classroom teachers	
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Chapter 7: Implementation

In each interview or focused group session, the problematic nature of implementation in the process of education change was indicated as a challenge. Various thoughtful programs have been created, yet a number of them have not been implemented or were implemented in such a way as to limit the intended outcomes.

This significant modernization initiative would benefit from the guidance of the following principles of implementation:

1. **Active Participation.** Systemic change can be more widespread and effective when participants are engaged in identifying the issues, setting the vision, and identifying the corresponding necessary plan of action, skills, incentives, resources, and progress.
2. **Empowerment.** Individuals will feel more committed, and thus more obligated, to take an initiative when they can actively participate and there is evidence that their voices are being heard.
3. **Transparency.** An open transparent process fosters increased support for implementation actions.
4. **Analysis.** Examination of the pros and cons of a particular course of action, prior to making decisions, helps to anticipate issues and to make choices that are more likely to be supported and successful.
5. **Prioritization.** Determining the sequencing of issues to be addressed helps gain clarity and support.
6. **Balance.** A system can deal with a limited number of comprehensive changes that impact its operation at any one time. The more participants are involved in identify the changes that they want to see take place and subsequently choosing the courses of action, the more changes can they effectively deal with at any given time.
7. **Planning.** A broad overall plan for a project helps individuals place their role in perspective and provides insight as to the schemata in place.
8. **Jurisdiction.** What decisions are delegated, which ones need consensus, and which ones can be autonomously determined by a person/organization, are important for executing a synergistically orchestrated complex plan.
9. **Collaboration.** When participants work together on a common focus and goal, the potential for change is increased.

These principles could be of assistance in guiding the wide range of decisions that have to be made in the implementation of a course of action. This does not eliminate issues,

but helps to provide the basis for selection of strategies in dealing with ongoing issues, which are an inevitable part of the implementation process.

An example of this process is in the case of decision making. On the basis of the stated principles, there is a need to move from an emphasis on hierarchical decision making to involvement of the people who are going to be impacted by the decisions such as principals, teachers and students. In this context, the move to school based management is supported by these principles. It is anticipated that schools would be involved in identifying concerns and courses of action. At the same time this process is not done in isolation. This means supporting the schools with professional development, acknowledgment of jurisdiction and resources consistent with principles of empowerment and sense of ownership. Making the principles explicit in a group promotes open communication and helps to provide a basis for decision making.

In establishing the plans for implementation, it is valuable for those involved in the implementation process to discuss the strengths and previous successes that the group/organization has had in order to identify what can contribute positively to the new adventure. Likewise, there is a need to identify and prioritize the goals of the implementation project so that there is a common understanding of the direction to be taken. For example, focus group discussions with members of the Curriculum Division were able to identify previous approaches that had been successful in conducting professional development workshops with teachers such as focusing on teachers' perceived needs, using an activity based approach and using a constructivist approach. These can become the framework for creating new professional development opportunities.

In discussions with stakeholders, in diverse interactions and in observations, we identified a number of strengths that could contribute to the steps in modernization of education:

- Willingness of educators and others to share their perspectives
- Participants' recognition and desire for change
- Willingness on the part of MOE to invest in the education process
- A desire to modernization education
- A recognition that aspects of the education system are not functioning successfully for effective student development such as the impact of the SEA exams
- Existing education structures for potentially bringing about change
- A willingness to look outward e.g. implementing Spanish to develop global connections as well as inward for change
- The importance of testing and evaluation in the learning process and the necessary changes that must occur to be part of a modern approach
- The broadening of the decision making base as in the initiation of decentralization with school based management

Implementation is an ongoing process of listening, discussion, identification, negotiation, taking action, reviewing, evaluating and taking the next step. It is a process filled with questions and demands decisions. In education the benefits are seen in small moments as in the smile of pride when a child accomplishes a new task. On a broader scale we can analyze the results of an implementation plan in which teachers are involved in a professional development in a district and subsequently develop projects for exploring in their classrooms. These and other implementation activities will require commitment and a willingness to deal with challenges.

Chapter 8: Concluding Remarks

The visits to Trinidad and Tobago provided a very intense opportunity to meet with a diverse group of students, educators, planners and policy makers. These discussions were both open and frank with participants imbedding their comments with a strong desire to improve the quality of education for young people in Trinidad and Tobago. Earlier correspondence and discussions with other consultancies, plus the sharing of presentations at the August Workshop sessions with both the other consultancies and the workshop participants were valuable opportunities for learning about different perspectives and for integrating ideas. Throughout our visits, individuals were very willing to share their experiences, challenges and goals.

The Government of Trinidad and Tobago through its funding of various modernization programs recognizes the importance and need to analyze national and international conditions and trends so as to bring about changes in the education system. This has included the construction of school facilities and the desire to improve the quality of the students' learning.

In order to examine the existing curriculum, testing and evaluation as well as the implementation of Spanish, we utilized the categories of curriculum and instruction, testing and evaluation, pedagogy, teachers' role, resources and structural organization. This process highlights the interrelationships and complexities of modernizing education in Trinidad and Tobago.

The current educational structure and decision making processes are both complex. This coupled with the number of national changes being made in education has led to the need for increased communication and adaptation. The question of how fast and how many concurrent changes can effectively be made needs to be considered. In different discussions participants mentioned that there was not a shortage of ideas, but that the implementation process itself was problematic.

