



AEOs Training

on

Multigrade Teaching (MGT)



**Institute of
Social and Policy Sciences**
Informing Policies, Reforming Practices



**UK International
Development**
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DAY-1

**Introduction to MGT Digital
Modules & Developing
Mentoring and Coaching
Skills for Multigrade
Classrooms**

Session 1:**Introduction to Digital Module for MGT****90 Minutes****LEARNING OUTCOMES**

By the end of the session, the participants will be able to:

- understand the importance of the Digital Modules of Multigrade teaching.
- share reflections and engage in group activities to build collaboration.

MATERIALS

- Multimedia
- Chart papers
- Sticky notes
- Board Marker, Coloured Markers
- Coloured Markers, pens, pencils
- A4 sheet per participant
- Google Forms for pre-assessment
- **Handout 1**
- **Handout 1.1**

OPENING**05 minutes**

- Ask one of the participants to recite a few verses of the Holy Quran.
- After the recitation, welcome the participants to the first day of the workshop.
- Display/share the learning outcomes for the 2-day training
- Explain how the 2-day workshop is structured, with Day 1 focusing on the digital modules of MGT and the coaching and mentoring role of AEOs, and Day 2 focusing on the multigrade teaching Classroom Observe Tool
- Display/share the learning outcomes of the session with the participants.

Instructions/Activities**Activity 1: Four Corners of Me****15 minutes**

- Distribute an A4 sheet, coloured markers/pens/pencils to each participant.
- Ask each participant to fold their paper into four equal sections.
- Ask them to label each section as follows:

"What I love to eat"	" My favourite place"
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“ A childhood memory”

A symbol or Quote that represents me”

- Ask them to take 4 – 5 minutes to draw something that represents each prompt in the appropriate sections.
- Encourage them to use colours, symbols, or simple sketches.
- Divide the participants into small groups of three or four.
- Tell them to take turns sharing and briefly explaining their drawings within their groups.
- Encourage participants to ask each other questions or make connections with shared likes, places, or memories.
- To consolidate, invite a few participants to share their reflections or any surprising connections they found with others.
- Highlight the diversity and commonalities within the group, setting a collaborative tone for the workshop.

Activity 2: Setting Workshop Norms



10 minutes

- Distribute sticky notes to each participant.
- Ask the participants to write one norm or rule that should be followed throughout the session to make the sessions more useful for them.
- Allow them 2 minutes to complete the task.
- Take random responses and ask them to share their answers with the whole class.
- Briefly discuss additional rules/norms for the workshop (timing, punctuality, cell phones, etc.)
- Select 6 – 7 common rules/norms for the workshop.
- Nominate a person to write the selected rules/norms on a chart paper to be displayed in the class.

Activity 3: Pre-Assessment



15 minutes

- Share the Google form link with the participants for pre-assessment.
- Inform them that this is an essential requirement for the training.
- Allocate 15 minutes to complete and submit the form.

(The Google link/QR code of the pre-assessment form will be shared in the session)

Activity 4: Introduction to MGT Digital Module



40 minutes

- Ask participants to recall what they know about Multigrade Teaching.
- Ask them to now pair up and share their thoughts with their partner.
- Take a few random responses and clarify any misconceptions.

- Show the Introductory Module on the Multimedia (Alternatively, share **Handout 1: Course Outline of Digital Module**, allocate 1 page of the handout to each group).
- Ask participants to note down important information while watching the module.
- Divide participants into four groups.
- Distribute chart papers and assign a specific coloured marker for each group.
- Explain that each group will first discuss their understanding of the introductory module and will write down their learning in the form of a mind map.
- Give them 10 minutes to complete their task.
- Now ask each group to pass their chart to the next group in a clockwise direction.
- Ask each group to read the given information and add more points if required.
- Stop the activity once each group gets their chart papers.
- Ask them to briefly review the added information.
- To consolidate, ask each group to share any interesting comments with the whole class.
- Share **Handout 1.1: How to Access the Digital Course** as a supporting resource for the AEOs, explain that as AEOs, they should support the teachers in their professional development, discuss the course and its benefits with them and encourage them to complete it on time. The handout also explains how PSTs can access the digital course, in case any of them face difficulty accessing it. AEOs will be their first point of contact in troubleshooting this problem. This handout provides an easy guide for AEOs to understand the process.

Activity 5: Highs & Hopes**05 minutes**

- Ask each participant to reflect on what they have learned in the session.
- Distribute two separate-coloured sticky notes and ask them to share one **“High”** (something they liked or found useful) and one **“Hope”** (something they’re excited to try or want to learn more about).
- Ask a few volunteers to share their **“Highs & Hopes”** to conclude the session.

HANDOUTS

HANDOUT 1

Course Outline of Digital Module

Multigrade Teaching (MGT)

Teacher Training Modules

Due to resource shortages, multigrade teaching (MGT) is prevalent in Pakistan's public primary schools. Still, it poses significant challenges for teachers, such as managing multiple grades, preparing diverse materials, and addressing varied student needs. This course addresses these issues through seven tailored modules, covering MGT fundamentals, academic calendar development, lesson planning, managing diverse classrooms, and effective teaching and assessment strategies. The modules enhance teachers' skills and include practical assessments to ensure understanding and application. The course empowers educators to overcome MGT challenges and improve learning outcomes in resource-constrained environments.

MGT Teacher Training Modules

The course offers the following seven modules:

- Module 1: Introduction to Multigrade Teaching
- Module 2: Learning Styles & Learning Environment
- Module 3: The Teacher's Role and the Basic Principles of Multigrade Teaching
- Module 4: Academic Calendar for Multigrade Teaching
- Module 5: Effective Teaching Strategies for Multigrade Classrooms
- Module 6: Assessment in a Multigrade Classroom
- Module 7: Classroom Observation Tool (COT) for Multigrade Teaching

Module 1: Introduction to Multigrade Teaching

Module 1 provides an introduction to multigrade teaching, and its importance, and distinguishes it from monograde teaching. It covers the challenges educators face in multigrade settings and suggests effective solutions for successful implementation. Key aspects of effective multigrade teaching are also discussed. Module 1 has four units:

- Unit 1.1: Introduction to Multigrade Teaching and its Importance
- Unit 1.2: Monograde versus Multigrade Teaching
- Unit 1.3: Challenges in Multigrade Teaching & their Solutions
- Unit 1.4: Effective Multigrade Teaching

At the end of module 1, participants will be able to:

- define multigrade teaching and understand its importance.
- describe the difference between monograde and multigrade teaching.

- identify challenges and suggest solutions.
- describe key aspects of a successful multigrade teaching.

It is expected to take you at least **1 hour and 10 minutes** to complete this module.

Module 2: Learning Styles & Learning Environment

Module 2 focuses on understanding various learning styles and the significance of a supportive learning environment. It also explores multiple intelligences and effective classroom layouts that cater to different learning needs. Module 2 has four units:

- Unit 2.1: Learning Styles
- Unit 2.2: Multiple Intelligence
- Unit 2.3: Learning Environment
- Unit 2.4: Multigrade Class Organisation & Layout

At the end of the module 2, participants will be able to:

- understand different learning styles.
- understand the importance of the support needed for learning.
- explain the multiple intelligences of the students.
- understand the importance of the classroom environment according to different intelligences and learning styles.
- discuss effective classroom layout methods.

It is expected to take you a minimum of **1 hour and 50 minutes** to complete this module.

Module 3: The Teacher's Role and the Basic Principles of Multigrade Teaching

In Module 3, educators learn about the critical role of teachers in a multigrade setting and the fundamental principles of multigrade teaching. The module also emphasizes student participation and engagement strategies. Module 3 has three units.

- Unit 3.1: Importance of the Teacher's Role in a Multigrade Classroom
- Unit 3.2: Fundamental Principles of Multigrade Teaching
- Unit 3.3: Student Participation in a Multigrade Classroom

At the end of the module 3, participants will be able to:

- understand the importance of the teacher's role in a multigrade classroom.
- understand fundamental principles of multigrade teaching.
- ensure student participation in a multigrade classroom.

It is expected to take you a minimum of **1 hour 40 minutes** to complete this module.

Module 4: Academic Calendar for Multigrade Teaching

Module 4 highlights the importance of an academic calendar specifically designed for multigrade teaching. It guides educators in developing a calendar that incorporates various themes, sub-themes, and activities suitable for a multigrade classroom. Module 4 has three units.

- Unit 4.1: Introduction and Importance of the Academic Calendar
- Unit 4.2: The Need of an Academic Calendar in Multigrade Teaching
- Unit 4.3: Developing an Academic Calendar for Multigrade Teaching

At the end of module 4, participants will be able to:

- understand the importance of an academic calendar.
- develop an academic calendar tailored for multigrade teaching.
- include topics, themes, sub-themes, and activities in the academic calendar.
- identify common SLOs for Mathematics, English, and Urdu for multigrade teaching.
- use the academic calendar effectively in multigrade classrooms.

It is expected to take you a minimum of **1 hour** to complete this module.

Module 5: Effective Teaching Strategies for Multigrade Classrooms

Module 5 introduces educators to essential planning techniques and lesson-planning components for multigrade classrooms. It covers daily routines, group work, and different teaching strategies tailored to multigrade settings. Module 5 has three units.

- Unit 5.1: Planning for Teaching
- Unit 5.2: Daily Routines in a Multigrade Classroom
- Unit 5.3: Introduction and Types of Group Work

At the end of module 5, participants will be able to:

- understand the importance of planning for multigrades.
- identify the key components of lesson planning.
- understand the factors to consider while planning for activities based on daily routines.
- understand and describe the different teaching strategies used in multigrade teaching.

It is expected to take you a minimum of **3 hours and 10 minutes** to complete this module.

Module 6: Assessment in a Multigrade Classroom

Module 6 focuses on various assessment types, including formative assessments, and how feedback can be used to improve teaching effectiveness. Educators also learn about using a lesson plan checklist for self-assessment. Module 6 has four units.

- Unit 6.1: Types of Assessment
- Unit 6.2: Formative Assessment

- Unit 6.3: Feedback
- Unit 6.4: Assessing Lesson Plans

At the end of module 6, participants will be able to:

- understand what is meant by assessment.
- know the different types of assessment.
- use different formative assessment strategies in lessons.
- adjust teaching instructions based on feedback from formative assessment.
- use the Lesson Plan checklist to self-assess the lessons you've created.

It is expected to take you a minimum of **2 hours 20 minutes** to complete this module.

Module 7: Classroom Observation Tool

Module 7 focuses on the Classroom Observation Tool developed specifically for Multigrade Classrooms. The tool is built around five key indicators: Classroom Management, Academic Calendar & Lesson Planning, Instructional Strategies, Student Engagement, and Assessment & Feedback. Each indicator is carefully defined and measured using a detailed rubric, providing a structured framework for evaluating teaching practices. This MGT-specific COT enables teachers and administrators to systematically observe, assess, and enhance the quality of teaching and learning in multigrade classrooms, ensuring a more effective and engaging educational experience.

At the end of the module 7, participants will be able to:

- understand teaching practices that are effective in multigrade settings.
- use the Classroom Observation Tool (COT) to assess teaching practices regarding classroom management, lesson planning, instructional strategies, and student engagement.
- use COT data to identify areas of strength and areas needing improvement in multigrade teaching.
- implement strategies for improving student engagement and learning outcomes in multigrade classrooms.

