EVALUATION OF PROFESSIONAL DEVELOPMENT TRAINING
OF MASTER TEACHERS IN BEACON SCHOOLS IN
PArO, BHUTAN

BY

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An evaluation study was conducted in six Beacon Schools of Paro District, Bhutan; to assess the impact of professional development program entailed Master Teacher Training. Both qualitative and quantitative methods were used to collect data from various sources. Survey data was collected from 39 trained Master Teachers of 6 Beacon schools. Qualitative data were collected through interviews, observations and document analysis. Data was analyzed by descriptive statistics and independent sample t-test to obtain frequency, percentage, mean, standard deviation, significant value and Pearson Correlation.

This study confirmed earlier studies (Ingvarson, et al., 2005; Torff, Bruce and Sessions, 2008) and professional literature (Guskey, 2002) indicating that effective professional development increases teachers’ knowledge, improves pedagogical practices, increases self-efficacy and students’ learning outcomes. One of the significant findings of this study was the strong correlation between teachers’ increase of new knowledge and positive impact in instructional practices (r=0.907). The study also identified the features of high quality professional development program which aims to bring the desired changes in teaching and learning.