The issues resulting from the increased inclusion of diverse students raises questions of meeting the wide range of student needs which in turn means examining both the curriculum content and resources as well as the approaches to instruction. The need for facilitating and monitoring the continuous progress of students becomes even more critical from this perspective. In this process the impact of high stakes testing becomes more open to question. Discussions have shown how much the testing process has directed the curriculum bringing both positive and negative consequences.

Underlying this modernization is the necessary reconsideration of the paradigm upon which it is grounded. This involves a complex and deep consideration of questions around the role of the teacher, ways students learn, constructing meaning from students' experiences and what resources are needed to support this process. Changing the perspective of individuals and the approaches of a system is an arduous process. To support this paradigm shift, the appropriate professional development of teachers becomes critical.

Along with the goal of increasing student participation in the learning process is the goal to further democratize the educational system so as to develop a wider base of participation in this system by both teachers and students. This is illustrated by the current move towards decentralization of administration in the districts, school based management and an examination of the professional development of educators. This raises the question as to how these changes will impact the curriculum, instruction, assessment and evaluation. Structural and organizational changes need to support the process of modernization and to reflect in a consistent manner the approach of modernization in education.

Change is happening on many different fronts both formally and informally. This has given rise to the discussion on ‘seamlessness’ as it applies to such areas as movement of students, alignment of curriculum, flow of the content and teaching/learning approaches. This is reflected, for example, in questions about how technology can be effectively integrated in the school programs over the different levels, how the curriculums can be aligned, and how assessment and evaluation can facilitate further learning and progress throughout the student’s learning experiences. In this process consideration of the implementation process is critical.

Trinidad and Tobago has pledged to work towards becoming a ‘developed’ nation by 2020. There is recognition that education is key to reaching this goal. While there is a desire to maintain qualities and characteristics that give national identity, there is a goal to develop skills and learning opportunities that help students and Trinidad and Tobago to participate globally. One example that illustrates this process is the desire to implement Spanish as the first foreign language at the primary level. This program offers the opportunity to implement a modern approach to education as well as to expand students’ understanding of cultural and linguistic diversity. The skills gained could help students to more effectively participate in the globally community.

Meaningful changes in education are rarely quick or free of challenges. Policies are needed to provide the support and structures for this change; however, it is in the interactions and learning contexts where student change and growth are enacted. Implementation of ideas is a critical component of this process of change. There may be hesitancy in moving out of a perceived safe context even if the context is not currently meeting one’s needs. Change, however, requires moving into a space filled with questions and challenges as well as the potential for hope and growth. Education at its core is a process of change. As such, the challenge offered by modernization of education will impact both the individual student and the nation of Trinidad and Tobago.

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Annex 1

Acronyms

APSS	Association of Principals of Secondary Schools
ATE	Assessment Testing and Evaluation
ECCE	Early Childhood Care and Education
BOTT	Board of Teacher Training
CAP	Continuous Assessment Programme
CARROS	Cultural Assistant Realia Resource Officers
CEO	Chief Education Officer
CETT	Centre of Excellence in Teacher Training
COSTAATT	College of Science, Technology and Applied Arts of Trinidad and Tobago
DCD	Director of Curriculum Development
DERE	Division of Educational Research and Evaluation
DES	Director of Educational Services
EDFM	Education Division for Facility Management
GORTT	Government of the Republic of Trinidad and Tobago
HEIDIC	Ministry of Education Inter-Divisional Implementation Committee
HOD	Heads of Department
ICT	Information and Communication Technology
IDB	Inter-American Development Bank
MOE	Ministry of Education
MTI	Ministry of Trade and Industry
NCSE	National Certificate of Secondary Education
NIHERST	National Institute of Higher Education, Research Science and Technology School of Languages (now the Department of Foreign Languages, COSTAATT)
SEMP	Secondary Education Modernization Project
SIS	Secretariat for the Implementation of Spanish
TPDU	Teacher Professional Development Unit
TTUTA	Trinidad and Tobago Unified Teachers Association
USC	University of the Southern Caribbean
UTT	University of Trinidad and Tobago
UWI	University of the West Indies

Annex 2

Task Parameters Directing the Work of this Consultancy

Task Parameters and TORS	Outlined in this Report
1. Review and analyze legal, policy institutional and regulatory framework for primary education TOR: 3.2	2.1, 2.2, 2.3, 2.4
2. Conduct interviews with relevant participant stakeholders and observe in institutions during the first visit	3.1, 4.1, 5.1 Annexes 3 and 4
3. Prepare and present inception report with work schedule TOR: 4.1 a	Inception Report
4. All team members conduct further interviews and focus groups with MOE officials, teachers, principals, parents, students, TTUTA and other stakeholders	3.1, 4.1, 5.1
5. Complete tasks of Curriculum and Instruction Consultant TOR: 3.5a - 3.5 d	2.2, Chapter 3
6. Complete tasks of the Testing and Evaluation/assessment consultant TOR: 3.5e- 3.5 i	2.3, Chapter 4
7. Complete tasks of the Bi-lingual Education Specialist TOR 3.5 j – 3.5m	2.4, Chapter 5
8. To engage in other aspects that are not covered directly in the above tasks but which are indicated in part in IV Deliverables /Products In some cases the deliverable integrates ideas from two or more of the consultants’ investigations TOR: 4.1di – dviii	Integrated
9. Emphasize throughout the consultancy the important role of communication and collaboration among the various players and consultants	Foreword
10. Write reports <ul style="list-style-type: none"> • Inception • Midterm • Final 	Completed Completed This report

Annex 3

Modernization of Teacher Education

Midterm Report: Wideen, M, Kavnesky, L. & Northey, D.