Each module provides the flexibility to revisit any unit as needed. You will find a summary to reinforce key concepts at the end of each unit and module. An end-of-module assessment is included to help you evaluate your understanding and retention of the material.

HANDOUT 1.1

How to Support Teachers in Completing the MGT Module

As AEOs, it is your responsibility to support your teachers in their professional capacity to the best of your abilities. In addition to your observation and mentoring duties, it would be helpful to:

1. Communicate with your teachers about the MGT course and inform them of the importance of these modules.
2. Follow up with them to check on their progress and encourage them to attempt the course.
3. Answer any questions they may have.

If PSTs have difficulty accessing the course, you can ask them to take the following steps:

Step 1: Go to Website: <https://mtsp.nearpeer.org/>

Step 2: Click on “Multigrade Teaching (MGT) Support Programme”

Step 3: Click on “Enrol For Free”. Log into your account by providing your valid CNIC number (without any dashes), along with your email address or phone, and then entering this password MTSP_@890.

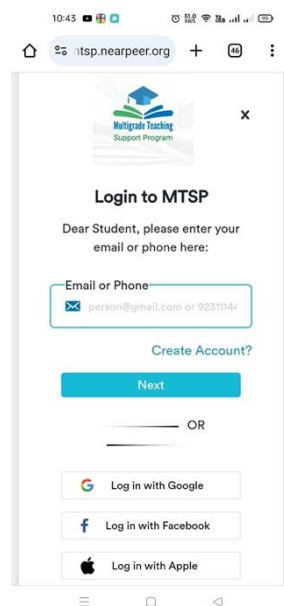
Once logged in, make sure to change the password.

Step 4: Start your MGT course by clicking on module 1 and viewing all units. Once done, attempt end-of-module assessment.

Step 5: Complete all 7 modules and attempt end-of-module assessment by 20th December, 2024.



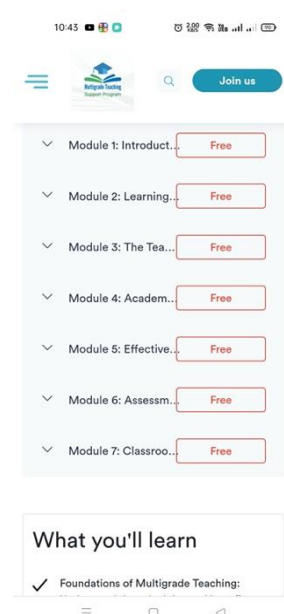
Step 1 – Open MGT Support Programme through the given website



Step 2 - Login using CNIC and one time password



Step 3 - Start MGT course with module 1 and view all units one by one.



Step 4: Complete all modules and attempt end-of-module assessment

Session 2:**Understanding Digital Modules of MGT****90 Minutes****LEARNING OUTCOMES**

By the end of the session, the participants will be able to:

- get familiarised with the content of the digital modules of MGT
- understand the multigrade classroom context, its unique challenges, and the essential role of AEOs in supporting it.

MATERIALS

- Multimedia
- Flip charts
- Chart papers
- Sticky notes
- Board Marker, Coloured Markers
- Coloured Markers, pens, pencils.
- Photocopies of **Handout 2**

OPENING**02 minutes**

- Display/share the learning outcomes of the session with the participants.

Instructions/Activities**Activity 1: Multigrade Classroom Dilemma****13 minutes**

- Share/Display the following scenario on the board/PPT slide:

"Imagine a teacher in a remote village has 30 students ranging from grades 1 to 5 in a single classroom. How might this setup be managed effectively?"

- Ask each participant to work in pairs to discuss and list down their ideas and thoughts.
- Take random responses and note their suggested solutions on a flip chart.
- Encourage participants not to repeat any solution given before.
- To conclude, summarise by linking their responses to the importance of and need for a deep understanding of structured multigrade teaching.

Activity 2: Exploring Digital Module 2: Learning Styles & Learning Environment

 15 minutes

- Display/Share the following questions on the board/PPT slide.

- "What did you find most relevant in the module?"
 - "How can this be applied in a classroom you've seen?"
 - "What challenges might arise in implementing these strategies?"
- Show the Digital Module 2 video with the voice-over on the multimedia to the whole class.
- Divide the class into small groups.
- Ask them to discuss Module 2 while focusing on the questions given above.
- Circulate and facilitate the discussion while focusing on the key points of Module 2.
- Ask a few volunteer groups to share their thoughts with the whole class.

Activity 3: Identifying Your Learning Styles

 15 minutes

- Distribute Handout 2 to the whole class.
- Inform them that they need to complete it individually.
- Allocate 5 – 6 minutes to complete the activity.
- Now ask the participants to make three main groups according to their learning styles.



- Ask them to **discuss "How might knowing a student's learning styles help in a multigrade setup?"**
- Ask each group to nominate a presenter from their group to share their collective thoughts.
- Sum up the key points on how diverse learning styles impact classroom strategies and their vital role in tailoring teaching to student needs in a multigrade classroom.

Activity 4: Exploring MGT Digital Modules

 40 minutes

- Divide participants into five groups.
- Distribute chart papers and coloured markers for each group.
- Assign each group with one module.

GROUP A: Module 3: The Teacher's Role and the Basic Principles of Multigrade Teaching

GROUP B: Module 4: Academic Calendar for Multigrade Teaching

GROUP C: Module 5: Effective Teaching Strategies for Multigrade Classrooms

GROUP D: Module 6: Assessment in a Multigrade Classroom

GROUP E: Module 7: Classroom Observation Tool (COT)

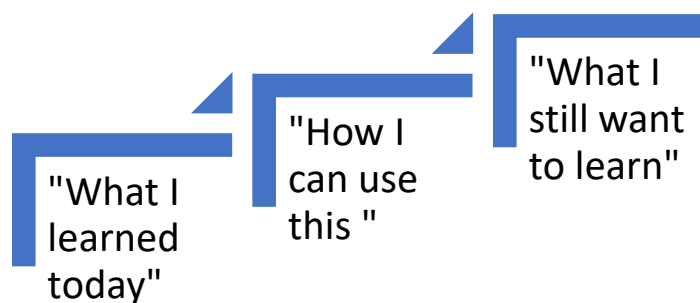
- Share links to their assigned Digital Modules with each group.
- Explain that each group will spend 10 minutes exploring their module and will create a visual representation in the form of a mind map, infographics, or poster to summarise:
 - ✓ The module's key characteristics
 - ✓ The challenges it addresses
 - ✓ The strategies or tools provided
- Allocate 3 minutes per group to present their work.
- Encourage participants to ask questions for clarification.
- Appreciate each group on their presentation.
- Generate a brief whole-classroom discussion on the following questions:
 - ✓ "What are the common themes across the modules?"
 - ✓ "Which challenges seem most critical?"
 - ✓ "How can AEOs effectively support teachers in addressing these challenges?"

Activity 5: The Learning Ladder



05 minutes

- Ask each participant to reflect on what they have learned in the session.
- Draw or display a simple ladder with three steps on a flipchart, whiteboard, or PPT slide.
- Label the steps



- Distribute three separate-coloured sticky notes.
- Ask them to read the questions written on each step and write down the answers.
- Ask them to write down:
 - ✓ **STEP 1:** one or two key takeaways from the session
 - ✓ **STEP 2:** One way they can apply what they've learned in their role as an AEO
 - ✓ **STEP 3:** A question or topic they wish to explore further
- Invite a few volunteers to share one takeaway or an idea they find most relevant.

HANDOUT 2

Worksheet 1: Identifying your Learning Styles

اپنے سیکھنے کا طریقہ معلوم کریں:

دی گئی مشق سے ہم اپنے سیکھنے کا طریقہ معلوم کر سکتے ہیں۔ یہ طریقہ (1985) O'Brien میں تجویز کیا تھا۔

اس میں کل 3 سیکشن ہیں۔ ہر سیکشن میں اپنے بارے میں سوچتے ہوئے دیے گئے جملے کے آگے اس طرح اسکور لکھیں کہ اگر آپ کا جواب "ہمیشہ" ہے تو اس کی جگہ 3، "کبھی کبھی" ہے تو اس کی جگہ 2 اور "کبھی نہیں" ہے تو اس کی جگہ 1 لکھیں۔

کبھی نہیں	کبھی کبھی	ہمیشہ
1	2	3
		اسکور

سیکشن 1:

نمبر شمار	طریقہ کار	اسکور
1	مجھے ڈوڈلنگ (ڈیزائن بنانا/ لکیرے کھینچنا) کرنے میں بہت مزہ آتا ہے۔ میرے نوٹس میں جگہ جگہ مختلف ڈیزائن بنے ہوئے ہوتے ہیں۔	
2	میں لکھ کر زیادہ اچھا یاد کر لیتا/ لیتی ہوں۔	
3	اگر کوئی مجھے کسی جگہ کا ایڈریس زبانی بتائے اور میں نہ لکھوں تو میں راستہ بھول جاتا/ جاتی ہوں۔	
4	کسی کا ٹیلیفون نمبر یا کوئی نئی بات یاد کرنی ہو، تو اس کی تصویر سے مجھے اسے یاد رکھنے میں آسانی رہتی ہے۔	
5	امتحانات کے دوران کتاب کا وہ صفحہ میری نظروں کے سامنے آ جاتا ہے جہاں اس کا جواب لکھا ہوتا ہے۔	
6	دوسرے شخص کو دیکھ کر بات کرنے سے مجھے اپنی بات پر فوکس کرنے میں آسانی ہوتی ہے۔	
7	فلپس کارڈ کے استعمال سے مجھے ٹیسٹ کے لیے سوالات یاد رکھنے میں مدد ملتی ہے۔	
8	اگر لوگ شور یا باتیں کر رہے ہوں یا پھر میوزک چل رہا ہو تو مجھے دوسروں کی کبھی ہوئی بات سمجھ نہیں آتی۔	

9	مجھے لطیفہ دیر سے سمجھ آتے ہیں۔
10	مجھے خاموشی میں کام کرنا پسند ہے۔

ٹوٹل اسکور:-----

سیکشن 2:

نمبر شمار	طریقہ کار	اسکور
1	مجھے اپنا لکھا ہوا کام صاف نہیں لگتا۔ میرے پیپر زمیں الفاظ کٹے یا مٹے ہوئے ہوتے ہیں۔	
2	الفاظ پر انگلی رکھنے سے مجھے ریڈنگ پر فوکس کرنے میں مدد ملتی ہے۔	
3	ہلکے اور چھوٹے پرنٹ والے پیپر ز پڑھنا میرے لیے بہت مشکل ہے۔	
4	پڑھنے کے بجائے مجھے یہ بہتر لگتا ہے کہ کوئی مجھے ساری ہدایات زبانی سنا دے۔	
5	مجھے سن کر باتیں زیادہ جلدی سمجھ آتی ہیں۔	
6	لکھنا ایک تھکا دینے والا عمل ہے۔ مجھے پین یا پنسل کے ساتھ بہت محنت کرنی پڑتی ہے۔	
7	میری آنکھیں تھک جاتی ہیں حالانکہ میرے ڈاکٹر نے بتایا ہے کہ یہ بالکل ٹھیک ہیں۔	
8	میں ایک جیسے نظر آنے والے الفاظ غلط پڑھ دیتی/دیتا ہوں جیسے them and then; dad and bad	
9	دوسروں کی ہینڈ رائٹنگ پڑھنا مجھے بہت مشکل لگتا ہے۔	
10	نئی معلومات جاننے کے لیے اگر مجھے لیکچر سننے یا کتاب پڑھنے میں سے کسی ایک کا انتخاب کرنا ہو تو میں سننا زیادہ پسند کروں گی/کروں گا۔	

