Institutional Capacity Assessment

Annex: Questionnaire Data by Question and Site

CTE Organization, Systems, Structure

CTE Organization, Systems, Structure	6	7	1	8	3	4	5	2	All CTE
The CTE has a vision statement that reflects the shared needs of all stakeholders.	91%	94%	80%	93%	95%	91%	66%	93%	87%
CTE leaders are successful advocate for supporting the teaching of reading at the primary level in Mother Tongue.	58%	93%	94%	97%	83%	92%	78%	57%	85%
There is a clear leadership structure with explicit responsibilities for fostering quality teaching at the CTE level.	89%	92%	80%	79%	79%	78%	61%	61%	78%
The CTE maintains strong linkages to the primary schools in its vicinity.	83%	80%	87%	71%	79%	75%	50%	73%	76%
The CTE has access to the primary school curriculum materials to aid instruction.	94%	70%	82%	74%	78%	78%	35%	70%	73%
The pedagogical competencies required for CTE instructors to be successful instructors have been clearly articulated and documented in CTE legislations.	88%	88%	63%	13%	33%	17%	88%	60%	59%
There is regular and effective communication between the CTEs and the Regional Education Bureau.	100%	88%	17%	83%	63%	38%	38%	30%	53%
The pedagogical competencies required for MT instructors to be successful instructors have been clearly articulated to all CTE instructors.	50%	100%	75%	50%	33%	25%	63%	0%	53%
The CTE Leadership provides the leadership and management CTE instructors need to be successful in their roles.	100%	75%	50%	50%	17%	50%	50%	25%	50%
CTE guidelines or legislations are reviewed and updated to identify inconsistencies across institutional departments that could hinder program success.	88%	25%	25%	50%	50%	33%	63%	40%	44%
The standards and criteria used to evaluate MT instructors are transparent and clearly communicated.	33%	50%	50%	25%	50%	0%	83%	50%	42%
Total	**85%**	**85%**	**78%**	**78%**	**75%**	**77%**	**62%**	**66%**	**76%**

CTE Support for Instructors

CTE Support for Instructors	6	7	1	8	3	4	5	2	All CTE
Evaluations at all levels are used as a tool to stimulate further dialogue and reflection on how to improve teaching and learning.	94%	83%	82%	64%	55%	81%	47%	80%	**74%**
CTE instructors are involved in making decisions about their institution to improve quality of teaching and learning.	88%	88%	75%	63%	88%	50%	75%	60%	**73%**
Mechanisms are in place to monitor and evaluate CTE instructor performance.	50%	100%	100%	75%	83%	75%	50%	25%	**71%**
MT instructors are able to make recommendations to CTE leadership to improve teaching and learning at the CTE.	75%	100%	100%	25%	67%	50%	75%	50%	**71%**
Mechanisms are in place to observe and evaluate CTE instructors' performance on a semester basis.	63%	88%	100%	25%	88%	50%	63%	60%	**70%**
CTE instructors from different departments have dedicated time within their schedule to meet to ensure consistency across the pre-service program.	88%	50%	50%	83%	75%	75%	88%	60%	**69%**
MT instructors are encouraged to engage in cross-discipline collaboration to enhance connections across subjects taught at the CTE.	86%	87%	76%	53%	55%	60%	66%	35%	**68%**
Mechanisms for CTE instructor performance evaluation transparent & accessible.	50%	100%	75%	50%	83%	75%	50%	50%	**67%**
CTE instructors are involved in making decisions about their institution.	75%	50%	75%	50%	83%	75%	50%	50%	**64%**
The CTE encourages MT instructors to work with other institutions, including primary schools, to improve the quality of teaching and learning.	75%	100%	100%	25%	83%	50%	38%	25%	**64%**
CTE instructors in the various departments – language, science and math, pedagogy, social studies, and aesthetic education - have opportunity to meet and collaborate regularly.	50%	75%	75%	50%	100%	100%	50%	25%	**63%**
Model MT instructors and their accomplishments are recognized by CTE Leadership.	100%	88%	55%	25%	68%	72%	50%	8%	**63%**
MT instructors participate in professional development activities. (Please elaborate on what kind and where in the space to the right.)	75%	25%	75%	50%	25%	75%	75%	50%	**60%**
There is a culture of practice that supports collaborative work among instructors, students and CTE Leadership.	88%	75%	50%	50%	63%	63%	75%	30%	**60%**
MT instructors' ideas and inputs on how to improve the institution are sought out and respected.	100%	75%	100%	50%	67%	25%	38%	0%	**60%**
There is a culture of practice that supports collaborative work at the CTE among MT instructors and CTE Leadership.	100%	75%	50%	50%	50%	75%	63%	25%	**60%**
The professional development opportunities provided by the CTE are well planned and valuable.	50%	75%	75%	50%	50%	50%	50%	0%	**52%**
MT instructors are regularly evaluated/given feedback on knowledge and understanding of instructional practices in their subject area.	17%	38%	25%	63%	50%	13%	83%	38%	**38%**
Total	**89%**	**86%**	**80%**	**58%**	**63%**	**73%**	**58%**	**54%**	**71%**