The Paradigm Shift in Education

The modernization of education in Trinidad and Tobago must also be seen within a paradigm shift in educational thinking occurring worldwide. We draw upon two key authors who have cogently addressed the major educational shifts in thinking that have occurred in that past several decades to probe the deep structure of the modernization process.

The first paper by Peter Grimmett & Murat Kahn (1998) provides a conceptual framework based on three different paradigms. Based on the work of Dewey (1954), this framework reflects the paradigm shift that has occurred in education across curriculum, curriculum implementation, and professional development. In this report, we focus on professional development. Grimmett argues that professional development varies to reflect different ways of understanding and acting with regards to teacher's teaching and student's learning. He offers three different paradigms: transmissive, transactional, and transformational (Table 2).

Table 2. Framework for Professional Development in the Trinidad and Tobago Secondary Education Modernization Project (SEMP)

Areas and Strands	Paradigms		
	Transmissive	Transactional	Transformational
<i>Conceptions of Curriculum</i>	Curriculum as product	Curriculum as practice	Curriculum as praxis
<i>Approaches to Curriculum Implementation</i>	Fidelity	Mutual adaptation	Curriculum enactment
<i>Strands of Professional Development</i>	Knowledge transfer and skill development	Reflective practice	Socio-political-cultural focus
<i>Examples of Professional</i>	Expert coaching	Peer coaching	Discourse community

<i>Development Approaches</i>	Training	Action research	Critical action research
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In the transmissive paradigm, professional development becomes a process of knowledge transfer and training. In practice this typically involves ‘chalk and talk’ where so-called experts lecture novices on the teaching skills and knowledge they need to teach more effectively. Traditionally, this has been the predominant in-service and pre-service professional development model. Often the lectures are single sessions with no follow-up to support or monitor novices efforts to implement the ideas presented.

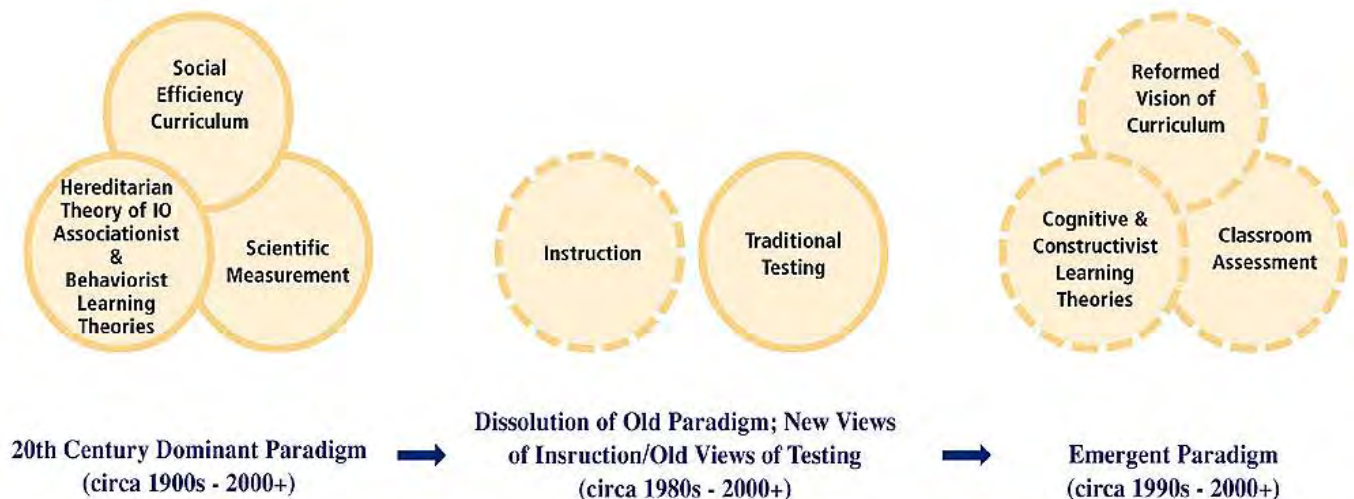
In the transactional paradigm, reflective practice and collaborative problem solving become the norm. Peer coaching and learner driven action research are key examples. Participants engage in a series of learning activities with the ongoing support of mentors and instructors who have had experience with the pedagogies and strategies teachers are learning.

In the transformational paradigm the focus moves to a more critical discourse community where participants take greater ownership of the process. The changes involved in these paradigm shifts represent very different ways of thinking about professional development and classroom teaching.

How does this conceptual view apply to the context of Trinidad and Tobago? Planners and various stakeholders have argued for a shift from a transmissive paradigm to transactional initially and later to transformational paradigms. The successful nations in the 2020 global economy will require thinkers emerging from those paradigms.

The work of Dr. Lori Shepard, a professor at the University of Colorado, U.S.A provides a second example of how a paradigm shift in education has been described. Her paper, based on her presidential address to the American Educational Research Association parallels that of Grimmett. While she focused primarily on assessment, her description highlights a significant paradigm shift in thinking in all aspects of education.