ٹوٹل اسکور:-----

سیکشن 3:

نمبر شمار	طریقہ کار	اسکور
1	میں ہدایات پڑھنے کی بجائے سیدھا کام شروع کرنا پسند کروں گا/گی۔	
2	مجھے اس وقت زیادہ اچھی طرح سمجھ آتا ہے جب مجھے کوئی کام کر کے دکھائے اور پھر مجھے وہ کام کرنے کا موقع بھی ملے۔	
3	مجھے ڈیسک پر بیٹھ کر پڑھنا پسند نہیں۔	
4	مجھے درجہ بدرجہ کے بجائے ٹرانسل اینڈ ایرر کے ذریعے مسئلے حل کرنا زیادہ بہتر لگتا ہے۔	
5	ہدایات پر عمل کرنے سے پہلے مجھے اس کا عملی مظاہرہ دیکھنا ضروری ہوتا ہے۔	
6	مجھے پڑھتے ہوئے بار بار وقفہ / بریک چاہیے۔	
7	میں کسی کو زبانی راستہ نہیں سمجھا سکتی / سکتا۔	
8	میں نئی جگہوں پر بھی سہولت سے چلی جاتی / جاتا ہوں۔ مجھے راستے یاد رہتے ہیں۔	
9	میں چہل قدمی کرتے ہوئے زیادہ اچھا سوچ سکتی / سکتا ہوں۔	
10	جب میں کوئی مخصوص لفظ بولتے بولتے بھول جاؤں تو میں اپنے ہاتھوں کو زیادہ استعمال کرتی ہوں اور اس طرح کے الفاظ بولتی / بولتا ہوں۔ "What-cha-ma-call-it" or a "thing-a-ma-jig."	

ٹوٹل سکور: -----

تینوں سیکشنز کے اسکورز کا موازنہ کریں۔ جس سیکشن میں آپ کے سب سے زیادہ اسکور آئے وہ آپ کا رنگ سٹائل ہوگا۔

سیکشن 1: دیکھ کر سیکھنے والے (بصری)

سیکشن 2: سُن کر سیکھنے والے (سمعی)

سیکشن 3: جسمانی حرکات کے ساتھ سیکھنے والے

Session 3: Fundamentals of Effective Mentoring and Coaching**90 Minutes****LEARNING OUTCOMES**

By the end of the session, the participants will be able to:

- differentiate between coaching and mentoring.
- discover their existing skill set and assess themselves on coaching strengths and areas for improvement.
- examine the implication of mindset change for multigrade schools, teachers, students, and classrooms.
- analyze the coaching models and synthesize their coaching model for application in a given context.

MATERIALS

- Multimedia
- Chart papers
- Sticky notes (Yellow & Blue)
- Board Marker, Coloured Markers
- Coloured Markers, pens, pencils
- **Handout 3 & 4**

OPENING**02 minutes**

- Display/share the learning outcomes of the session with the participants.

Instructions/Activities**Activity 1: Coaching and Mentoring****13 minutes**

- Pose a question: “What is meant by Coaching and Mentoring?”
- Distribute blue and yellow sticky notes.
- Ask participants to think individually and write one word for “Coaching” on a yellow sticky note and one word for “Mentoring” on a blue sticky note.
- Draw two columns on the board and label them as “Coaching” & “Mentoring”.

Coaching	Mentoring

- Invite participants to paste their sticky notes in the respective columns on the board.
- Read out the words from each column and generate a brief discussion on the key difference between “Coaching” & “Mentoring”.
- Display the following Venn diagram to explain the differences and similarities between coaching and mentoring.



- Highlight AEOs' primary role as Coaches rather than Mentors, as their focus is more on coaching schoolteachers, with mentoring evolving over the long term. The session will primarily emphasize different coaching models.

Activity 2: Coaching Skill Tool Kit

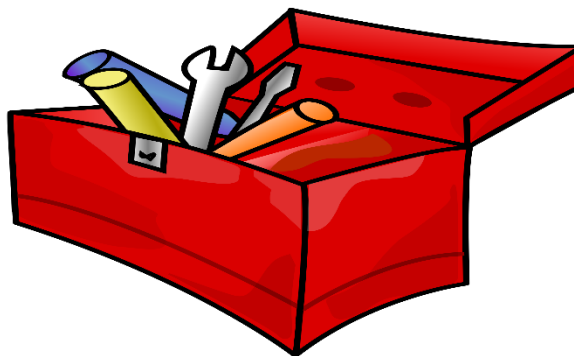


20 minutes

- Show a video (Video: <https://www.youtube.com/watch?v=KtsOkdO3wTw>) and ask participants to watch for coaching techniques such as probing, questioning, or identifying needs.
- Generate a brief discussion on:
 - ✓ "What coaching skills were demonstrated in the video?"
 - ✓ "How could these skills address specific challenges in multigrade teaching?"
- Pose a thought-provoking question to the entire group:

"It is said that 'if you have a hammer, you look for a nail'. Being a Coach, what is your hammer, and what is the nail you look for in teachers you coach?"

- Show a Picture of a Tool Kit.



- Elicit the purpose of a few tools in a Tool kit.

- Sandpaper - to smooth out any roughness or to polish
- Screwdriver - to tighten the loose screws
- Leveler - to gauge alignment
- Sponge - to absorb all the toxic behaviours
- Polishes - right polish to the right place and situation

- Distribute **Handout 3**, ask them to first read and reflect, and then fill out the given worksheet in the Handout.
- Pair participants and have each partner share their selected tool and the reasoning behind it, focusing on how this skill is essential in coaching teachers.
- Ask partners to present each other's tool to the group, adding a personal anecdote or practical example of how this skill could be applied in a multigrade teaching context.
- Facilitate a wrap-up discussion by highlighting:
 - ✓ The importance of enhancing core coaching skills (e.g., communication, questioning, motivation).
 - ✓ How a growth mindset can help refine these skills continuously, fostering adaptability and resilience.
 - ✓ Use examples from the activity and discussion to summarize key takeaways.
- Encourage participants to add any new tools to their toolkit during future coaching experiences.

Activity 3: Mindset Change



20 minutes

- Elicit the difference between a fixed and a growth mindset.
- Ask a few volunteers to share their thoughts with the whole class.
- Draw a visual continuum (cline) on the board or floor, labeling one end as Fixed Mindset and the other as **Growth Mindset**.

GROWTH MINDSET

FIXED MINDSET



- Provide 1 – 2 example statements for context.
 - **Fixed Mindset:** I am not good at this.
 - **Growth Mindset:** How could I get better at this?
- Share the following examples of mindset statements, e.g.:

"I avoid challenges."
"This is a challenge, but I can learn from it and find a solution."
"I'm not good at this yet, but I can improve with practice."
"Every effort I make is a step toward progress."
"I'm bad at managing multigrade classrooms."
"There's no point in trying; it won't change anything."
"I can experiment with new strategies to improve multigrade classroom management."
"Mistakes are opportunities to grow and improve."
"If I fail, it means I'm not cut out for this."
"This is too hard; I'll never figure it out."
"I'm just not good at this."

- Ask the participants to reflect silently, and mentally place themselves along the line.
- Read each mindset statement out loud (one at a time).
- Ask participants to **walk** to the "**Fixed Mindset**" or "**Growth Mindset**" label in the room that they believe matches the statement.
- Allow a few seconds for participants to choose.
- After participants choose their label, ask a few volunteers to explain their choices.
- Ask the participants to work in pairs and suggest ways to shift the teachers towards a growth mindset.
- Facilitate discussions in which participants share situations that prompted mindset changes and how these changes impacted their attitudes, personalities, and work.
- Debrief the session by sharing:
 - ✓ A growth mindset means that you believe your intelligence and talents can be developed.
 - ✓ A fixed mindset means that you believe intelligence is fixed.
 - ✓ Individuals with a fixed mindset hold the belief that abilities are innate and unchangeable. They perceive skills as static and believe that no amount of effort can lead to improvement. Consequently, they view intelligence as fixed, leading to

the assumption that if they struggle with a particular task or subject, they will never excel in it.



Activity 4: Coaching Models and Frameworks



40 minutes

- Briefly explain the importance of coaching in education and the use of structured coaching models to foster growth and development.

What Are Coaching Models?

Coaching models are systematic frameworks that guide the coaching process, providing a structure for conversations and interactions between coaches and coachees. In the context of education, these models serve as roadmaps for educators to support students, fellow teachers, or administrators in their personal and professional growth.

Structure and Clarity	Both the coach (AEO) and coachee (teacher) know what to expect and how to progress in a process
Goal-Oriented Approach	Emphasis is on setting and achieving specific goals, which is crucial in an educational setting with measurable outcomes
Empowerment	A coach can empower the coachee who can further empower students and colleagues to find their solutions, fostering independence and critical thinking
Consistency	All individuals receive equitable support and guidance through a consistent approach to coaching
Skill Development	Develop and refine their coaching skills, becoming more effective in their roles over time.
Reflective Practice	Encourage both coaches and coachees to think deeply about their actions and decisions.

Choosing the Right Coaching Model for Your Classroom Observations and Feedback Conversations

Selecting the most appropriate coaching model is crucial for achieving optimal results in educational settings. While all coaching models aim to facilitate growth and development, each has its unique strengths and focus areas. Understanding these differences and aligning them with your specific context is key to successful implementation.

Factors to Consider When Selecting a Model



- Provide an overview of the four coaching models: GROW, CLEAR, OSKAR, and FUEL. (Use a short presentation or quick handout summary for context)
- Divide participants into four groups, assigning one model per group.
- Distribute a copy of **Handout 4** on coaching models to each group for reference.
- Each group will design a visual presentation (e.g., poster, chart, or slide) to illustrate their assigned coaching model.
- Allocate 15 minutes for preparation of the presentation. The presentation should:
 - ✓ Define the coaching model and explain its key stages.
 - ✓ Highlight how the model applies to educational contexts, particularly multigrade teaching.
 - ✓ Provide one practical example of how the model could be used to support teachers or students.
- Ask each group to brainstorm and work collaboratively to design their visual representation.

- Encourage creativity: use diagrams, flowcharts, or role-specific examples to make their model engaging and easy to understand.
- Give 2 – 3 minutes for group presentations.
- Ask each group to present their coaching model, focusing on its stages, benefits, and practical application in education.
- Appreciate and acknowledge key points and ask clarifying questions to deepen understanding or relate the model to real-world educational scenarios.
- To consolidate, generate a whole class discussion on:
 - ✓ How do these models support educators in achieving excellence in multigrade teaching?
 - ✓ Which coaching model do you think would be most effective in your context, and why?
- Debrief by summarising the unique strengths of each model. Highlight the value of structured coaching in fostering growth, self-reflection, and continuous improvement in educational settings.