CTE Support for Students

CTE Support for Students	6	7	1	8	3	4	5	2	All CTE
Students are involved in the evaluation of their instructors.	97%	98%	88%	63%	89%	53%	91%	87%	**85%**
Pre-Service students are able to provide input on academic program issues.	95%	100%	100%	59%	63%	69%	59%	69%	**79%**
CTE Leadership values and fosters collaboration and interaction between CTE instructors and students.	75%	88%	63%	63%	100%	63%	75%	80%	**74%**
Student support services (such as onboarding of new students, tutoring, counseling, financial mentoring) are available and functioning.	86%	83%	94%	79%	63%	50%	57%	31%	**72%**
Pre-service students have some say about the assessments used at the CTE.	77%	82%	100%	63%	46%	75%	53%	33%	**71%**
Students are involved in making decisions about their institution and have open access to the CTE Leadership.	75%	83%	77%	55%	50%	65%	31%	47%	**63%**
The CTE leadership uses student assessment in shaping academic planning and developing legislations.	75%	25%	100%	75%	75%	25%	50%	25%	**61%**
Total	**85%**	**86%**	**86%**	**63%**	**68%**	**60%**	**64%**	**61%**	**73%**

CTE Innovation and Research

CTE Innovation and Research	6	7	1	8	3	4	5	2	All CTE
The CTE supports research.	75%	63%	88%	63%	67%	33%	88%	30%	**66%**
The CTE environment encourages creativity and innovation.	88%	73%	63%	71%	50%	59%	26%	47%	**60%**
MT instructors participate in or lead research activities at the CTE.	50%	25%	100%	75%	33%	50%	63%	0%	**55%**
Total	**85%**	**75%**	**75%**	**71%**	**51%**	**59%**	**37%**	**43%**	**64%**

CTE Resources and Facilities

CTE Resources and Facilities	6	7	1	8	3	4	5	2	All CTE
The CTE has a functioning library with a librarian.	100%	88%	97%	95%	92%	42%	86%	87%	**89%**
The CTE library has adequate hours of operation for instructors and students.	92%	86%	96%	83%	95%	33%	86%	83%	**84%**
CTE classrooms have functioning and adequate materials including chalkboards/whiteboards.	89%	94%	87%	61%	66%	91%	76%	54%	**79%**
The classrooms, offices, and buildings are clean, well maintained, and safe.	94%	83%	92%	36%	61%	64%	48%	69%	**71%**
CTE classrooms have wall space for displaying teaching/learning charts, projects, etc.	78%	79%	93%	69%	79%	38%	46%	37%	**68%**
Pre-Service Students are able to access the course materials they need (modules and other resources) in a timely manner.	80%	75%	86%	66%	50%	71%	40%	56%	**67%**
Available technology, such as internet or social media, is used to support collaboration and sharing of ideas and learning.	69%	88%	88%	45%	71%	54%	36%	46%	**65%**
There is a computer lab – either a separate room or a dedicated space – with functioning computer and printers.	84%	77%	89%	43%	76%	46%	48%	36%	**65%**
The CTE library has appropriate books, periodicals, and journals for supporting the teaching of reading in Mother Tongues well as resources for other content areas (such as science topics).	69%	77%	75%	68%	63%	25%	68%	37%	**63%**
The CTE has reliable internet connectivity for instructors and students.	81%	90%	89%	37%	50%	26%	58%	43%	**63%**
The CTE has an adequate supply of SRMs in MT to support instruction.	75%	67%	79%	50%	34%	46%	50%	17%	**56%**
Pre-Service Students have access to a computer with internet **outside** of the CTE to complete projects or assignments.	45%	61%	67%	58%	32%	10%	66%	36%	**51%**
CTE classrooms have functioning and adequate technology, including computers/laptops and projectors.	35%	62%	63%	55%	45%	46%	35%	10%	**47%**
Pre-Service Students have access to a computer with internet **at the CTE** to complete projects or assignments.	20%	64%	83%	19%	25%	27%	34%	25%	**42%**
Total	**75%**	**79%**	**84%**	**58%**	**62%**	**46%**	**57%**	**46%**	**65%**

