Where It's Needed Most: Quality Professional Development for All Teachers-Summary Document

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Project INEE Teacher Professional Development in Crisis View project

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WHERE IT'S NEEDED MOST:

QUALITY PROFESSIONAL DEVELOPMENT FOR ALL TEACHERS

EXECUTIVE SUMMARY

This document is a summary of Where it's Needed Most: Quality Professional Development for All Teachers. This guide is based on information gathered within a 19-week online forum, hosted by the Inter-Agency Network for Education in Emergencies (INEE) on Teacher Professional Development in Crisis in 2013. Nineteen experts from around the world wrote blog posts and led open discussions within this forum on the status of teacher professional development (TPD) in crisis-affected and low-income contexts. The forum resulted in the ideas and recommendations that are presented throughout the guide.

Where it's Needed Most: Quality Professional Development for All Teachers was published by INEE in 2015 and was edited by Mary Burns, Education Development Center and James Lawrie, Save the Children, with contributions from Mary Burns, James Lawrie, Carol Taylor, K. Victoria Dimock, Hannah Snowden, Deborah Haines, Heidi Biseth, Saouma BouJaoud, Paul St. John Frisoli, Jenni Donohoo, Silje Sjøvaag Skeie, Catherine Gladwell, John Morefield, Kate Shevland, Sara Hennessy, Björn Haßler, Phalachandra and Marjolein Camphuijsen.

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INTRODUCTION

A quality teacher is critical to the quality of education that a child receives. Yet we face a crisis in teaching quality and in teacher professional development, particularly in poor and crisis-affected contexts. Often in such contexts the frequency of teacher professional development is episodic, its model uniform, its quality variable, its duration limited, and support or follow-up for teachers almost non-existent. Teachers regularly fail to apply – or fail to implement with any degree of quality or fidelity – what they have learned from the "trainings" they have received. Consequently, and almost universally, teachers are blamed for this omission, despite the fact that it is most often the professional development system itself that so often fails teachers and, in turn, fails their students. It is in poor and crisis-affected contexts that the need for quality teaching and thereby quality professional development is greatest.

There is increasing awareness that teachers, like all professionals, must be carefully recruited and prepared to be teachers, and developed professionally throughout the course of their careers in order to be effective. However, teacher professional development in low-income and crisis-affected contexts remains an under-researched domain, further perpetuating the cycle of poor teacher professional development and, consequently, poor overall education delivery in the parts of the world most in need of both. The guide, *Where it's Needed Most: Quality Professional Development for All Teachers,* addresses this gap by outlining seven recommendations of best practices in high-quality professional development for teachers who work in crisis-affected contexts.

To access the full length guide, Where it's Needed Most: Quality Professional Development for All Teachers visit http://toolkit.ineesite.org/teacher_professional_development

The Teacher Professional Development in Crisis Online Discussion Series took place from February 1-May 31, 2013 and is archived at http://www.ineesite.org/en/blog/teacher-professional-development-in-crisis-series.

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FRAGILITY, A BROAD DEFINITION
(LOW INCOME, CRISIS-AFFECTED)

Before we move on to the set of best teacher professional development practices for teachers in fragile contexts, it is important to pose the following question: what is exactly meant by "fragility"? What is considered to be a fragile context, and equally important, how does "fragility" affect an education system and as a result student learning?

"Fragility" encompasses a myriad of definitions – from conflict affected and fragile states (CAFs) to failed and collapsed states to poorly performing or institutionally weak ones. This guide uses and adapts the definition offered by the Organization for Economic Cooperation and Development (OECD, 2006): Fragile states are those that fail to provide basic services to low-income people because they are unwilling or unable to do so.

Fragility has multiple causes and effects including conflict, gang violence, poverty, political instability, natural disaster, weak political systems, and ethnic or religious conflict. Because fragility has multiple causes and effects, fragility affects schools, teachers and learners in different ways. This variety allows us to draw from a range of examples and research which hopefully, in time, results in the creation of multiple models of teacher professional development in a variation of fragile contexts.