Activity 5: Coaching Takeaways in a Word or Phrase



05 minutes

- Ask each participant to reflect on the session and think about one key takeaway they are leaving regarding coaching models and their application in education.
- Ask them to reflect on:
 - ✓ “What is one thing you learned today that you can immediately apply in your role?”
 - ✓ “How can coaching models empower you or the teachers you work with?”
- Ask them to share a word or phrase:
- Acknowledge participants’ reflections and emphasize how these takeaways align with the session's objectives.
- Debrief by motivating the AEOs to foster a culture of growth, collaboration, and excellence in education.



HANDOUT 4

Coaching Models in Education

Coaching Models in Education: A Path to Excellence

Coaching in education goes beyond traditional teaching methods. It's about empowering individuals to set goals, overcome challenges, and achieve their full potential. By implementing coaching models, educators can create a supportive environment that fosters growth, self-reflection, and continuous improvement.

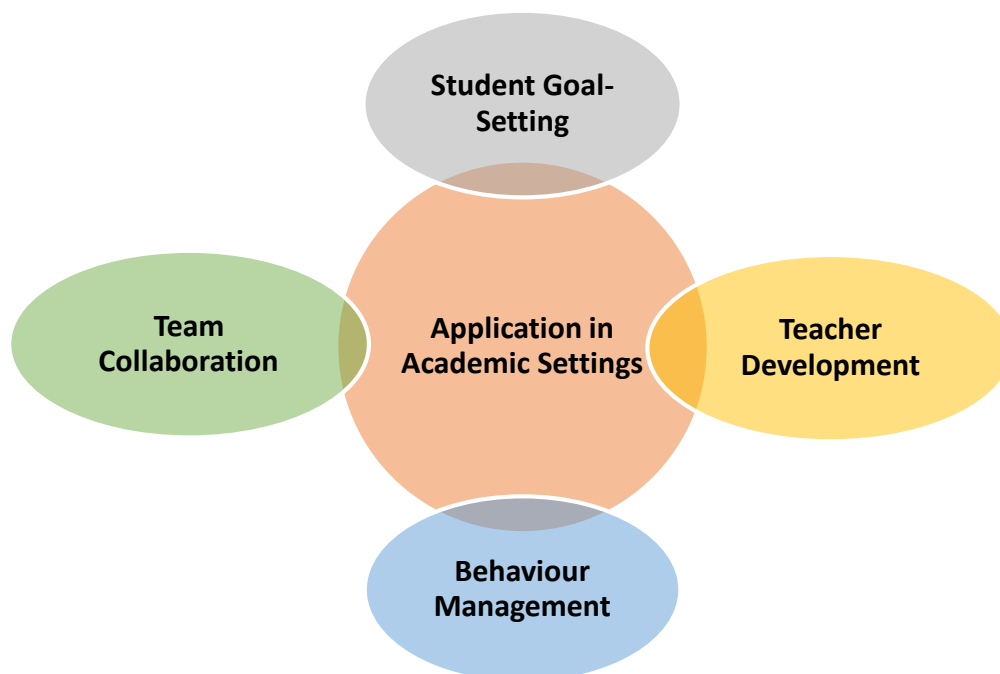
The GROW Model: A Foundation for Educational Coaching

The GROW model is one of the most widely recognized and utilized coaching frameworks, and its application in education has proven to be particularly effective. GROW stands for Goal, Reality, Options, and Will, representing the four key stages of a coaching conversation.



Explanation of GROW:

1. **Goal:** The coaching process begins by clearly defining the goal or desired outcome. In an educational context, this could be improving academic performance, developing a new skill, or addressing a behavioral challenge.
2. **Reality:** This stage involves exploring the current situation. The coach helps the coachee assess where they are now in relation to their goal, identifying strengths, weaknesses, and potential obstacles.
3. **Options:** Here, the focus shifts to generating possible strategies or courses of action. The coach encourages creative thinking and helps the coachee explore various ways to achieve their goal.
4. **Will:** The final stage is about commitment and action planning. The coachee decides on specific steps they will take and commits to following through.



By implementing the GROW model, educators create a structured yet flexible framework for coaching conversations. This approach not only helps in achieving specific goals but also develops important skills like self-reflection, problem-solving, and decision-making in both students and educators.

CLEAR Model

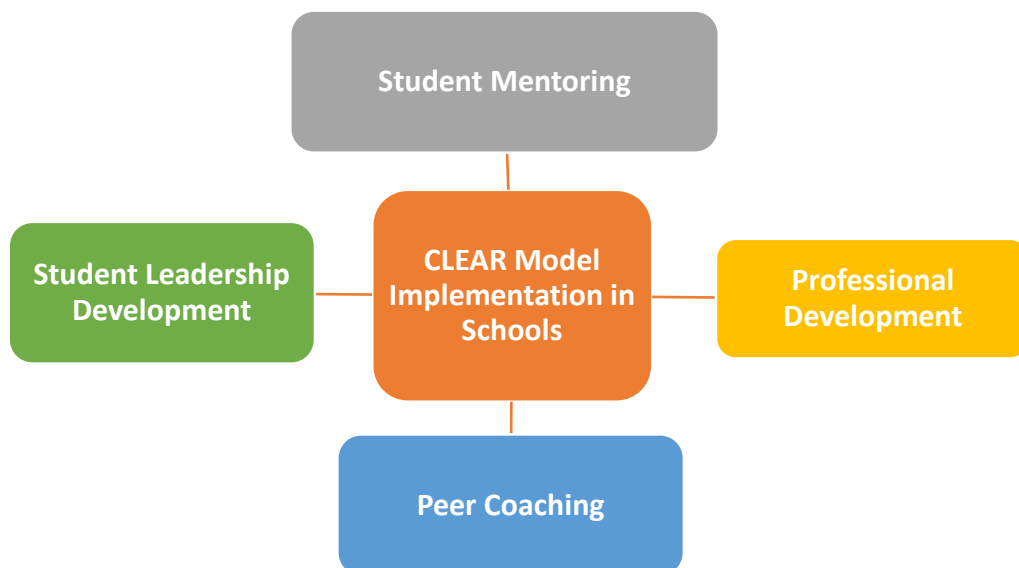
The CLEAR model offers another powerful approach to coaching in education, focusing on creating a supportive environment for growth and development. CLEAR stands for Contract, Listen, Explore, Action, and Review, providing a comprehensive framework for coaching conversations.



Breakdown of CLEAR:

Contract: This initial stage involves establishing the ground rules and expectations for the coaching relationship. In an educational setting, this might include agreeing on the purpose of the coaching, the roles of both parties, and the desired outcomes.

1. **Listen:** The coach actively listens to the coachee, paying attention to both verbal and non-verbal cues. This stage is crucial for building trust and understanding the coachee's perspective.
2. **Explore:** Here, the coach and coachee work together to explore the current situation, challenges, and potential solutions. This stage often involves asking probing questions to gain deeper insights.
3. **Action:** Based on the exploration, specific actions are identified and planned. The coachee takes ownership of these actions, with the coach providing support and guidance as needed.
4. **Review:** The final stage involves reflecting on the process, evaluating progress, and considering The CLEAR model's emphasis on active listening and collaborative exploration makes it particularly effective in educational settings where understanding individual perspectives and fostering self-directed learning are key. By implementing this model, educators can create more meaningful and impactful coaching experiences that lead to tangible growth and development.



Solution-Focused Coaching: The OSKAR Model

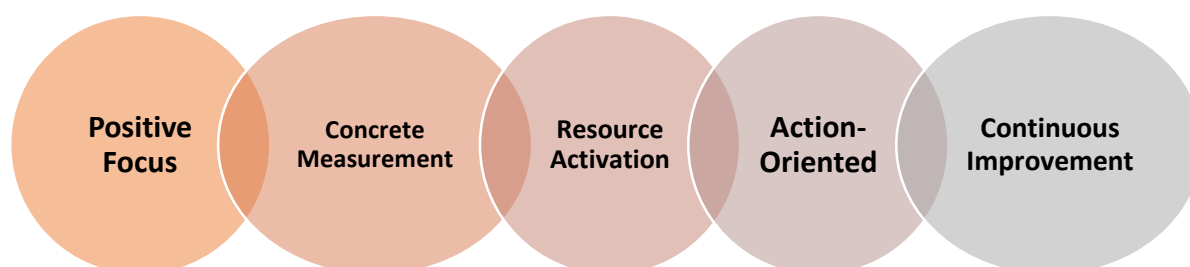
The OSKAR model is a solution-focused approach to coaching that has gained traction in educational settings due to its emphasis on positive outcomes and actionable strategies.

OSKAR stands for Outcome, Scaling, Know-how and Resources, Affirm and Action, and Review.

Understanding OSKAR:

1. **Outcome:** The process begins by clearly defining the desired outcome or goal. This stage focuses on what the coachee wants to achieve rather than dwelling on problems.
2. **Scaling:** The coachee rates their current situation on a scale, typically from 1 to 10. This provides a baseline and helps in measuring progress.
3. **Know-how and Resources:** This stage involves identifying the skills, knowledge, and resources the coachee already possesses that can help them achieve their goal.
4. **Affirm and Action:** The coach affirms the coachee's strengths and progress, and then helps them plan specific actions to move towards their goal.
5. **Review:** The final stage involves reviewing progress, celebrating successes, and adjusting plans as necessary.

How OSKAR Empowers Students and Educators:

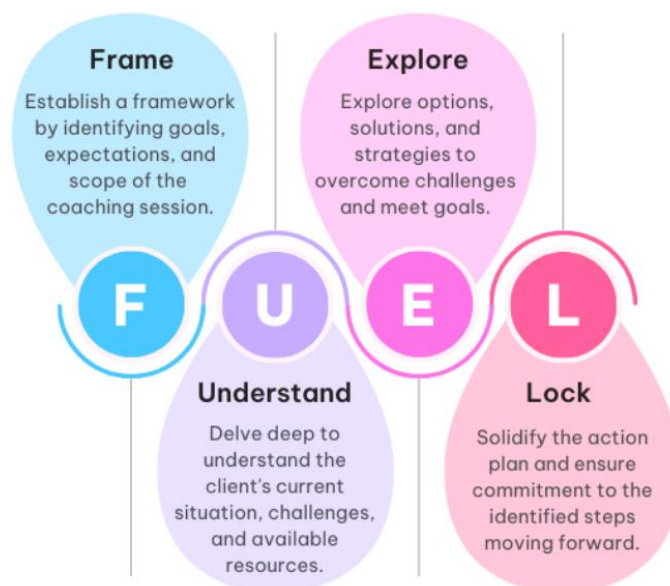


The OSKAR model's solution-focused approach aligns well with educational philosophies that emphasize student empowerment and strengths-based development. By implementing this model, educators can create a positive, action-oriented coaching culture that drives meaningful progress and celebrates growth at every step.