Figure 1: Shifting Paradigms in Assessment and Evaluation (Shepard, 1994)



Shepard illustrates how the scientific measures of accountability left over from early 20th century beliefs are not only ineffective measurements of students' achievements but have a negative impact both on student learning and teachers teaching. She suggests a shift in school culture that places learning at its center in which teachers and students use assessment tools as an essential component in the learning process rather than as an end product. She recommends possible assessment strategies to be utilized in the classroom accompanied with action research to assess their effectiveness.

Sheppard summarizes this shift in terms of moving from a Tylerian model to a constructivist paradigm. While the Tylerian model emphasized behavioral objectives and sequential learning, the constructivist paradigm emphasized active learning, the recognition that all children can learn, and that children create their own meaning and understanding.

The change in educational thinking occurring over the last several years can also be seen in the literature of teacher education and teacher development. Our observations and interview data will be interpreted with a constructivist perspective consistent with the model of teacher development proposed in the model that will be developed in our final report.

In the final report of this consultancy, we will situate our recommendations in recent literature on teacher development and teacher education relevant to the challenges faced in the preparation of teachers for T & T's schools such as the structure of programmes (Zeichner & Conklin, 2006), the quality and qualifications of teachers (Zumwalt & Craig, 2006), pedagogical approaches (Grossman, 2006), the curriculum (Darling-Hammond, 2006) and accountability (Wilson & Youngs, 2006).

Clearly the changes implied in these shifting paradigms do not just involve the schools; they will involve changes in thinking among parents, the public at large, Ministry support persons, administrators, academics, and other stakeholders. For example, media coverage must move beyond simply reporting test results to reporting exemplary practices and outcomes.

Annex 4

Individuals/groups Interviewed During the Consultant Visits

- Mrs. Sharon Mangroo, Director of Curriculum Development
- Curriculum Officers: four focus sessions average attendance 20
ICT Curriculum Officers
- Individual sessions with other curriculum officers: Karen Alfanali, Coordinator
ICT unit - primary grades
- Mrs. Allison Sargeant, TTUTA Professional Development and Representative for
the Seamless Education Project
- Dr. June George, UWI
- Carol Keller, UWI
- Dr. Sam Lochan, UWI
- Jorge Torres, IDB representative
- Phoenix Park Government Primary School visit: discussions with the principal
(Robert Prescod) and teachers, visits to classrooms – individual interaction with
students, discussions with the teachers in their classes
- Sheerin Khan, John Roopchan, Merle Baker, Curriculum Officers, Curriculum
Development Division
- Dr. Janet Stanley-Marcano, Director Restructuring and Decentralization Action
Unit
- Penelope Ragbur and Sharon Sinanan, Curriculum Facilitators, Curriculum
Development Division
- Director Yvonne Lewis, Assistant Director Harry Seecharan, Division of
Educational Research and Evaluation
- Mrs. Dick, School Supervision Division
- Keith Dick, TPDU
- Mrs. A. Permell, Monitoring and Evaluation Unit
- Gerard Douglas, Examination Unit (International)
- Erica Joseph, Examination Unit (Local tests)
- Biennial Cross Campus Conference in Education, The University of the West
Indies sessions: Reconceptualizing organizational relationships-the answer to
improvement; School Improvement in Trinidad and Tobago: A predictor of
successful educational reform; Validating the performance standards in the 2005-
2006 national primary school achievement tests in Mathematics and Language
Arts, Constructivism, Early childhood education, Teaching of English in a
Spanish class in Venezuela, Distance education writing skills at University, ICT
in Trinidad and Tobago
- Dr. Jerome DeLisle
- Dr. Jennifer Yamin-Ali, UWI
- Dexter Ottley, Manager of UWI Bookstore
- Ms. Esperanza Luengo-Cervera, Center for Language Learning, UWI, trainer for
primary Spanish teachers, co-author of a series - teaching of Spanish at the
primary level
- Dr. Sylvia Moodie, former director of the Center for Language Learning, UWI

- UWI Primary School, Principal and Spanish teacher
- Ingrid Kam Shan-Shah, Cunupia Secondary School, Spanish teacher, trainer of primary Spanish teachers
- Rebecca Cockburn, Language Specialist at the Ministry of Trade and Industry
- Ms Patricia Waldron-Adams, President, Primary Principals Association
- Mr. Maharaj, Director, School Supervision Division
- Mrs. Gail Reyes, Human Resources
- Dr. Jeannette Morris, UTT Faculty
- Mr. Kirshon Cornwall, Spanish teacher at Bishop High School in Tobago
- Mrs. Ingrid Shen Shah, Spanish teacher at Cunupia High School
- Mrs. Gerna George, Curriculum Coordinator for the Ministry of Education in Tobago
- Standard Five Students focus groups: Horquetta and Holy Saviour Primary Schools