FRAGILITY'S IMPACT ON EDUCATION SYSTEMS

Each context of fragility is different, therefore within each context teacher's abilities and needs will also be different. However, what these contexts all have in common is a severely weakened education system. Fragility (whether long term, protracted, or episodic in nature) has adverse impacts on quality education and learning and presents substantial barriers to teachers and teacher development. These barriers include:

- Difficult working conditions. Lack of – or irregular, delayed or low – remuneration, overcrowded classrooms, the potential for sexual harassment or abuse, a lack of respect from school leaders and community members, violence and intimidation by students and co-workers, and a dearth of teaching and learning materials are some of the barriers teachers in fragile contexts face. In addition to being highly demotivating, the above conditions adversely impact teachers' sense of identity and pride in their profession, weaken teacher confidence in terms of applying new learning and contribute to resistance to change or new ideas.

- Low-quality professional development. The professional development that does exist for teachers in fragile locations is often disjointed, short-term, of low-quality and not explicitly aligned with broad ministry goals and strategies.

- Systematic challenges. In fragile locations, teacher professional development often suffers from a lack of leadership, a lack of understanding of teacher needs, administrative capacity and budget constraints, and a lack of coordination between entities, agencies, departments or personnel that design, coordinate or oversee issues related to teacher professional development.

- Conflict. In areas of conflict, opportunities for teacher professional development are often unavailable and, indeed, often inconceivable. Where opportunities for professional development do exist, it may simply be too dangerous for teachers to attend or too difficult because of destroyed infrastructure.

The problems with the quality of professional development and its failure to produce measurable degrees of educational improvement or significant gains in student achievement have prompted some policy makers and donors to abandon their faith in professional development as a means for measurable improvement of student outcomes. But we must not abandon teacher learning in the face of adversity. Rather, professional development in fragile contexts must be re-conceptualized and re-designed. Below is a summary of this guide's recommendations and proposed actions.

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RECOMMENDATIONS

RECOMMENDATION 1: FOCUS ON TEACHERS IN LOW-INCOME AND CRISIS AFFECTED CONTEXTS – AS PROFESSIONALS, LEARNERS AND INDIVIDUALS.

KEY POINTS

- Teachers in low-income and crisis-affected contexts need a broad array of professional development and support which they often do not receive. To raise teacher quality in such contexts, educational planners and implementers must focus on teachers as professionals, as individuals, as members of a community and as people coping with the effects of crisis or conflict or fragility and amplify the quantity and quality of instruction and support these teachers receive.

- Donors and policymakers should engage in a rigorous process of reflection on the current state of teacher professional development, work together to establish (inter)national standards on quality teaching and develop strategies for improved TPD with sufficient funding.

- Despite the impulse to scale and replicate, research is increasingly clear that successful TPD should be adapted to context and culture.

- Context-specific TPD, such as programs that utilize a group-based approach and psychosocial supports, should be offered to teachers.

- We must see teachers, as we do students, as learners and design professional development that focuses on best practices and offer support that promotes, not impedes, teacher learning.

The current paradigm of teacher training in low-income and crisis-affected contexts has often been emergency-driven, top down, not linked to student learning outcomes, and designed and implemented without the voice of teachers. This has often been driven by the need to provide training – any training – to teachers in order to get schools up and running again and attain a level of normalcy, particularly in the acute phases of disaster or conflict.

It is important to perceive and treat teachers in crisis-affected and low-income contexts, first of all, as *professionals*. In many contexts, teachers are not trained or even paid. They have low levels of education and academic content knowledge and little or no prior exposure to the classroom. Conferring a sense of professionalism is needed when it comes to recruitment, pay and performance-based standards, otherwise teaching will continue to attract lower quality candidates. Second, if teachers are responsible for their own professional learning, they must be seen – as is the case with students – as learners. Investment in learning and knowledge creation of teachers can lead to continuous growth and development (Stiglitz & Walsh, 2002). Third, focussing on teachers as *individuals* implies that professional development and support take into consideration the psychological and physical toll that conflict and humanitarian disasters have had on teachers personally as well as professionally. This will help teachers move forward in positive ways.