Course and Curriculum Design

Course and Curriculum Design	6	7	1	8	3	4	5	2	All CTE
MT instructors utilize the Modules developed under the USAID READ TA project in their teacher training courses.	100%	100%	100%	75%	100%	100%	100%	25%	**90%**
Pre-service students are able to read and understand the material presented in their MT modules.	91%	98%	94%	72%	83%	88%	71%	38%	**84%**
CTE Courses in reading instruction are well organized and paced appropriately.	86%	95%	94%	66%	95%	73%	64%	88%	**83%**
Pre-Services students are engaged in peer group activities such as study groups or discussions to reinforce learning.	86%	88%	100%	81%	79%	56%	89%	17%	**83%**
Pre-service students are encouraged to 'peer mentor' each other.	95%	93%	92%	66%	83%	86%	65%	81%	**82%**
MT courses foster an understanding of the needs of diverse populations (children with learning disabilities and/or physical challenges, boys/girls, different ethnic groups).	94%	88%	80%	92%	83%	68%	77%	42%	**80%**
The CTE Mother Tongue curriculum for primary school reading and writing reflects the realities (conditions) of the primary schools.	91%	87%	93%	74%	79%	77%	63%	54%	**79%**
MT courses include specific strategies to use to support differentiated instruction to meet the needs of all levels of learners within the primary classroom.	87%	93%	87%	86%	63%	66%	68%	68%	**78%**
The CTE receives equal numbers of admissions applications to its primary teacher training program from both qualified male and female applicants.	83%	63%	75%	100%	100%	38%	75%	80%	**76%**
Pre-service students have opportunities to observe teachers in the primary school classroom teaching reading.	70%	93%	100%	69%	67%	73%	63%	25%	**75%**
MT instructors devote adequate time for the teaching of reading instruction in MT.	91%	88%	73%	67%	72%	69%	76%	53%	**75%**
MT courses develop students' ability to create and adapt learning materials for reading using low-cost/no-cost materials.	80%	87%	78%	70%	42%	72%	57%	54%	**68%**
Teaching practices (classroom instruction) are informed by research and international best practices.	86%	84%	82%	75%	58%	38%	58%	39%	**68%**
MT courses for pre-service teachers incorporate strategies for how to engage parents/family in supporting children in learning to read.	73%	87%	73%	65%	63%	65%	59%	23%	**66%**
MT instructors have access to the READ TA Mother Tongue IT package that was developed.	50%	100%	75%	50%	67%	50%	25%	25%	**55%**
Students possess the necessary study skills and work habits to be successful.	50%	25%	50%	100%	17%	50%	50%	50%	**48%**
Students enter the CTE with the basic foundational skills in reading and math necessary to be successful in their classes.	75%	75%	50%	50%	0%	75%	38%	0%	**43%**
Total	**85%**	**87%**	**82%**	**69%**	**68%**	**67%**	**64%**	**47%**	**73%**

Course Quality of Teaching

Course Quality of Teaching	6	7	1	8	3	4	5	2	All CTE
MT instructors regularly assess what their students are learning in their courses.	75%	100%	100%	100%	67%	100%	83%	75%	**88%**
MT instructors use learner-centered methods in the classroom. Examples include: group work, projects, collaboration, and question and answer.	94%	92%	88%	86%	87%	74%	85%	80%	**86%**
MT instructors utilize **summative** assessments to monitor student learning and performance.	94%	94%	100%	79%	92%	74%	81%	60%	**86%**
Pre-services students are able to ask questions during class.	59%	98%	100%	91%	92%	88%	79%	50%	**86%**
MT instructors try to provide guidance and advise students.	100%	98%	100%	84%	79%	83%	59%	75%	**86%**
MT instructors have proficient reading, writing, and speaking skills in the Mother Tongue language(s) that are part of courses they are teaching.	94%	92%	79%	79%	72%	97%	86%	80%	**85%**
MT instructors do a good job in assessing what students are learning in the classroom.	100%	93%	100%	78%	92%	73%	53%	86%	**84%**
MT instructors provide support to Pre-Service students on how to study and manage assignments.	100%	97%	94%	80%	67%	94%	50%	50%	**81%**
The CTE has both qualified male and female MT instructors.	75%	63%	100%	50%	100%	75%	88%	80%	**81%**
MT instructors have a thorough understanding of the methods for teaching of reading in Mother Tongue.	97%	90%	77%	75%	63%	89%	63%	82%	**79%**
MT instructors utilize **formative**(ongoing) assessments to support student learning and improve their performance.	97%	92%	90%	57%	84%	66%	70%	70%	**79%**
MT instructors have a thorough understanding of theories of learning.	83%	94%	85%	76%	61%	83%	70%	71%	**79%**
Pre-Service Students receive timely and helpful feedback from MT instructors.	85%	98%	89%	80%	67%	79%	53%	50%	**79%**
Pre-services students have the opportunity to guide the discussions and activities for a majority of class time.	86%	100%	83%	70%	79%	70%	59%	64%	**78%**
Pre-services students have the opportunity to provide input/feedback on how to improve the Practicum program.	95%	88%	100%	68%	46%	75%	57%	50%	**77%**
MT instructors feel prepared and knowledgeable to teach the courses assigned to them.	100%	75%	75%	100%	50%	75%	75%	75%	**76%**
Instructional guidelines developed by the MT department are shared with MT instructors and students to provide a shared understanding of teaching and learning for the students within the department.	86%	91%	75%	68%	68%	81%	71%	70%	**76%**
Pre-Service Students are actively involved in planning and implementing lessons.	73%	94%	94%	71%	60%	96%	41%	57%	**75%**
MT instructors enhance learning in their classrooms by providing appropriate instructional feedback to all students.	94%	92%	82%	62%	67%	64%	73%	57%	**75%**
MT instructors have a thorough understanding of the methods used for tracking the progress of their students and assessing students' reading and learning.	94%	92%	74%	67%	71%	71%	60%	57%	**74%**

