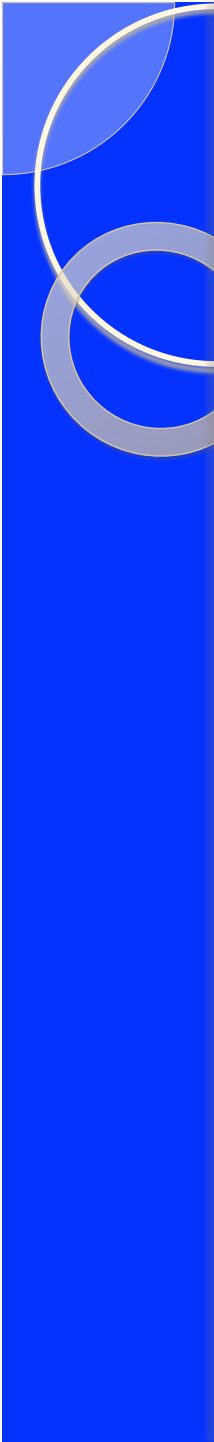# Kenyatta University and Syracuse University: Building Capacity Through Quality Teacher Preparation

- For more than 10 years, the Department of Educational Communication & Technology in the School of Education at Kenyatta University and the School of Education at Syracuse University have had an institutional linkage.

- The two institutions are united in their desire to be integrally involved in pedagogical development through teacher education and remain at the cutting edge of preparing, inducting and supporting highly qualified teachers in their continued professional growth.

Issues Identified by KU Faculty

1. The teacher education curriculum in Kenya is not revised regularly based on evidence of teacher knowledge and performance.

2. Teachers in Kenya are constrained in adequately preparing to support *all* learners.

3. Teachers in Kenya have limited skill in and information on use of technology in teaching.

Issues Identified by KU Faculty

4. Teachers in Kenya lack adequate pedagogical content knowledge, including practical skills.

5. There is minimal linkage in Kenya between pre-service teachers' preparation and teachers' work in schools, allowing for coordinated monitoring of induction and professional development.

Justification

- These issues formed the basis for our strategic plan.

- The issues made it imperative to rethink the professionalism of teacher education.

- There need to be ICT and technologically focused reforms.

- Teachers need to be empowered to support all learners and handle large classes.

- There needs to be interconnectedness of teachers in the schools and teacher educators.

Our Partnership Objectives

#1 Strengthen the capacity of the KU TE faculty resulting in improved teacher preparation for the education sector in Kenya

#2 Strengthen the research capacity of the KU TE program resulting in improved knowledge that can produce more effective education

Our Partnership Objectives

#3 Enhance the KU TE program resulting in improved instructional capacity

#4 Provide quality service to education stakeholders resulting in improved instruction in secondary schools in Kenya

Objective #1 Activities and Outcomes

- *Activity:* We collected and analyzed baseline data from 21 KU TE faculty members on perceptions of current curriculum, teaching situation, and capacity to be built.

- *Outcome:* Survey findings revealed the need for professional development in teaching large classes, supporting all learners, integrating ICT, and preparing pre-service and practicing teachers to function more effectively.

Objective #1 Activities and Outcomes

- *Activity:* We established a Committee for Faculty Development to plan and carry out identified professional development activities.

- *Outcome:* We held three workshops for all teacher education faculty members on Teaching Large Classes, Supporting *All* Learners, and Integrating Technology (31 out of 35 faculty members have participated).

- *Outcome:* We produced two professional development packets.

Technology Integration Workshop

Workshop on Integrating Technology Into Teaching

Technology Integration Workshop

Participants in the Workshop on Integrating Technology into Teaching

Objective #1 Activities and Outcomes

- *Activity:* We conducted an online survey of Sub-Saharan African universities to find out how they deal with teaching large classes.

- *Outcome:* We gained insights and strategies for handling teaching and learning in large classes from ten (10) respondents.

Objective #1 Activities and Outcomes

- *Activity:* We set up a plan for systematic scholar exchanges and a plan for KU faculty members to earn "sandwich" degrees.