FUEL Coaching Model

The FUEL coaching model is a structured approach to conducting coaching conversations that was developed by the global consulting firm, The Ken Blanchard Companies. The acronym FUEL stands for:

- Frame the Conversation
- Understand the Current State
- Explore the Desired State
- Lay Out a Success Plan



Applying the FUEL Coaching Model

1. **Frame the Conversation:** Set the context, purpose, and desired outcomes of the coaching session.
2. **Understand the Current State:** Actively listen to the coachee's thoughts, feelings, and concerns related to the topic. Ask open-ended questions to gather information, promote reflection, and encourage deeper understanding.
3. **Explore the Desired State:** Collaboratively generate and evaluate potential strategies, solutions, or actions for achieving the desired outcomes. Support the coachee in identifying obstacles, resources, and opportunities related to their goal.
4. **Lay Out a Success Plan:** Help the coachee commit to a specific action plan, including clear steps, deadlines, and follow-up sessions. Encourage accountability by confirming the coachee's understanding of the plan and their willingness to take the agreed-upon actions.

The FUEL model offers a flexible and adaptable framework for coaching conversations, making it suitable for various contexts, such as personal, professional, and organizational development. By emphasizing the importance of framing the conversation, active listening, and collaborative exploration, the FUEL model fosters a supportive and engaging coaching relationship.

Similar to other coaching models like **GROW**, **CLEAR**, and **STEPPA**, the **FUEL** model guides individuals through a process of goal-setting, self-assessment, and action planning. However, the FUEL model places a strong emphasis on the initial framing stage and active listening, which helps create a solid foundation for effective coaching conversations and strengthens the rapport between the coach and coachee.

Session 4:

Building Trust through Motivation and Effective Communication



90 Minutes

LEARNING OUTCOMES

By the end of the session, the participants will be able to:

- polish their skills in building trust and motivation and fostering open communication with multigrade teachers.
- develop structured mentoring plans that address the specific needs of multigrade classrooms.

MATERIALS

- Multimedia
- Chart papers
- Board Marker, Coloured Markers
- Coloured Markers, pens, pencils
- **Handout 5, 6 & 7**

OPENING



02 minutes

- Display/share the learning outcomes of the session with the participants.

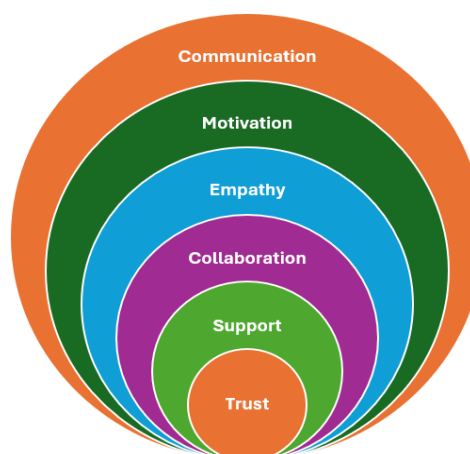
Instructions/Activities

Activity 1: Rapport Building



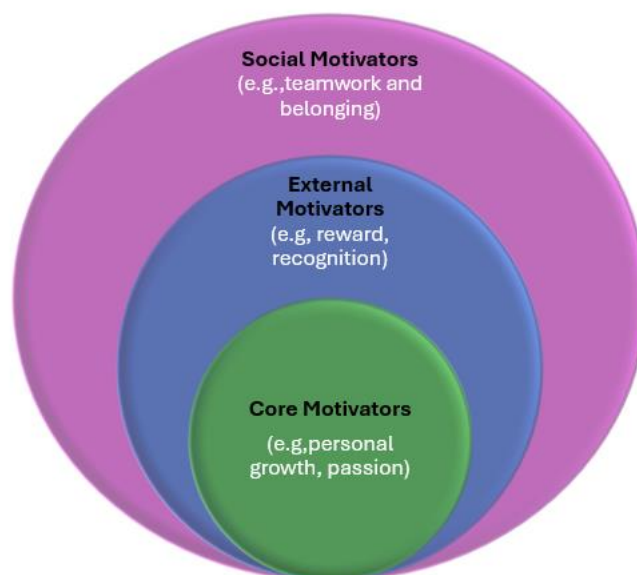
08 minutes

- Form small groups and distribute the **Handout 5: Who am I?**
- Ask each group to complete the statements and guess the correct word in 03 minutes.
- Encourage them to talk, help each other, and discuss strategies to guess the word.
- Use the timer to stop the participants after 03 minutes.
- Once completed, bring everyone together and ask them to reflect on:
 - How did they collaborate to complete the task?
 - How the process of working together help them connect and build trust?
- Sum up the activity by emphasizing that in coaching, building rapport involves understanding each “piece” of a person’s experience, strengths, and challenges.
- Building rapport is like putting together a puzzle, each piece represents a unique quality or story that, when combined, forms a stronger connection.



Activity 2: Motivation: A Prerequisite for Coaching Practices **20 minutes**

- Ask participants to share their thoughts with their peers on attitudes and dispositions needed to become effective at Coaching practices.
- Tell them to share fears and concerns of coachees from their personal experiences.
- Take a few responses and talk about ways to dispel fears and address concerns and how motivation can do the trick.
- Tell them that “motivation is an essential component for coaching practice”. Tell them that it is essential that they prepare and plan for their coaching role. For this, they need to be conscious of various ways to motivate their Coachees.
- Play a video clip (Video Clip: Any Given Sunday) from the movie ‘Any Given Sunday’ to make them understand how Coaches can use motivation as a means to support their Coachees.
- Ask participants to take notes as they watch the video clip and note down the key aspects of coaching.
- Generate a discussion on the speech they watched in the video clip and ask them what they picked up in terms of:
 - ✓ body language,
 - ✓ choice of words,
 - ✓ engagement or any other.
- Ask them to relate this with an experience of their own.
- Explain how three distinct factors affect motivation.
- Briefly explain the infographic.



- Conclude the activity by explaining that motivation, unless intrinsic, cannot be long-lasting. So, they may wish to start with motivating their teachers extrinsically, but slowly and gradually they will have to devise ways in which they can trigger intrinsic motivation.

INTRINSIC motivation



Interest and enjoyment in the task itself

EXTRINSIC motivation



Outcome that will result by doing the task

Activity 3: Communication as a core coaching skill



20 minutes

- Elicit the importance of “Active Listening”.
- Take a few random responses.
- Briefly introduce the importance of active listening and constructive feedback in effective communication for coaching and mentoring.
- Divide participants into groups of six people each.
- Now instruct them to sit in circles and assign three types of roles to the members of their group.
 - ✓ **Speakers, Listeners, and Observers.**
- The **Speakers** in the group will share a personal experience or a hypothetical challenge related to coaching or mentoring for 2 minutes.
- Ask **Listeners** to focus on demonstrating active listening (maintaining eye contact, nodding, summarizing key points) and provide supportive feedback once the Speaker finishes.
- Ask **Observers** to take notes on the Listener’s body language, empathy, and clarity of feedback
- Take a few responses from participants to share their insights about active listening and providing feedback.
- Discuss how these skills improve communication and build trust in coaching and mentoring.
- Share the link for further reading: <https://www.highspeedtraining.co.uk/hub/coaching-and-mentoring-skills/>

Activity 4: Building Coaching Skills Through Demonstration **30 minutes**

- Ask two volunteers from the class to come out for a small demonstration of an activity.
- One person will be the Guide (acting as the coach), and the other will be the Navigator (the coachee).
- Ask the guide to blindfold the Navigator.
- Ask the navigator to go to another place where he/she cannot connect with the other participants.
- Assign the task to other participants to set up a short, safe course with minor obstacles.
- Ask the whole class to observe the navigator, whose task is to listen to the verbal directions of a guide and move to the path by avoiding obstacles.
- The Guide's role is to communicate instructions clearly and motivate the Navigator to build trust and confidence as they move through the course.
- After completion of the task, ask participants to gather for a group discussion.
- Generate a brief discussion on the following:
 - ✓ What communication techniques were most effective in guiding and motivating?
 - ✓ How did the Guide build trust with his/her partner during the activity?
 - ✓ What parallels can you draw between this activity and real coaching situations in education?
- Divide the participants into small groups.
- Distribute **Handout 6: Coaching conversation text** to each group.
- Ask them to identify at least six actions the Coach takes in the conversation that reflect effective coaching.
- Encourage groups to discuss the pros and cons of these actions, supported by reasons.
- Ask each group to share their identified coaching actions and discuss how these can apply to their coaching roles as AEOs.

Activity 5: My Coaching Action Plan **10 minutes**

- Ask participants to individually reflect on the following questions:
 - ✓ What communication techniques will I use to establish trust and motivation with my teachers?
 - ✓ How will I use questioning to support teachers in setting and achieving their goals?
 - ✓ What strategies will I adopt to foster reflective practice in the teachers I coach?
 - ✓ What is one immediate step I will take to implement effective coaching conversations?
- Distribute **Handout 7: My Coaching Action Plan**.
- Ask each participant to develop an action plan, considering real-life situations in a multigrade setting.
- Assign this as homework, or if time allows, have them prepare and share their personal development plans with the class.



HANDOUT 5

Who Am I ?

"Who Am I?" Statements

- ✓ "I am the key to understanding and being understood. Without me, teamwork falls apart. Who am I?" **Answer:** _____
- ✓ "I light the fire within and drive people to take action. I can inspire others to reach their potential. Who am I?" **Answer:** _____
- ✓ "I am the ability to understand and share the feelings of others. I help people feel heard and supported. Who am I?" **Answer:** _____
- ✓ "I am the foundation of every strong relationship. Without me, doubt and hesitation take over. Who am I?" **Answer:** _____
- ✓ "I provide the strength and encouragement needed to overcome challenges. I am always there when needed. Who am I?" **Answer:** _____
- ✓ "I bring people together to achieve common goals. With me, we can accomplish more than we could alone. Who am I?" **Answer:** _____

"Who Am I?" Statements (Answers)

- ✓ "I am the key to understanding and being understood. Without me, teamwork falls apart. Who am I?" **Answer:** Communication
- ✓ "I light the fire within and drive people to take action. I can inspire others to reach their potential. Who am I?" **Answer:** Motivation
- ✓ "I am the ability to understand and share the feelings of others. I help people feel heard and supported. Who am I?" **Answer:** Empathy
- ✓ "I am the foundation of every strong relationship. Without me, doubt and hesitation take over. Who am I?" **Answer:** Trust
- ✓ "I provide the strength and encouragement needed to overcome challenges. I am always there when needed. Who am I?" **Answer:** Support
- ✓ "I bring people together to achieve common goals. With me, we can accomplish more than we could alone. Who am I?" **Answer:** Collaboration

HANDOUT 6

Coaching Conversation Text

Read the Coaching conversation below and identify at least six actions the Coach takes. Be prepared to have a discussion on the pros and cons of the actions taken by the Coach, along with your reasoning.

