

Conclusion

In order to assess the impact of TEPD, the approaches of statistical control technique and theory-driven evaluation were used and the data were collected from a national survey of primary and secondary school faculty. It was found that the degree of TEPD implementation decided the amount of program impact. Moreover, it suggested that through communication and training, teachers became acquainted with TEPD and if timely assistance was provided when they encountered difficulties, their perception of the usefulness of TEPD would be increased. Additionally, full operation of teacher discussion, self-assessment, peer assessment and the designing and execution of professional development plans not only contributed to teacher capacity enhancement but also helped teachers reach consensus on “good teaching.” As a consequence, school participants were willing to engaged themselves in more frequent professional dialogues and were eager to learn, to grow and to teach together.

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