Donors/funders, policymakers, education officials and designers of professional development should:

- Professionalize the teacher work force. This can be achieved by: improving teacher pay or giving teachers extra pay for extra work; basing recruitment of teachers on academic qualifications (Boyd et al., 2008); using performance-based standards to govern continuing teaching; and giving teachers a say in classroom based decisions and matters that impact them.

- Design teacher professional development systems that promote and accommodate teacher learning. This can be achieved by: linking teacher professional development to specific student learning outcomes (Guskey, 2002); stimulating teacher collaboration (Hattie, 2009); providing structured and facilitated opportunities for teachers to study, learn, plan and teach together (Burns & Dimock, 2007); and offering long-term professional development (Garet et al., 2010).

- Offer crisis-specific teacher professional development. This could, for example, involve offering programmes to teachers that include psychosocial support and other related content.

For more information, see *Where it's Needed Most: Quality Professional Development for All Teachers*, page 39-56.

RECOMMENDATION 2: DEVELOP, APPLY, MEASURE AND INSTITUTIONALIZE STANDARDS FOR TEACHER PROFESSIONAL DEVELOPMENT.

KEY POINTS

- Teaching, especially in crisis-affected contexts, is a specialized skill that should be based on a set of qualifications and governed by standards.

- Definitions of quality professional development in crisis-affected contexts remain elusive, with a lack of standards, lack of goals, limited research and a lack of metrics for success.

- Given this void (combined with a research void), anyone or any organization can claim to be delivering quality or professional development or "solutions" to issues around poor teacher quality—even when that may not be the case.

- Effective professional development contains a set of characteristics that include alignment with national goals, modelling effective practice, opportunities for collaboration and ongoing support.
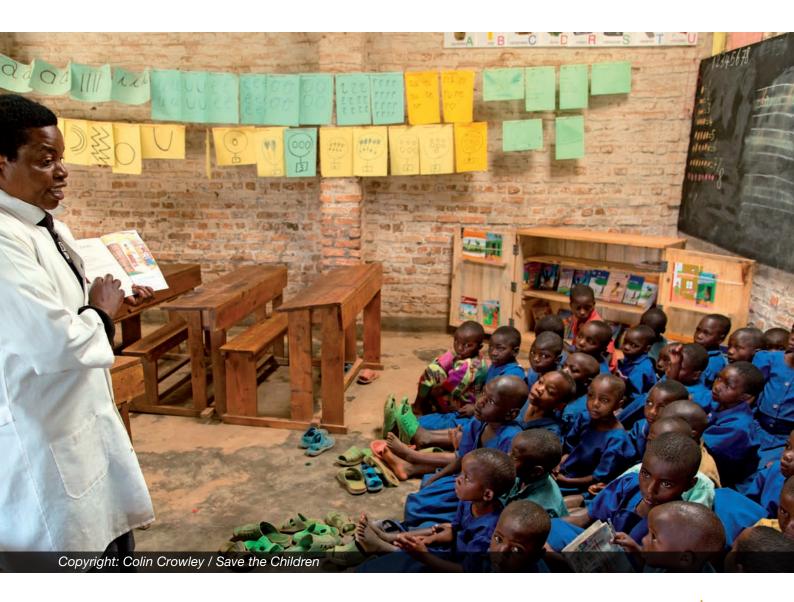
While all stakeholders may agree that teachers need quality professional development, a commonly agreed upon definition of quality professional development is still elusive. Yet, if we do not agree on what constitutes "quality professional development," how can we achieve it in crisis-affected and low-income environments? Defining high-quality professional development in these contexts is challenging because of a lack of research on effective professional development, which makes determinations of quality difficult. Another barrier to developing a universally accepted definition of teacher professional development is the difficulty of proving causality (attribution) and the time-lag between teacher professional development and student learning outcomes. However, without definitions of quality governments, donors and implementers lack standards, goals and criteria to measure success.