Annex 5

Schools and Institutions Visited During the Consultancy

- University of the West Indies, School of Education and Center for Language Learning
- University of Trinidad and Tobago, Valsayn Campus
- University of the Southern Caribbean
- Office of the International American Development Bank, Trinidad and Tobago
- Curriculum Resource Library
- School Site Visits
 - Arima Boys Government School
 - Bishop's High School (Tobago)
 - Chaguanas Government School
 - Cunupia High School
 - Holy Saviour Anglican Primary School
 - Horquetta Primary School
 - Lambeau Anglican Primary School (Tobago)
 - Las Lomas Government School
 - Malabar Roman Catholic Primary School
 - Milton Presbyterian Primary School
 - Mucurapo Roman Catholic Girls' School
 - Nelson Street Boys' School
 - Nelson Street Girls' School
 - Palmiste Presbyterian Primary School
 - Phoenix Park Primary Government School
 - San Juan's Roman Catholic Boys' School
 - St. David's Primary School
 - Tunapuna Roman Catholic Primary School
 - UWI Primary School
- Ministry of Trade and Industry
- Ministry of Education Offices
 - Division of Curriculum
 - Division of Educational Research and Evaluation (DERE)
 - Division of School Supervision
 - Division of Human Resources
 - ICT Unit
 - Monitoring and Evaluation Unit
 - Office of Mr. Maurice Chin Aleong
 - Restructuring and Decentralization Action Unit
 - School Exams Unit
 - Teacher Professional Development Unit

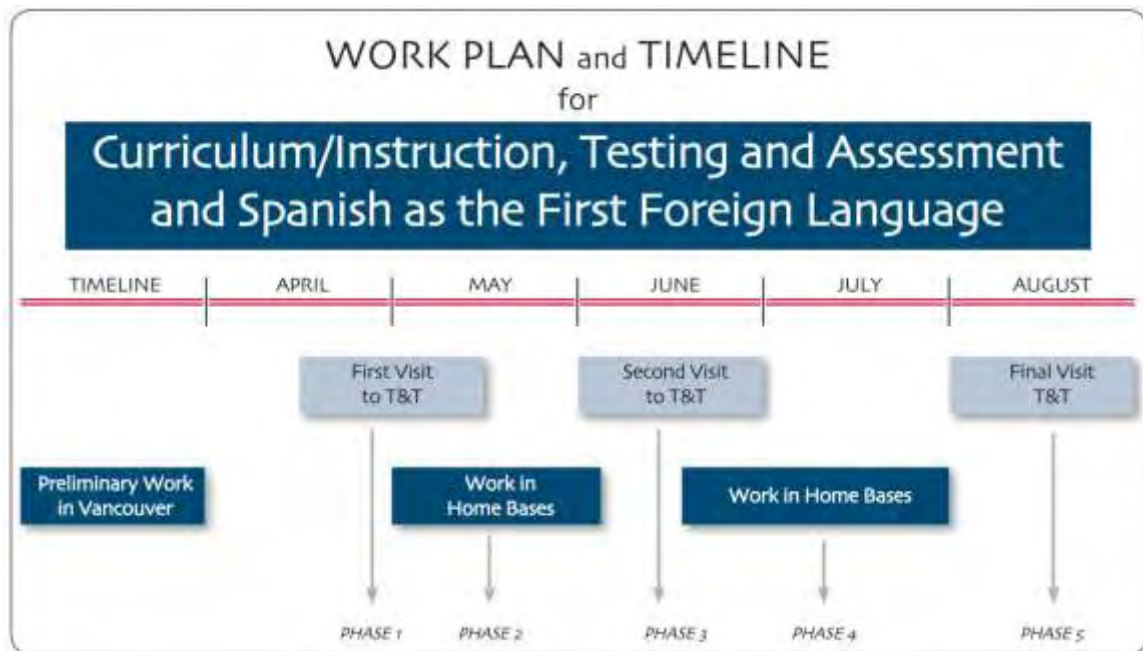
Annex 6

Work Plan and Timeline for the Consultancy

1.1 Project Timeline

Work began in January 2007 with joint planning meetings of the Consultancy on Modernization of Teacher Education and this consultancy to dialogue about the expectations of the contracts and the areas of mutual support. This process we feel will contribute to an overall seamless approach to our investigations. A timeline that is divided into five phases outlining the subsequent steps for this consultancy is provided in Figure 2.

Figure 2: Work Plan and Timeline



1.2 Work Plan

An outline of the work plan is provided in Annex 6. This plan outlines the task parameters indicated in Table 1 along with the main activities to be done for each TOR and the phase(s) during which these activities would occur.

1.2.1 Phase One – First Visit

The first phase involved a visit to Trinidad and Tobago by the three consultants. During this visit, we first met with Mr. Maurice Chin Aleong to clarify the TOR of this consultancy. Through various interviews and focus groups with different stakeholder groups (Annex 3), we gathered further data on the three areas of this consultancy: curriculum and instruction, testing and evaluation and Spanish as the first foreign language in Trinidad and Tobago. These participants provided a variety of documents. These investigations provided the basis for the Inception Report.

1.2.2 Phase Two – Follow-up Activity in Home Bases

During the beginning of this phase the Inception Report was compiled, written and submitted. During this second phase of the consultancy, we analyzed the interview data and document information gathered in Trinidad and Tobago. Key ideas and themes related to each of the TORs were organized and summarized. Further subsequent questions were formulated and areas needing additional data identified. Where possible, we followed-up on this information by email and telephone.

At the end of this phase, a draft Midterm Report was written dealing with the outlined TORs.