- ✓ **Coach:** That was an amazing math lesson you taught to your fourth-period math class today. You emphasised higher-order thinking skills that caused them to reflect deeply about their hypotheses rather than just have them practice a page of problems. I am interested in trying a similar approach in social studies and wonder what steps you took to get your students to this level of thinking.
- ✓ **Math teacher:** As I plan my lessons, I always think about ways to engage students in reflective thinking rather than just parroting back to me a bunch of memorized information. Last year, I decided to focus on asking my classes open-ended questions rather than ones that had just a one-word answer. I emphasized that I wanted their best thinking and that there were many possible answers to my questions. I utilized this technique for at least ten minutes in every class.
- ✓ **Coach:** What else did you do?
- ✓ **Math teacher:** I knew I also wanted students to be active learners and to begin to differentiate their instruction. That's when I decided to place the students in small, but flexible work groups. I also encouraged them to help one another to think about and solve problems together rather than compete against each other.
- ✓ **Coach:** But how do you grade the students if they are helping each other and working together?
- ✓ **Math teacher:** That was originally a dilemma for me. Then I had a discussion with the principal about an alternative assessment process. Instead of giving the typical numerical or letter grades, the principal gave me permission to develop rubrics for each set of skills and to provide students and parents with feedback about where individual students were on the rubric scale as they moved toward mastery of the content.
- ✓ **Coach:** Wow! That sounds like a lot of extra work. How did you get the support of students and parents for this new rating process?
- ✓ **Math teacher:** It was difficult at first until I refined the rubrics and the students and parents learned and became accustomed to the new rating process. While it takes more thought on my part, you observed how engaged the students are in their learning. And because they are really thinking about the content, students understand concepts more quickly. They are actually working about four weeks ahead of students in the traditional math classes in this school! Moreover, they performed exceptionally well on the state math test last March, and I never hear my students say "I hate math."
- ✓ **Coach:** I am anxious to begin a similar teaching process in my social studies classes. Over the weekend, I plan to think about and sketch out some lessons to teach later next week. What would you be willing to do to provide me with some feedback about my plans and ideas?

- ✓ **Math teacher:** I would be happy to meet with you during our common planning time on Monday.
- ✓ **Coach:** Thanks! I'll see you on Monday.

https://us.sagepub.com/sites/default/files/upmbinaries/49891_Gross_Cheliotes_ch1.pdf

HANDOUT 7**My Coaching Action Plan**

Overall Goal	Developmental Opportunities	Actions to achieve the Goal	Resources and support required	What success looks like	Target Time
What is your overall goal/s as a Coach?	What skills and attitudes will you need to improve on and foster in yourself to achieve your goal/s?	What specific actions will you take?	What resources might you need and who will help you?	How will you know when you've achieved success?	When you will be able to complete this?



DAY-2

**Using the Classroom
Observation Tool (COT) to
Support Teacher
Development in Multigrade
Classrooms**

Session 5:**Introduction to the Classroom Observation Tool (COT) for MGT****90 Minutes****LEARNING OUTCOMES**

By the end of the session, the participants will be able to:

- understand the Classroom Observation Tool (COT) Framework.
- describe the purpose, structure, and components of the Classroom Observation Tool (COT) designed specifically for multigrade teaching (MGT).

MATERIALS

- Multimedia
- Chart papers
- Ball of yarn
- Sticky notes
- Board Marker, Coloured Markers
- Coloured Markers, pens, pencils
- **Handout 8**

OPENING**05 minutes**

- Ask one of the participants to recite a few verses of the Holy Quran, followed by a Naat.
- After the recitation, welcome the participants on the last day of training.
- Display/share the learning outcomes of the session with the participants.

Instructions/Activities**Activity 1: Reflection Web****20 minutes**

- Arrange the participants to stand in a circle.
- Hand one participant a yarn ball.
- Inform the participants that they will be creating a reflection web to recap learning of Day 1.
- Each participant will share a takeaway from the previous session.
- After sharing, hold one end of the yarn and toss the yarn across the circle to someone else.
- Ask the participants to share:
 - ✓ What was the most valuable concept they learned yesterday?
 - ✓ How can you apply this in your role as an AEO?"
- Highlight the web formed by the yarn ball as a visual representation of collaboration and shared knowledge.
- Summarize common themes from participants' reflections and connect them to the objectives of the current session:

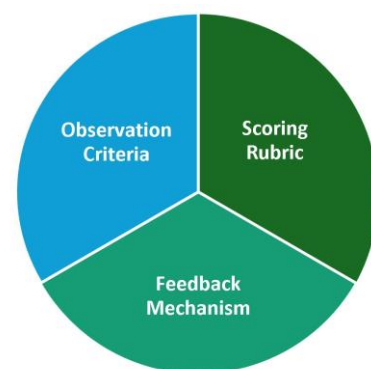
- Emphasizing the importance of the web that shows collective insights, today's session will build on these connections to strengthen their understanding of the COT framework.

Activity 2: Classroom Observation Tool (COT) Framework



60 minutes

- Ask the participants to share the purpose of classroom observation.
- Elicit the importance of classroom observation for effective teaching and learning and understanding of the existing Classroom Observation Tool (COT) for monograde classrooms.
- Share that the existing COT, due to its limitation, does not cater to Multigrade Teaching.
- Highlight that to counter this problem, a new Classroom Observation Tool is specially designed for Multigrade classrooms.
- Explain that the purpose and structure of the Classroom Observation Tool is to provide actionable feedback to teachers based on their Multigrade Classroom teaching practices.
- Divide the participants into four groups.
- Distribute **Handout: 8 Classroom Observation Tool** and ask each group to discuss the main components and layout of the COT.
- Highlight three main components and ask the groups to note down their findings on a chart paper.
- Ask each group to share their learning with the whole class using the template given above, especially focusing on the 13 classroom practices.
- Generate a brief discussion on each component and clarify any misunderstandings.

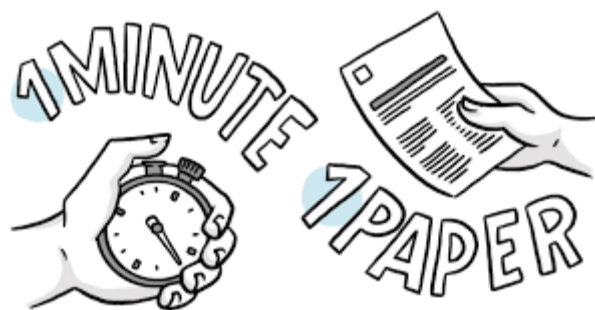


Activity 3: One Minute Paper



05 minutes

- Distribute sticky notes to each participant.
- Ask them to reflect on the learning of the session.
- Tell them that they have one minute to write down their responses to the following prompts:
 - ✓ "One thing I learned..."
 - ✓ "One thing I'm curious about..."
- Set a timer for one minute and ask participants to write without overthinking to jot down their first thoughts
- After writing, ask a few participants to voluntarily share their thoughts.



HANDOUT 8**Classroom Observation Tool (COT)****Classroom Observation Tool (COT) for Multigrade Teaching (MGT)**

That was an amazing math lesson you taught to your fourth-period math class today. You emphasised higher-order thinking

Part A: General Information				
School name		MIS code		
Teacher name		CNIC		
Name of observer		Observation Date		
Observer designation (circle one)	AEO	Headteacher	Teacher	
About the lesson you observe				
Grades Combined		Number of children in class today		
Subject				
Topic				
Main SLO				

Part B: MGT CLASSROOM OBSERVATION TOOL

No.	Indicator	Score			Observation
		Emerging (1)	Developing (2)	Proficient (3)	
Multigrade Classroom Management					
1.	The teacher combines grades logically (e.g., ECCE-G1, G2-G3, and G4-G5).				
2.	The teacher uses classroom space effectively to accommodate both grades and encourage interaction (e.g., flexible seating, subject-specific corners).				
Academic Calendar & Lesson Planning					
3.	The teacher implements multigrade academic calendar.				
4.	The teacher uses a multigrade lesson plan.				
Instructional Strategies					
5.	The teacher explicitly articulates the learning objectives for each grade level.				
6.	The teacher’s explanation of the content aligns with the stated learning objectives for each grade level.				
7.	The teacher’s explanation of the content is clear and accurate catering to students of both grades.				
8.	The content presented in the lesson is appropriate, relevant, and differentiated for each grade level.				
9.	The teacher manages time effectively to balance				

	instructional attention between grades.				
Student Engagement					
10.	The teacher uses flexible grouping strategies to enable students from both grades to collaborate based on their needs and abilities.				
11.	The teacher promotes peer learning by encouraging students to actively support each other, creating a collaborative learning environment.				
Assessment & Feedback					
12.	The teacher uses a variety of formative assessment techniques, including peer and self-assessment, to monitor and support student progress across both grades.				
13.	The teacher provides individualised feedback to students, tailored to their grade level and specific needs.				

PART C: POST-OBSERVATION DISCUSSION

Practice to improve: (Select two practices)

Practice _____

Actionable feedback to the teacher:

Practice _____

Actionable feedback to the teacher:

Any other urgent observation/action required

Session 6:**Practicing Classroom Observation in Multigrade Contexts****90 Minutes****LEARNING OUTCOMES**

By the end of the session, the participants will be able to:

- interpret the scoring rubrics of the Classroom Observation Tool (COT) for multigrade teaching with clarity across key performance levels and indicators.
- gain practical knowledge of the three stages of classroom observation and identify effective practices for each.
- boost the ability to objectively observe and score multigrade classrooms using the COT rubric with practical examples.

MATERIALS

- Multimedia
- Flip charts
- Chart papers
- Sticky notes
- Board Marker, Coloured Markers
- Coloured Markers, pens, pencils
- Handout 8, 9,10 & 11

OPENING**02 minutes**

- Display/share the learning outcomes of the session with the participants.

Instructions/Activities**Activity 1: Interpreting the Scoring Rubric of the MGT COT****25 minutes**

- Share **Handout 9: COT Indicators 1 - 2** (Multigrade Classroom Management) with rubrics (Emerging (1), Developing (2), Proficient (3)) along with examples for the whole class.
- Have a detailed discussion on each rubric as a whole class.
- Elicit more examples to clarify any misconceptions and to strengthen understanding of the scoring rubrics.
- Divide participants into four groups.
- Assign each group one major category of the indicators from **Handout 10: Scoring Rubric for the Classroom Observation Tool**
 - ✓ Academic Calendar & Lesson Planning
 - ✓ Instructional Strategies
 - ✓ Student Engagement
 - ✓ Assessment & Feedback
- Ask them to review their assigned category with its specific indicators in depth.

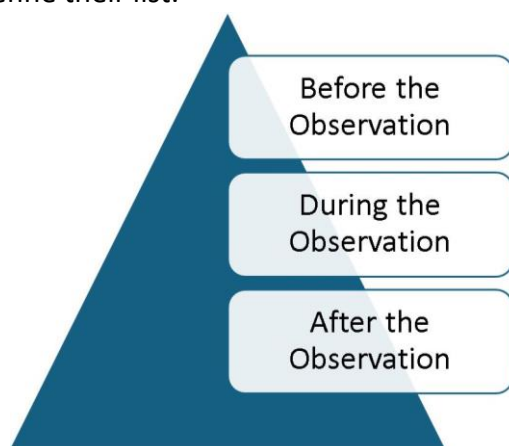
- Identify what constitutes "emerging," "developing", and "proficient" performance.
- Ask them to keep in mind what would an observer see during stages of a low, medium, and high-scoring delivery of the lesson while creating examples or indicators for each level of the criterion.
- Ask each group to take turns in presenting their criterion and examples to the whole group.
- Provides feedback to ensure participants are interpreting the rubrics correctly.
- Share **Handout 11: Scoring Rubric for the Classroom Observation Tool with Examples** to clarify any misconceptions.