Implementers and funders of professional development should identify the means to systematically develop and apply quality frameworks for teaching, including:

- Define 'quality' through a National Teacher Framework, National Teacher Competency or Standards frameworks, which can be developed, or revised where these exist already, to meet the needs of teachers. A collaborative development process, involving Ministry departments, teachers, teacher-training colleges, teacher unions and teachers will likely lead to widespread use of the framework. Note that any standards should be accompanied by examples of what teachers should know and be able to do, performance-level measures, and protocols for helping teachers bridge the gap from where they are to where they need to be.

- Implement and institutionalize this National Teacher Competency or Standards framework. Once decision makers have decided upon standards of quality professional development these must be applied to all aspects of professional development. They require the implementation of quality management frameworks and a quality assurance system with verification and validation carried out internally and externally, by an impartial accrediting agency or an external quality assurance team. This includes application for in-service and pre-service teacher development, and for use by all those (state and non-state actors) working with teachers.

- Apply international standards of teacher quality for humanitarian or underserved locations. In locations not supported by a national authority, utilise and apply international standards of teaching quality, especially those which pertain specifically to the context.

For more information, see *Where it's Needed Most: Quality Professional Development for All Teachers,* page 57-67.

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RECOMMENDATION 3: CREATE PROFESSIONAL DEVELOPMENT OPPORTUNITIES THAT PROMOTE TEACHER COLLABORATION.

KEY POINTS

- Successful teacher professional development is often grounded in teacher collaboration.

- Peer classroom visits and peer teaching have combined benefits of modelling, two-way support, shared reflection and complementary skills development.

- Opportunities for shared collaboration and reflection, such as teacher learning communities, learning circles and the Professional Teaching and Learning Cycle, have been used in a number of contexts and bring teachers together through a process of shared enquiry and collaboration.

- Effective collaborative practice requires time and space, support from school leaders, access to external expertise, a sense of autonomy and a belief that everyone has something to offer.

- There are numerous low-cost opportunities for teacher collaboration in low-income and crisis-affected settings.

When teacher professional development has been successful, and has resulted in improved instruction and student learning outcomes, it has been grounded in teacher collaboration (see for example, Avalos, 1998; Burns, 2010; Burns et al., 2014; Frisoli, 2014). Collaborative approaches to professional learning can promote school change that extends beyond individual classrooms (Darling-Hammond et al., 2009).

Implementers and funders of professional development should identify the means to systematically include practices such as the following:

- Facilitate peer-to-peer classroom visits. Teachers everywhere benefit when they see their peers in action – they acquire new ideas; they compare their performance against that of a colleague; they see affirming practices; they realize they are not alone. Holding open lessons/classrooms in or across schools so that teachers can see one another teach is a low cost activity than can have a high value impact.

- Strengthen peer-to-peer teaching (training). Peer teaching involves teachers instructing one another in a particular skill or domain. It can be formal (as part of training or professional development) or informal, as in teachers getting together to instruct one another in a particular area.

- Develop Teacher Learning Communities. Teaching Learning Communities (TLCs) allow teachers to come together in communities at a classroom/school level, to

share about their teaching practises, share their materials and tackle classroom based challenges together. Tasks can be assigned following a TLC, and an effective and low cost option is to assign teachers to work together in pairs so they can plan and co-teach.

A mistaken presumption is that teacher-to-teacher collaboration just happens and that it needs little planning or investment. In fact, the value of peer-to-peer collaboration is achieved when certain conditions are present, most critical are: (1) Time and space for collaboration; (2) Head Teacher / Principal support (Darling-Hammond & Bransford, 2005; Hattie, 2009; Burns & Dimock, 2007; Lieberman, 2009; Hargreaves & Fullan, 2013; Mourshed, Chijioke, & Barber, 2010); (3) Presence of an experienced facilitator; (4) Access to expertise, and critically, (5) Teachers must feel 'in-charge' of their own learning.

For more information, see *Where it's Needed Most: Quality Professional Development for All Teachers*, page 69-81.