1.2.3 Phase Three – Second Visit to Trinidad and Tobago

This phase began with further interviews with individuals and groups of stakeholders. In addition, further visits were made to schools to talk with teachers, principals and students and to observe teaching/learning contexts.

Part way through Phase Three, the Midterm Report with an accompanying power point presentation and supporting written material was presented to a group of stakeholders. This dialogue about the findings of the consultancy provided further direction for the consultancy and the Final Report. Following the presentation, a few days were spent in Trinidad and Tobago to gather further data.

1.2.4 Phase Four – Completion of the Final Report

This phase of the work involving the preparation of the Final Report occurred in our home bases. An analysis of Midterm discussions, various documents, interview data, observations and relevant readings provided the basis for the Final Report. On-going communication with stakeholders in Trinidad and Tobago through telephone and email helped to shape these findings. The findings themselves were organized so as to respond to the TOR.

1.2.5 Phase Five – Presentation of the Final Report

The Final Report will be presented at the August 6-8 Workshops.

Annex 7

Articulation of Curriculum Philosophical and Pedagogical Underpinnings

As the curriculum guides have been developed at different times based on some different perspectives, there was a need to identify the philosophical and pedagogical underpinnings of the existing curriculum with the goal of aligning them within a given subject area and with a modern approach to education. Characteristics of modern education were identified (Table 1). Common philosophical and pedagogical links in the guides were related to the characteristics of modern education to create the philosophy/pedagogy categories. This process was the basis of the creation of the following template. In addition, there is a need to align the content and concepts of the different levels. These templates can be used to analyze the existing curriculums so as to make recommendations for revisions that would more effectively realign the curriculums.

Philosophical and Pedagogical Underpinnings

Curriculum Subject _____
Level _____

Philosophy/pedagogy which Promotes:	Evidence	Recommendations for Curriculum Changes
Diverse ways of learning encouraged (Multiple Intelligence approach) and illustrated which provide equity in learning opportunities		
Integration of the principles of democracy (making and negotiating choices sharing decisions making) and provision of opportunities for students to put democratic practices into action		
Aesthetic appreciation fostered and expression with an attitude of critical awareness		
Awareness of and participation in social, cultural, economic, and environmental interdependence in a		

local and global context		
Development of communication skills: listening, viewing, speaking, reading and writing modes of languages(s) and mathematical, visual and scientific concepts and symbols in order to think, learn, and communicate effectively		
Promotes an active healthy living approach: individual health and health of the environment		
Problem solving approach utilized to deal with diverse issues		
Provides support for diverse ways of learning		
Integration of ICT in teaching and learning so students learn to use a variety of technologies and applications, and apply appropriate technologies for solving problems		
Student centered learning by: a. Giving students choices b. Building on students' interests c. Learning by doing d. Fostering self-directed learning		
Constructivist learning /teaching approach with: a. Active student involvement in creating knowledge and in own learning process b. Learner generated solutions through		

problem solving		
Encourages appreciation of the diversity of cultures and one's own cultural and national identity		
Fosters attitudes of honesty, tolerance, integrity and efficiency		
Development of skills in: a. Numeracy b. Literacy c. Scientific approach		
Supports a collaborative interactive learning approach in activities		
Integration of authentic student experiences		
Promotes the role of teacher as facilitator, guide, learner, and not 'chalk and talk'		
Authentic and continuous student assessment for growth		

Annex 8

Content Alignment in the Curriculum

There is need to align the content of the curriculums so that the key intended concepts are competently developed but not duplicated. Concepts would include such ideas as power in social studies, shape in math and thesis statement in language arts. The particular focus and level of the concept would be indicated in the respective grade level.

Subject Area _____

<i>Concepts to be Explored by students</i>	<i>Infant 1</i>	<i>Infant 2</i>	<i>St 1</i>	<i>St 2</i>	<i>St 3</i>	<i>St 4</i>	<i>St 5</i>

Annex 9

Testing and Evaluation Definitions as Used in the Assessment and Evaluation Section

Testing is the act of giving a student a task by questions or activities to determine what they know or have learned about a specific subject or subjects.

The purpose of an educational **assessment** is to determine and verify whether the student has a learning difficulty or not; specify the nature of the problem; identify the student's strength and difficulties and recommend specific accommodations, coping and compensatory strategies. Assessment focuses mainly on the many areas of learning in school as well as any other factors affecting school achievement. Academic, language and social skills are examined. Environmental factors may also be considered.

Identification is a legal term to determine whether a student meets the MOE criteria for a series of specific exceptionalities.

Diagnosis is based on identifying a cause of the symptoms observed and noted through the assessment process. It is usually made by a designated and appropriately qualified professional.

Continuous Assessment Process is a system for supporting and evaluating all teaching and learning activities in school. The ARG, 2000 defined it to be the process of seeking and interpreting evidence for use by learners and their teachers, to identify where the learners are in their learning, where they need to go and how best to get there.