- *Outcome:* We have implemented two scholar exchanges thus far and have shared experiences and gained professional insights.

- *Outcome:* Two KU faculty members are spending one year at SU earning a Certificate of Advanced Studies and working on their doctoral theses research.

Objective #1 Activities and Outcomes

- *Activity:* We recruited faculty members outside of KU to co-supervise KU faculty members' doctoral theses.

- *Outcome:* Two SU faculty members are now co-supervising, with KU faculty members, two doctoral theses.

Objective #2 Activities and Outcomes

- ***Activity:*** We identified KU-SU collaborative research projects.

- ***Outcome:*** Research plans for four collaborative research projects are underway.

Objective #3 Activities and Outcomes

- *Activity:* We developed a curriculum review protocol and analyzed curricula on supporting *all* learners, ICT integration, and teaching large classes.

- *Activity:* We developed and piloted a questionnaire on teacher preparedness, and then collected and analyzed data from 100 KU graduate teachers (50 novice, 50 experienced).

- *Outcome:* We gained insight into the teachers' training background by identifying gaps. Twenty-six (26) course curricula have been reviewed and revised using questionnaire data to evaluate and improve the curricula.

Objective #3 Activities and Outcomes

- *Activity:* We are developing a mentoring program for pre-service teachers during Teaching Practice.

- *Activity:* We are developing multimedia case studies to use in subject methods courses.

- *Outcome:* We have filmed eight (8) classroom lessons thus far that we are developing into multimedia case studies.

Objective #4 Activities and Outcomes

- *Activity:* We are holding meetings with education stakeholders to communicate partnership activities.

- *Activity:* We are developing policy briefs based on data from project activities.

- *Activity:* We are working with Ministry of Education officials to develop Teacher Performance Expectations for secondary pre-service and in-service teachers.

- *Outcome:* We held a stakeholders' meeting on February 10, 2012.

- *Outcome:* We have developed two policy briefs related to teaching large classes and supporting all learners.

Impact of Partnership

- ***On Target:*** Our activities are on target with our objectives.

- ***Collaborations:*** We are working with the Ministry of Education through the National ICT Innovation and Integration Centre (NI3C) and will be working with the Quality Assurance and Standards Directorate (QASO).

Impact of Partnership

- *By March 2013:* We will have a model for capacity building in teacher education programs to be shared with other universities in Kenya and the region.

- *By March 2013:* We will be working with the Ministry of Education to extend our improved preparation and mentoring with pre-service teachers to novice and experienced teachers.
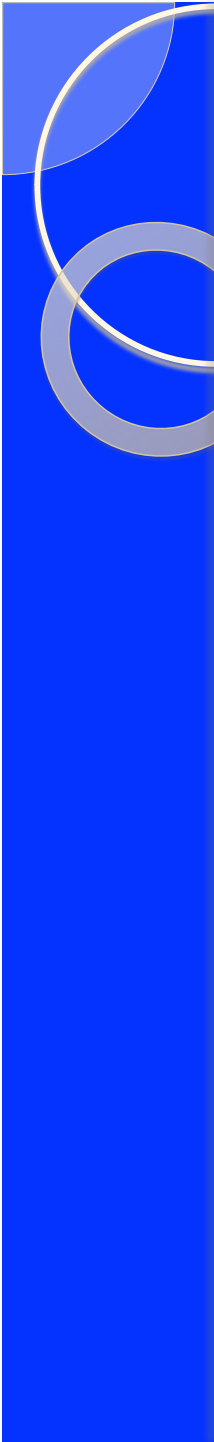
Challenges

- Institutional bureaucracy
- Timing of payments
- Faculty members' teaching loads
- Number of students in classes

Lessons Learned

- Scholar exchanges allow for important time on the ground.

- Having a project administrator is key to a smooth running project.

- Being transparent with team members about budget and other decisions is important for team morale.

- Having regular project meetings with sub-committees giving updated reports helps with accountability and progress.

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