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RECOMMENDATION 4: PROVIDE TEACHERS WITH ONGOING SUPPORT.

KEY POINTS

- Support is especially important for new teachers, teachers operating in difficult conditions, and teachers with limited professional training or education of their own.

- Support for teachers in low-income and crisis-affected contexts can involve face-to-face support, classroom-observation, feedback, project-based learning, formative assessment and distance education.

- Coaching (video-coaching, peer-coaching, external coaching) empowers teachers to enact a particular set of skills and strategies independently and with fidelity and quality. Specific examples of good practice are available from Indonesia, Gambia, Bangladesh and Liberia.

- Technology or distance-based support can involve audio instruction, mobile phone coaching, video training and online learning.

Many of the world's poorest teachers receive inconsistent access to workshops or trainings, with little or no support or follow-up. The result is implementation failure in the form of: leakage – teachers who do not transfer learning from a "training" to their classroom; poor fidelity of implementation – teachers who implement what they have learned but do so poorly or haphazardly or with poor quality; or relapse or recidivism – teachers who may implement what they have learned initially but quickly revert to "old" ways.

Teachers in low-income and crisis-affected contexts, just like their counterparts in more stable environments, need ongoing support during and after professional development. Teachers who receive on-the-job support, guidance and feedback from an external support person or peers practice new skills and strategies more frequently, apply them more appropriately and adopt a more diverse range of instructional practices than teachers who do not receive such supports (Showers & Joyce, 1996).

Implementers and funders of professional development should consider the following strategies for providing ongoing support to teachers:

- Develop a system for coaching. Coaching (e.g. video-coaching, peer-coaching, external coaching) empowers teachers to enact a particular set of skills and strategies independently and with fidelity and quality (Killion & Harrison, 2006; Burns, 2011, p. 73; Fixsen et al., 2005). Low cost options include: establishing peer coaching teams where teachers provide one another with guidance and feedback; and setting up mobile coaching service for teachers.

- Create a system for mentoring. Mentoring involves a more experienced professional sharing his/her body of experience, imparting knowledge, offering wisdom and helping less experienced partners to "learn the ropes" (Killion & Harrison, 2006). A low-cost mentoring option includes pairing younger, less experienced teachers with more experienced teachers who have received training in mentoring approaches or, where feasible, using Head Teachers as mentors.

- Strengthen continuous TPD systems. Advocate for teachers to receive more structured and "support-based" types of professional development. This could include Interactive Audio Instruction, distance and blended learning, video-based training, teacher-learning communities, and strengthened inspectorate services.

- Strengthen school leadership. Ensure school leaders can conduct non-evaluative classroom observations and provide feedback that is not linked to the formal appraisal system.

For more information, see *Where it's Needed Most: Quality Professional Development for All Teachers*, page 83-101.

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RECOMMENDATION 5: INVEST IN HIGH-QUALITY TEACHER EDUCATORS.

KEY POINTS

- Pre-service education systems are often weak in crisis-affected and low-income contexts; therefore, quality professional development and professional development providers becomes even more critical.

- Crisis-affected environments need pragmatic solutions to recruit, prepare and support teacher educators.

- The skill sets required for a good teacher educator are similar to those of effective teachers, as well as the ability to model intended teacher practices and connect theory to practice.

- Improving the quality of teacher education will require providing teacher educators with actual classroom experience, improving their ability to link practice with theory and providing these individuals with high-quality training and ongoing support.

The preparation and training of teacher educators, both pre-and in-service, has been so neglected in many contexts that the instruction they provide to teachers results in insignificant improvements in teacher quality—even after extensive professional development. Often, those who work as teacher "trainers" have no (or minimal) teaching experience; have no formal training or education themselves as teacher educators; lack teaching experience in the environment from which the teachers they are instructing come; and may be unfamiliar with the culture, conditions and language of the country in which they are now conducting professional development. At the same time, the workshops they provide often mirror the very didactic, teacher-centred approach that they are ostensibly encouraging teachers to abandon. Low-income, conflict-affected and crisis environments need practical solutions to recruit, prepare and support teacher educators because those who prepare and teach teachers play a pivotal role in building a quality educational foundation for any society.