Annex 10

Spanish as the First Foreign Language Implementation Timeline

- 1988 The need to expand the Spanish language competencies of the people of Trinidad and Tobago was highlighted at the Caribbean Language Conference.
- 1998 Government of the Republic of Trinidad and Tobago (GORTT), funded by the Inter-American Development Bank (IDB), mandated the introduction of Spanish at the Primary School level on a pilot basis targeting 32 schools spread across the seven educational districts in Trinidad.¹
- 1999 NIHERST-School of Languages (now the Department of Foreign Languages, COSTAAT) was contracted by the Ministry of Education (MOE) and the Educational Programme Coordinating Unit (EPCU) to assist with curriculum development and teacher training. [Note: The curriculum is an adaptation of the Colorado Model Content Standards for Foreign Language and selected culture benchmarks from the Florida Sunshine State Standards-Foreign Language]¹
- Sept 1999 The Pilot Programme in Primary School Spanish was launched for an intended duration of two years targeting students at levels Infants 1 and Standard III.¹
- 2002 NIHERST-SOL, at the request of the MOE and the EPCU, conducted an evaluation of the program. The report includes a timeline for implementation through 2010, staffing needs, a proposed budget, action plan for training, and duties for the various stakeholders including Cultural Assistant Realia Resource Officers (CARRO) [native Spanish speaking volunteers from the various embassies/consulates in Trinidad].¹
- 2003 An independent study conducted by UWI instructors found that in 2002 only 21 of the 32 schools were still implementing the program at some level.²
- March 25, 2004 Introduction of Conversational Spanish in all primary schools in Trinidad and Tobago became policy (Cabinet Minute 844).³
- June 21, 2004 Minister of Education Hazel Manning's post cabinet media briefing announcement states: Cabinet has agreed to the introduction Spanish at the Primary Level through post primary level ending in 2010, phase one will cost TT\$30million, and calls for the creation of various staffing positions (follows the recommendations of the evaluation report submitted by NIHERST)⁴
- June-July, 2004 Six 1-day sensitization workshops were conducted for Primary school principals (N=214) and teachers (N=187) from the 8 educational districts of Trinidad and Tobago.³

- August, 2004- Two 2-week Spanish Refresher/Foreign Language in the elementary School (FLES) training programs were conducted at the
- May 2005 RCLRC to equip participants with the oral/aural skills in Spanish and the principles and procedures used in the teaching of foreign languages that will enable them to deliver instruction at the primary school level beginning with the Infants Year 1 class. Seventy-two (72) primary schools were represented. One representative per school represented was given a copy of Jumpstart Spanish (interactive software for ages 4-7) purchased by the Division of Curriculum Development. (Monthly monitoring/feedback meetings were held for teachers trained in 2004, no data provided on attendance).³
- Sept. 2004/2006 Implement the SFFL with Infants 1 7 2 and Standard III three times/week for twenty minutes per session.³
- September 2004 GORTT establishes a Secretariat for the Implantation of Spanish (SIS) as the first Foreign Language in T&T at the Ministry of Trade and Industry with a funding of TT\$3.4 million to promote Spanish in T&T and implement basic conversational Spanish classes for “workers in government ministries and its offshoot agencies.” [SIS includes 3 administrators, 12 staff, and OJT trainees from SST]⁵
- Feb-May, 2005 The Center for Language Learning at the University of the West Indies (UWI) hosts a 10 day-30 hour (Saturdays only) training for Teachers of Spanish in Primary Schools for 21 participants at the cost of TT\$800. [Conducted by Ruth Alborno-Chacón, Esperanza Luengo-Cervera and Marjorie Mora]⁶
- 2007 Ministry of Trade and Industry’s SIS sponsors numerous activities, e.g., a 3-day Training workshop for 40 local Spanish teachers at UWI’s Centre for Language Learning; a traveling public awareness Spanish cultural caravan; Spanish community classes across T&T; a pen-pal programme and launches mini lessons in the newspaper and a website [www.tradeind.gov.tt/SIS/SIS_SIE.htm]

¹Proposal for the Implementation of Conversational Spanish in the Primary Schools of Trinidad and Tobago dated Monday, June 23, 2003 and submitted to the Ministry of Education’s Curriculum Division Spanish/Modern Languages Department.

²Moodie, Sylvia and Luengo-Cervera, Esperanza. (February 2003) An Independent Study of Spanish in the Primary Schools (instructors at UWI).

³Minutes from the Curriculum Development Division Meeting May 13, 2005

⁴Martin, Danielle. (June 21, 2004) Spanish classes for primary schools. Guardian

⁵Mohammed, Sasha. (October 2, 2004) Spanish for all . . . muy pronto! In the Sunday Guardian

⁶*Español Para Maestros de Primaria 1*. Advertisement in Newsday Section on February 16, 2005

Annex 11

Restructuring an Effective Spanish Programme Education Collaborative in Trinidad and Tobago (RESPECTT)

Roles, Responsibilities and Budget Planning Form

Role	Year 1 Responsibilities	Year 1 Budget	Year 2 Responsibilities	Year 2 Budget	Year 3 Responsibilities	Year 4 Budget	Projected Cost
MOE	Program Director + 8 staff members						
MTI	Organize exchange programs						
MFA	Facilitate travel abroad						
UTT	Build in Spanish language and pedagogy courses in preparation program						
Company 1	Spanish Language Development Materials, equipment, and evaluation						
Company 2							
Company 3							
Chile	Provide exchange opportunities Organize cultural fairs Donate country specific training materials Recommend/certify tutors/itinerant teachers						
Cost							

Annex 12

Catalogs featuring Spanish Language Teaching/Learning Materials

Children's Books in Spanish and English. LECTORUM. Features a variety of genre for all ages, children through adults including books in the content areas along with annotations.