Activity 2: Stages of Effective Classroom Observation



25 minutes

- Ask the participants to work in pairs and list down what are the things/practices required for effective classroom observation.
- Now ask the pairs to make a group to share and refine their list.
- Ask a few volunteers to share a few items from their list.
- Now introduce the three stages of observation:
- Tell the groups to revisit their list and sort their list according to the given stages.
- Elicit from each group the important practices for each stage.
- Ask them to mime their practice so the rest of the audience can guess their practices.
- Summarize common teaching practices and student behaviours observed in multigrade classrooms during the session.
- Ask participants to share how these practices align with the COT rubric.
- Highlight the importance of objective and consistent use of the COT.
- Emphasize how regular practice and feedback enhance observation skills.



Activity 3: Simulated Classroom Observation using COT



30 minutes

- Ask participants to work in pairs and go through **Handout 8: Classroom Observation Tool (COT)**
- Share the video link given below. (Trainers may choose any one video according to their preference.)
(Video 1: https://youtu.be/Q_Ja4hSGCBU
Video 2: https://youtu.be/Nw4R3HwwiUY?list=PL8knJxvDjLHscjL-DTMgV20QU10dS3_Xd
Video 3: https://youtu.be/ERlwByt4xc0?list=PL8knJxvDjLHscjL-DTMgV20QU10dS3_Xd)
- Ask the participants to watch the video and individually fill in **Handout 8: Classroom Observation Tool (COT)**.

- Instruct participants to observe the video, focusing on key indicators outlined in the COT.
- Encourage them to take detailed notes and score each indicator as they watch.
- After watching the video, ask them to work in groups and share their observations.
- Within each group, participants share their scores and the rationale behind them.
- Encourage discussions to identify any discrepancies and explore reasons for differing interpretations.
- Now work in groups and highlight two practices that the teacher needs to improve and write them on a chart paper.
- Share actionable feedback on those identified practices with the whole class.
- Encourage participants to reflect on how this practice can enhance their observational skills in multigrade settings
- Summarize key takeaways from the activity.
- Emphasize the importance of consistent and objective application of the COT in real classroom observations.

For further reading:

<http://qaed.edu.pk/media/trainings/itsp/Classroom%20observatoin%20tool%2008.10.2020.pdf>

<https://www.youtube.com/playlist?list=PL8gb6meyXGPtm55UqjoOVa91ZJA3i-92Y>

Activity 4: Reflection Activity: 3-2-1



08 minutes

- Provide sticky notes to the participants.
- Ask them to answer the following questions:
 - ✓ Three key insights they gained about observing multigrade classrooms.
 - ✓ Two challenges they faced while using the COT rubric.
 - ✓ One strategy they will implement to improve their observation skills.
- Ask a few volunteers to share their reflections with the whole group.



3, 2, 1 REFLECTION

HANDOUT 9

COT Indicators 1 - 2 (Multigrade Classroom Management)

		Emerging (1)	Developing (2)	Proficient (3)
Multigrade Classroom Management				
1.	The teacher combines grades logically (e.g., ECCE-G1, G2-G3, and G4-G5).	The teacher does not combine grades logically, leading to confusion and frustration. <i>Example: The teacher combines ECCE and Grade 2 students for the same literacy activity. ECCE students struggle with basic letter recognition, while Grade 2 students find the material too easy and unchallenging. This misalignment results in both groups feeling disengaged and confused.</i>	The teacher combines grades logically but does not fully consider the different learning needs, leading to partial effectiveness. <i>Example: The teacher combines Grade 2 and Grade 3 students for a literacy lesson. While both groups read the same passage, Grade 3 students require more advanced comprehension tasks, while Grade 2 students find the content too challenging. This leads to uneven progress and engagement.</i>	The teacher consistently combines grades logically, addressing the learning needs of each group and ensuring differentiated instruction. <i>Example: The teacher combines ECCE and Grade 1 students for a literacy lesson. ECCE students work on letter recognition, while Grade 1 students focus on forming simple sentences. The teacher provides tasks appropriate to each grade level, ensuring an organised and engaging learning environment for all students.</i>
2.	The teacher uses classroom space effectively to accommodate both grades and encourage interaction (e.g., flexible seating, and subject-specific corners).	The teacher does not use classroom space effectively to accommodate both grades and encourage interaction. <i>Example: The teacher arranges desks in rows without creating flexible seating or subject-specific corners for Grade 2 and Grade 3 students. There is no space for collaborative work, and students from both grades struggle to engage with the lesson, leading to confusion and lack of interaction.</i>	The teacher makes some effort to use the classroom space, but it does not fully accommodate both grades and encourage effective interaction. <i>Example: The classroom includes a reading corner and some flexible seating, but it is not well-suited to both Grade 2 and Grade 3 needs. While Grade 3 students use the space for independent work, Grade 2 students are less engaged, and interaction between the grades is limited.</i>	The teacher organises classroom space effectively, accommodating both grades and encouraging smooth interaction. <i>Example: The teacher designs subject-specific corners, such as a phonics area for Grade 2 and a maths station for Grade 3, while shared spaces like a collaborative project table allow for interaction. Flexible seating options encourage movement between independent work and group activities, fostering an organised and interactive environment for both grades.</i>

HANDOUT 10

Scoring Rubric for the Classroom Observation Tool

The rubric describes the practice at three levels, emerging, developing, and proficient. Note that the rating scale in the classroom observation tool allows observers to rate the practice from 1(emerging means low), 2 (developing means medium), and 3 (proficient means high).

No.	Indicator	Score		
		Emerging Low (1)	Developing Medium (2)	Proficient High (3)
Multigrade Classroom Management				
1.	The teacher combines grades logically (e.g., ECCE-G1, G2-G3, and G4-G5).	The teacher <u>does not combine grades logically</u> , leading to confusion and frustration.	The teacher <u>combines grades logically</u> but does not fully consider the different learning needs, leading to partial effectiveness.	The teacher <u>consistently combines grades logically</u> , addressing the learning needs of each group and ensuring differentiated instruction.
2.	The teacher uses classroom space effectively to accommodate both grades and encourage interaction (e.g., flexible seating, subject-specific corners).	The teacher <u>does not use classroom space effectively</u> to accommodate both grades and encourage interaction.	The teacher makes <u>some effort to use the classroom space</u> , but it does not fully accommodate both grades and encourage effective interaction.	The teacher <u>organises classroom space effectively</u> , accommodating both grades and encouraging smooth interaction.
Academic Calendar & Lesson Planning				
3.	The teacher implements multigrade academic calendar.	The teacher <u>implements a monograde academic calendar</u> , resulting in	The teacher <u>partially implements the multigrade academic calendar</u> . Some activities do not fully integrate overlapping	The teacher <u>consistently implements the multigrade academic calendar</u> , effectively

No.	Indicator	Score		
		Emerging Low (1)	Developing Medium (2)	Proficient High (3)
		confusion and misalignment for the combined grades.	content or align with the term-wise plan.	integrating overlapping content and following the term-wise plan.
4.	The teacher uses a multigrade lesson plan.	The teacher <u>uses two separate monograde lesson plans</u> , resulting in a lack of integration and alignment across the combined grades.	The teacher <u>uses a multigrade lesson plan aligned with the academic calendar</u> but with partial differentiation between grades, resulting in inconsistencies.	The teacher <u>prepares and implements a well-structured multigrade lesson plan</u> that is fully differentiated for each grade and aligned with the academic calendar.
Instructional Strategies				
5.	The teacher explicitly articulates the learning objectives for each grade level.	The teacher <u>does not state the learning objectives for both grades</u> , and the <u>activities do not clarify</u> the objectives.	The teacher <u>states a general objective for both grades</u> but does not clearly differentiate or explain the specific objectives for each grade.	The teacher <u>clearly articulates the differentiated learning objectives for each grade</u> , and the <u>activities align with these objectives</u> .
6.	The teacher's explanation of the content aligns with the stated learning objectives for each grade level.	The teacher's explanation <u>does not align with the stated lesson objectives</u> , and the <u>content does not support the learning goals</u> for either grade.	The teacher's explanation <u>partially aligns with the stated learning objectives</u> , but there are significant distractions or gaps.	The teacher's explanation <u>fully aligns with the stated learning objectives</u> , and the <u>content clearly supports the goals</u> for each grade.
7.	The teacher's explanation of the content is clear and	The teacher's explanation is <u>unclear or incorrect</u> , leaving	The teacher's explanation is <u>mostly correct</u> but unclear or too simple for one or both grades.	The teacher provides a <u>clear and correct</u> explanation for both

No.	Indicator	Score		
		Emerging Low (1)	Developing Medium (2)	Proficient High (3)
	accurate catering to students of both grades.	students confused or with misconceptions.		grades, adjusting the explanation to each grade's level.
8.	The content presented in the lesson is appropriate, relevant, and differentiated for each grade level.	The content is <u>not appropriate for the grade level(s)</u> , either too advanced or too simple, and does not support students' learning needs.	The content is <u>somewhat appropriate</u> but lacks sufficient differentiation for each grade, limiting its effectiveness.	The content is <u>fully appropriate and well-differentiated for each grade</u> , supporting the learning objectives effectively.
9.	The teacher manages time effectively to balance instructional attention between grades.	The teacher <u>does not manage time effectively</u> , causing disorganisation and loss of instructional flow.	The teacher <u>manages time somewhat effectively</u> but struggles to maintain a smooth instructional pace.	The teacher <u>manages time effectively</u> , ensuring smooth transitions and lesson flow for both grades.
Student Engagement				
10.	The teacher uses flexible grouping strategies that enables students to collaborate with peers from both their own or other grades, based on needs and abilities.	The teacher <u>does not use flexible grouping strategies</u> , and students are grouped strictly by grade or randomly, without considering their needs or abilities.	The teacher <u>uses some flexible grouping strategies, considering either grade level or abilities</u> , but not both. Some collaboration occurs across grades, but grouping is not fully based on individual needs.	The teacher <u>effectively uses flexible grouping strategies</u> that allow collaboration across grades, based on students' needs and abilities. Groups are dynamic and change during the lesson to maximise learning.
11.	The teacher promotes peer learning by encouraging students to actively support each other, creating a	The teacher <u>does not encourage peer learning or collaboration</u> between older	The teacher <u>occasionally encourages peer learning</u> , but the collaboration between older and younger students is limited.	The teacher <u>actively promotes and structures peer learning</u> , with older students consistently

No.	Indicator	Score		
		Emerging Low (1)	Developing Medium (2)	Proficient High (3)
	collaborative learning environment.	and younger students. Each grade works independently.	Older students may help younger students, but it is informal and lacks structure.	supporting younger students in a collaborative environment.
Assessment & Feedback				
12.	The teacher uses a variety of formative assessment techniques, including peer and self-assessment, to monitor and support student progress across both grades.	The teacher <u>does not use a variety of formative assessment techniques or incorporate peer or self-assessment</u> , resulting in missed opportunities for monitoring progress.	The teacher <u>uses some formative assessment techniques</u> but does not fully incorporate peer or self-assessment, leading to uneven monitoring of student progress.	The teacher <u>consistently uses a variety of formative assessment techniques, including peer and self-assessment</u> , to monitor progress across both grades.
13.	The teacher provides individualised feedback to students, tailored to their grade level and specific needs.	The teacher <u>provides generic or minimal feedback</u> that does not address individual grade levels or student needs.	The teacher <u>provides some individualized feedback</u> , but it is not fully tailored to both grade level and individual student needs.	The teacher <u>provides individualized feedback consistently</u> , tailored to both grade level and specific student needs.