Mother Tongue instructors regularly use different instructional strategies to develop critical thinking with their students.	86%	87%	72%	60%	64%	81%	63%	54%	**71%**
The CTE has qualified MT instructors to teach professional courses, including courses in pedagogy and learner-centered methodologies for primary school.	50%	63%	100%	63%	75%	25%	88%	70%	**70%**
MT instructors use teaching methods that are appropriate for the students and that are aligned with the contents of the course modules.	100%	63%	63%	75%	75%	50%	83%	63%	**69%**
The CTE is able to employ adequate number of qualified instructors to teach courses in primary grade reading in MT.	75%	63%	75%	100%	75%	38%	88%	40%	**69%**
There is a culture of continuous reflection on the relevance of content taught and the effectiveness of instruction.	88%	85%	74%	66%	47%	53%	73%	50%	**69%**
MT instructors are knowledgeable about the National Professional Standards for Teachers in Ethiopia.	78%	87%	69%	67%	33%	67%	73%	36%	**68%**
All CTE MT instructors meet the pedagogical competencies articulated	75%	75%	100%	75%	17%	75%	63%	25%	**64%**
Students develop the necessary skills and competencies to be successful teachers after completing their studies.	75%	100%	50%	100%	50%	50%	75%	25%	**64%**
MT instructors have proficient reading, writing, and speaking skills in English.	75%	88%	50%	63%	50%	38%	83%	50%	**62%**
MT instructors are available for extra support before or after classes, as needed.	90%	68%	69%	71%	54%	65%	25%	31%	**60%**
End of CTE program exams effectively demonstrate that students in the CTE achieved expected professional competencies and skills required for teaching.	63%	88%	38%	63%	50%	50%	75%	60%	**58%**
Total	**88%**	**89%**	**84%**	**72%**	**69%**	**75%**	**66%**	**62%**	**77%**

CTE Practicum Structure and Support

CTE Practicum Structure and Support	6	7	1	8	3	4	5	2	All CTE
There is an identified individual from the CTE responsible for coordinating and overseeing practicums.	100%	98%	100%	88%	92%	82%	62%	93%	90%
There are written guidelines regarding practicums – addressing planning, implementation, supervision, mentoring, and evaluation for both the CTE and the practicum schools.	100%	98%	92%	82%	85%	79%	47%	90%	85%
The CTE supervisors and the practicum mentors communicate regularly to ensure a successful practicum for the Pre-Service Trainee.	82%	80%	88%	56%	83%	71%	47%	65%	73%
The MT instructor assigned to serve as the practicum supervisor is highly skilled in teaching of pedagogy, including learner-centered methodologies, for the teaching of reading in Mother Tongue.	97%	83%	73%	68%	77%	58%	55%	65%	73%
Total	**95%**	**90%**	**89%**	**77%**	**85%**	**73%**	**53%**	**80%**	**80%**

Practicum Primary School Support for Students

Practicum Primary School Support for Students	6	7	1	8	3	4	5	2	All CTE
Primary school principal/vice principals are involved with identifying the teachers who serve as Practicum Mentors.	100%	79%	88%	80%	89%	72%	50%	67%	80%
Classrooms in primary schools have textbooks, teacher guides, chalkboards/chalk/erasers, and pens/pencils.	94%	85%	73%	60%	59%	79%	60%	63%	72%
Classrooms in primary schools have supplementary reading materials in Mother Tongue.	78%	58%	79%	58%	43%	60%	48%	19%	58%
Total	**90%**	**75%**	**78%**	**65%**	**66%**	**72%**	**55%**	**53%**	**70%**