www.lectorum.com

1.800.345.5946

Scholastic Education Bilingual/ESL Catalog for Grades PreK-8. Scholastic, Inc. Includes a variety of books by well-known authors accompanied by multimedia teaching materials appealing to young children.

www.scholastic.com/bilingualshop

1.800.724.6527 phone

1.800.560.6815 fax

Annex 13

Spanish Language Programs

Name	Length	Focus	Location	Cost	Requirements/ Additional Information
Escuela y Centro de Español en Latino América (ECELA)	n/a	All students of all ages from all parts of the world	Buenos Aires, Argentina & Santiago, Chile	Prices range from \$190 to \$350/week.	Minimum age for independent study is 17 or completion of high school. Teens from 12 - 16 can study if they are accompanied by a family member, but private classes are required. http://www.langlink.com/index.php
Intercultural	n/a	All students.	Heredia, Costa Rica	Prices range from \$370 to \$2600/week	Minimum age 18 or high school graduate. 20 % deposit of total program cost. http://www.langlink.com/index.php
Sámara Beach Language School	n/a	All students.	Sámara Beach, Costa Rica	Prices range from \$260 to \$2780/week	20 % deposit of total program cost. http://www.langlink.com/index.php
ILISA	n/a	All students.	San José, Costa Rica	Prices range from \$430 to \$2940/week. This does not include living expenses and airport pickup.	20 % deposit of total program cost. http://www.langlink.com/index.php

Curriculum & Instruction, Testing & Evaluation, Spanish as the First Foreign Language

Centro Lingüístico Conversa	Ranges from 1 to 4 weeks.	All students	Santa Ana, Costa Rica	Prices range from \$400 to \$3500/week.	Your registration must be accompanied by either a check or credit card information (Visa or MasterCard only) for 15% of the course AND accommodation fees. http://www.langlink.com/index.php
Forester Spanish School International	2 or 3 weeks	Elementary Spanish School Teachers	Costa Rica	\$1110 (2 weeks) \$1450 (3 weeks)	http://www.fores.com/english/program-for-elementary.html#inicio
Nueva Lengua	¹¹ See website for more information	Spanish language and literature	Bogota, Colombia	See website for more information	Minimum age 18; 2 letters of recommendation; good academic standing at home school; 1 year of college course work in Spanish. http://www.petersons.com/stdyabrd/sites/m27198698.asp
			Quito, Ecuador		http://www.nrca.com/nh_df/2817/2817index.html
			Quito, Ecuador		http://www.spanishabroad.com/quito.htm?gclid=CPm0pIzit40CFQQ3OAodMR6FMQ
AmeriSpan	1-4 weeks	All students	Cuernavaca, Mexico	Prices range from \$290 to \$1480. See website for more details.	See website for details http://www.amerispan.com/language_schools/Mexico/Cuernava

					ca/3507
Kukulcan	Variable	Will cater to specific needs	Cuernavaca, Mexico	Prices range from \$451-\$3,265. See website for more details.	None www.kukulcan.com.mx
Guadalajara Language Center	2 weeks	Teachers	Guadalajara, Mexico	\$450	http://www.glc.com.mx/educator.htm
Institute of Modern Spanish	2 to 6 weeks	Teachers and Education majors	Mérida, Yucatan & Cancún, Mexico	See website for details.	Institute of Modern Spanish Registration Form, a letter of application, resume with references, (length). See website for additional information. http://www.modernspanish.com/SpecialPrograms.html
Solexico	1-12 weeks	Teachers	Playa del Carmen, Mexico	Prices range from \$159 to \$4,692. See website for price details.	http://www.solexico.com/english/programs.html#programs
El Sol: Escuela de Español	1-8 weeks	All students	Lima, Peru	Prices range from \$130 to \$1,650/week.	http://elsol.idiomasperu.com/spanish/index.html
Eureka	n/a	All students	Madrid, Spain	Prices range from 200 euros to 3200 euros.	Minimum age is 18 or has a high school diploma. http://www.langlink.com/index.php

don Quixote	2 weeks	Teachers of Spanish	Barcelona, Granada, Madrid, Salamanca, Tenerife, Valencia, Sevilla, & Guanajuato, Spain	See website for details.	http://www.spanishabroad.com/teacher_training_dq.htm
International House	n/a	All students over the age of 17. See website for details on special teen program (ages 13-16).	Barcelona, Spain	Prices range from 190 euros to 2580 euros.	30% of classes cost, plus 10% of the accommodation cost. http://www.langlink.com/index.php
MAESTRO	2 or 4 weeks	Spanish teachers or education majors with intermediate or higher level of Spanish.	Madrid, Spain	\$1095	http://www.amerispan.com/maestro/spanish.asp
Centro de Lenguas e Intercambio Cultural (CLIC)	2-4 weeks	Teachers	Seville, Spain	See website for details.	http://www.clic.es/
First Step World (Caracas) -- Language Culture Immersion!	See website for details ¹³	Educators	Caracas, Venezuela	See website for Details	http://www.studyabroaddirectory.com/listing3.cfm/listing/20687
CELA Spanish Language School on Margarita Island	3 weeks	Teachers of Spanish	Margarita Island, Venezuela	See website for details.	http://www.studyabroadinternational.com/Venezuela/Margarita/Venezuela_Margarita_courses.html#Teachers