Implementers and funders of professional development should consider the following strategies for investing and working with teacher-educators:

- Recruit trainers with extensive teaching experience. The competencies required for a good teacher educator are similar to those for good teachers and include specialized content knowledge and in-depth knowledge of good instructional and assessment practices. They also include in-depth knowledge of effective professional development programs, of evaluation and monitoring and of coaching and mentoring (Sawka et al., 2002; Mink & Fraser, 2002).

- Strengthen teacher-trainer capacity. Focus on the competencies required of trainers and provide support accordingly.

In case there are no teacher educators, there are several potential strategies that can help to support emergency teachers:

- Offer audio/radio instruction. Interactive Radio Instruction (IRI) and Interactive Audio Instruction (IAI) can help to compensate for these new teachers' weaknesses by providing just-in-time instruction to teachers and students simultaneously.

- Provide suitable materials. Teachers can be guided by offering them highly didactic teaching materials, such as step-by-step learning guides, instructional kits and scripted lessons.

- Establish Communities of Practice. Communities of teachers can be set up where more qualified or talented teachers, through peer–led learning, can help to improve the teaching skills of their untrained peers and where teachers teach one another.

For more information, see *Where it's Needed Most: Quality Professional Development for All Teachers*, page 103-115.

RECOMMENDATION 6: BUILD INSTRUCTIONAL LEADERSHIP AT ALL LEVELS OF THE EDUCATIONAL SYSTEM.

KEY POINTS

- School leaders have a vital role in TPD, yet the behaviours required for effective nurturing of teacher performance are too often absent in school leaders in crisis-affected and low-income contexts.

- Crisis-specific barriers to effective school leadership (poor administration, resource shortages, unpredictable staff movements and high turnover) negatively impact teacher performance and student learning.

- In-service professional development for school leaders and tailored programs for new and aspiring leaders can help individuals develop and apply instructional leadership skills.

- Providing opportunities for leaders to collaborate, involving leaders in teacher development and developing national school leadership standards can all positively affect teacher development.

- District offices of education and other coordination bodies can have an increasingly positive impact on teacher development through exercising their role in connecting actors, investing in relationships with leaders and teachers and by offering schools a suitable balance of autonomy.

Principals and school leaders are essential to quality teachers and quality teaching (Leithwood et al, 2004), and are the school-level drivers of change and improvement. School leaders need to be empowered to take on this role; they need to learn and hone their skills in leading people and leading change; and they need to be supported throughout the process. They typically must combine administrative management skills (this involves running an efficient and highly organized school) with instructional leadership skills (this includes creating ways to improve the quality of instruction at all levels of the school).

Implementers and funders of professional development should consider learning opportunities for school leaders so that they can play their crucial role in improving teacher professional development systems and helping teachers transfer learning to the classroom:

- Work with Ministries of Education to set and implement standards or competencies for Head Teachers. Develop or adapt national standards and guidelines concerning school leadership, and support district- and school-level individuals in understanding and adhering to these.

- Promote Head Teacher to Head Teacher collaboration. Enable school leaders to work with other school leaders, for example in the form of shadowing, mutual problem-solving, monthly meetings, a "buddy" system or the formation of a professional learning community.

- Facilitate Head Teacher Professional Development (linked to Standards). Invest in ongoing professional support (training, coaching, etc.) for school leaders to improve and embed instructional leadership skills and to gain buy-in for teacher professional development approaches. This could lead to national qualifications.

- Encourage school leaders to participate in teacher training alongside their staff.

- Identify successful school leaders, and set up either individual or group mentoring (especially for new school leaders).

For more information, see *Where it's Needed Most: Quality Professional Development for All Teachers*, page 117-129.

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RECOMMENDATION 7: USE INFORMATION AND COMMUNICATION TECHNOLOGY (ICT) TO PROVIDE ACCESS TO CONTENT, PROFESSIONAL DEVELOPMENT AND PROFESSIONAL LEARNING COMMUNITIES.

KEY POINTS

- ICT is not a teacher professional development "cure-all". To be used successfully, ICT must be embedded within a framework of good practice in teacher professional development (TPD).

- The importance of maintaining a level of human relationships is one of several critical success factors that need to be considered when using ICT.

- The guide has identified eight forms of ICT which can offer opportunities for teacher development in crisis-affected and low-income contexts.

- A case study from Zambia offers valuable insight into how to blend ICT with a school-based support program.

As teachers in crisis-affected and low-income contexts gain greater access to smart phones, social media, remote training and online resources and courses, there is much promise for how ICT can increase teacher professional development. Teachers in these contexts often lack access to materials, and are short in supply of diverse examples of teaching and learning. ICT has the potential to genuinely support teacher professional learning because it can bring models of good practice, provide quality resources and encourage dialogue between knowledgeable peers. ICT can also help access hard-to-reach locations (such as with IRI) and more efficiently improve teacher learning (and therefore child-learning) in remote areas. However, ICT is not a teacher professional development "cure-all". For successful use, ICT should be embedded within a framework of good practice in teacher professional development. In addition, the success of the technology intervention depends on the support for teachers in understanding and using the technology in their work (Winthrop & Smith, 2012). They need to be sold on the value of investing time and commitment as the ICT wow-factor is short-lived in most instances. One-off, top-down interventions do not work. Cost-effective approaches need to be embedded in local school cultures and build on existing teacher practices.

Implementers and funders of professional development should consider forms of ICT, with a positive and substantial evidence base, which offer opportunities to add value to teacher professional development:

- Offer Audio-learning to support teacher development: Interactive Radio Instruction (IRI) and Interactive Audio Instruction have shown to improve teacher and student learning (Anzalone & Bosch, 2005; Burns, 2006). Radio is widely

available; it is a familiar and common medium, and thus can often reach the most vulnerable populations (such as in rural areas). Radio and audio do not require a lot of technology training for teachers, which is often the case with many other technologies (Burns, 2011).

- Promote Video to support teacher development: Video – through a camcorder, mobile phone or tablet – offers opportunities for personal reflection on teaching performance. It can also be a stimulus or subject matter for coaching and can be used to evidence (and celebrate) performance improvement. Videos of model teaching from the same context are also frequently appreciated. The availability of low-cost recording and storing of data makes this formerly inaccessible model of technology available in all low-income and crisis-affected locations, with obvious limits placed in areas where filming is culturally sensitive.

- Offer Open Educational Resources (OER) for teacher development: OER and access to other digital materials via tablet, smartphone, laptop (audio, video, visual, text) can enhance the performance of teaching in classrooms, as teachers can learn from multiple inputs and increase the potential for their learning by accessing a greater range of content, or through materials that are directly useful for classroom teaching and learning.

For more information, see *Where it's Needed Most: Quality Professional Development for All Teachers*, page 131-143.

CONCLUSION

Authors of the TPD is Crisis series have stressed the need to reform and improve professional development for teachers in low-income and crisis-affected contexts, as the current models of professional development and "teacher training" often fail the very teachers they are supposed to help. These contexts – beset by conflict, poverty or political instability – may have weak educational systems, low teaching quality and/or underdeveloped teacher education systems. What is needed is more understanding of the needs of teachers and teacher professional development; greater long-term investment in and implementation of high-quality professional development programs and systems within such contexts; professional development and support for teachers around the crisis-related issues that impact their well-being and safety, as well as that of their students; and expansion of the research base to understand what works so that teacher education systems can continuously be strengthened. Quality professional development for teachers in low-income and crisis-affected contexts cannot wait.

For additional practitioner oriented guidance on teacher professional development visit the INEE Toolkit: http://toolkit.ineesite.org/teacher_professional_development/practitioner_resources

To access supplemental sources on TPD in crisis contexts, please reference INEE's complete annotated bibliography: www.ineesite.org/bibliography-tpd

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