HANDOUT 11

Scoring Rubric for the Classroom Observation Tool with Examples

The rubric describes the practice at three levels, emerging, developing, and proficient. Note that the rating scale in the classroom observation tool allows observers to rate the practice from 1 (emerging means low), 2 (developing means medium), and 3 (proficient means high).

No.	Indicator	Score		
		Emerging Low (1)	Developing Medium (2)	Proficient High (3)
Multigrade Classroom Management				
8.	The teacher combines grades logically (e.g., ECCE-G1, G2-G3, and G4-G5).	The teacher <u>does not combine grades logically</u>, leading to confusion and frustration. Example: ▪ The teacher combines ECCE and Grade 2 students for the same literacy activity. ▪ ECCE students struggle with basic letter recognition, while Grade 2 students find the material too easy and unchallenging. ▪ This misalignment results in both groups feeling disengaged and confused.	The teacher <u>combines grades logically but</u> does not fully consider the different learning needs, leading to partial effectiveness. Example: ▪ The teacher combines Grade 2 and Grade 3 students for a literacy lesson. ▪ While both groups read the same passage, Grade 3 students require more advanced comprehension tasks, while Grade 2 students find the content too challenging. ▪ This leads to uneven progress and engagement.	The teacher <u>consistently combines grades logically</u>, addressing the learning needs of each group and ensuring differentiated instruction. Example: ▪ The teacher combines ECCE and Grade 1 students for a literacy lesson. ▪ ECCE students work on letter recognition, while Grade 1 students focus on forming simple sentences. ▪ The teacher provides tasks appropriate to each grade level, ensuring an organised and engaging learning environment for all students.

No.	Indicator	Score		
		Emerging Low (1)	Developing Medium (2)	Proficient High (3)
9.	The teacher uses classroom space effectively to accommodate both grades and encourage interaction (e.g., flexible seating, subject-specific corners).	The teacher <u>does not use</u> classroom space effectively to accommodate both grades and encourage interaction. Example: - The teacher arranges desks in rows without creating flexible seating or subject-specific corners for Grade 2 and Grade 3 students. - There is no space for collaborative work, and students from both grades struggle to engage with the lesson, leading to confusion and lack of interaction.	The teacher makes <u>some effort to</u> use the classroom space, but it does not fully accommodate both grades and encourage effective interaction. Example: - The classroom includes a reading corner and some flexible seating, - But it is not well-suited to both Grade 2 and Grade 3 needs. - While Grade 3 students use the space for independent work, Grade 2 students are less engaged, and interaction between the grades is limited.	The teacher <u>organises classroom</u> space effectively, accommodating both grades and encouraging smooth interaction. Example: - The teacher designs subject-specific corners, such as a phonics area for Grade 2 and a maths station for Grade 3, while shared spaces like a collaborative project table allow for interaction. - Flexible seating options encourage movement between independent work and group activities, fostering an organised and interactive environment for both grades.
Academic Calendar & Lesson Planning				
10.	The teacher implements multigrade academic calendar.	The teacher <u>implements a</u> monograde academic calendar, resulting in	The teacher <u>partially implements</u> the multigrade academic calendar. Some activities do not fully integrate overlapping	The teacher <u>consistently implements</u> the multigrade academic calendar, effectively

No.	Indicator	Score		
		Emerging Low (1)	Developing Medium (2)	Proficient High (3)
		confusion and misalignment for the combined grades. Example: - The teacher follows a Grade 3 academic calendar without adjustments for Grade 2 students. - Both grades are given the same "Measurement" tasks, which are too advanced for Grade 2 students, leaving them confused and unable to keep up, while Grade 3 students proceed without difficulty. - This leads to disorganised lessons and gaps in learning for the younger students.	content or align with the term-wise plan. Example: - The academic calendar schedules "Measurement" for both Grade 2 and Grade 3 in the first term. - The teacher plans lessons where Grade 2 students measure objects using rulers, while Grade 3 students calculate area and perimeter. - However, the teacher sometimes introduces unrelated topics like "Time," which disrupts the flow and causes confusion for the students.	integrating overlapping content and following the term-wise plan. Example: - The academic calendar schedules "Measurement" for both Grade 2 and Grade 3 during the first term. - The teacher plans lessons where Grade 2 students measure objects with non-standard units (e.g., paperclips), while Grade 3 students work on calculating area and perimeter. - Both grades collaborate, with Grade 3 students helping Grade 2 students, ensuring every lesson follows the academic calendar and creating a structured and engaging learning experience.
11.	The teacher uses a multigrade lesson plan.	The teacher <u>uses two separate monograde lesson plans</u> , resulting in a lack of	The teacher <u>uses a multigrade lesson plan aligned with the academic calendar but</u> with	The teacher <u>prepares and implements a well-structured multigrade lesson plan</u> that is

No.	Indicator	Score		
		Emerging Low (1)	Developing Medium (2)	Proficient High (3)
		integration and alignment across the combined grades. Example: - The teacher prepares one lesson plan for Grade 2 focused on "Addition" with basic two-digit problems (e.g., $25 + 13$) and another for Grade 3 with more advanced three-digit subtraction problems (e.g., $456 - 123$). - Because these plans are not aligned, there is no opportunity for collaboration or shared learning between the grades. - As a result, both grades work on different topics simultaneously, creating confusion and making it difficult for the teacher to manage the class effectively.	partial differentiation between grades, resulting in inconsistencies. Example: - The teacher plans a lesson on "Addition and Subtraction" for both Grade 2 and Grade 3. - Grade 2 students work on two-digit problems without regrouping (e.g., $34 + 12$), while Grade 3 students solve three-digit problems with regrouping (e.g., $235 + 178$). - However, when they work together on mixed problems, the younger students get confused by the more advanced material. - The lesson somewhat follows the academic calendar, but the lack of clear differentiation causes confusion during group work.	fully differentiated for each grade and aligned with the academic calendar. Example: - The teacher plans a lesson on "Addition and Subtraction" where Grade 2 students practise two-digit problems without regrouping (e.g., $48 + 21$), while Grade 3 students tackle multi-digit problems with regrouping (e.g., $235 + 178$) and real-world applications. - During group work, Grade 3 students assist Grade 2 students in understanding regrouping. - The lesson is perfectly aligned with the academic calendar, ensuring both grades are appropriately challenged and engaged.

No.	Indicator	Score		
		Emerging Low (1)	Developing Medium (2)	Proficient High (3)
Instructional Strategies				
12.	The teacher explicitly articulates the learning objectives for each grade level.	The teacher <u>does not state the learning objectives</u> for both <u>grades</u>, and the <u>activities do not clarify</u> the objectives. Example: - The teacher begins the lesson by having both Grade 4 and Grade 5 students read a story but fails to explain the learning objectives. - Grade 4 students focus on identifying key details, and Grade 5 students are tasked with writing a summary. - Since the teacher does not clarify the purpose behind these tasks or connect them to the learning objectives, students are left confused about the lesson's focus.	The teacher <u>states a general objective</u> for both grades but does not clearly differentiate or explain the specific objectives for each grade. Example: - The teacher says, "Today we are working on reading comprehension," but does not specify distinct objectives for Grade 4 and Grade 5. - While Grade 4 students work on identifying details and Grade 5 students write a summary, the teacher does not clearly explain the specific goals for each grade, leading to some confusion about the lesson's expectations.	The teacher <u>clearly articulates the differentiated learning objectives for each grade</u>, and the <u>activities align with these objectives</u>. Example: - The teacher begins the lesson by saying, "Grade 4 will focus on identifying key details from the text, while Grade 5 will work on summarising the story." - The teacher explains how the activities are designed to meet these objectives, ensuring that Grade 4 students concentrate on details and Grade 5 students focus on writing summaries, with both tasks clearly aligned to their respective learning objectives.

No.	Indicator	Score		
		Emerging Low (1)	Developing Medium (2)	Proficient High (3)
13.	The teacher's explanation of the content aligns with the stated learning objectives for each grade level.	The teacher's explanation <u>does not align with the stated lesson objectives</u>, and the <u>content does not support the learning goals</u> for either grade. Example: - The stated objective is for ECCE students to listen to letter sounds and for Grade 1 students to practise saying the letters. - However, the teacher spends the lesson talking about animal names and showing pictures of animals. - This has nothing to do with the alphabet sounds, and students are left confused, without practising their listening or speaking skills.	The teacher's explanation <u>partially aligns with the stated learning objectives</u>, but there are significant distractions or gaps. Example: - The teacher's objective is for ECCE students to listen to the alphabet sounds and for Grade 1 students to practise saying the letters. - The teacher starts by introducing some letter sounds, but then spends too much time playing unrelated phonics games. - While students are exposed to some relevant content, they don't spend enough time focusing on the actual objectives, reducing the lesson's effectiveness.	The teacher's explanation <u>fully aligns with the stated learning objectives</u>, and the <u>content clearly supports the goals</u> for each grade. Example: - The teacher clearly explains that ECCE students will listen to the alphabet sounds, and Grade 1 students will practise saying the letters. - The teacher uses a song to help ECCE students hear the letter sounds, then asks Grade 1 students to say each sound aloud. - The activities are well-matched to the objectives, and both groups are focused on learning their specific skills.
14.	The teacher's explanation of the content is clear and accurate catering to students of both grades.	The teacher's explanation is <u>unclear or incorrect</u>, leaving students confused or with misconceptions.	The teacher's explanation is <u>mostly correct but</u> unclear or too simple for one or both grades.	The teacher provides a <u>clear and correct</u> explanation for both grades, adjusting the explanation to each grade's level.

No.	Indicator	Score		
		Emerging Low (1)	Developing Medium (2)	Proficient High (3)
		Example: - The teacher attempts to explain multiplication to both Grade 4 and Grade 5 - But inaccurately describes it as “adding numbers together.” - This confuses both grades, and when the teacher incorrectly states that multiplying by “zero” is the same as multiplying by “one,” it leads to further misconceptions. - As a result, neither grade understands multiplication properly, causing frustration among students.	Example: - The teacher gives a correct explanation of multiplication - But only addresses basic two-digit multiplication. - This explanation proves too challenging for some Grade 4 students and too simplistic for students who are ready for more advanced concepts. - Although the explanation is accurate, it does not adequately cater to the varying levels of both grades, leading to only partial understanding.	Example: - The teacher explains multiplication clearly for both Grade 4 and Grade 5. - For Grade 4, the teacher uses simple examples like “3 groups of 4” and draws arrays to show basic multiplication. - For Grade 5, the teacher explains more complex multiplication, like three-digit by two-digit problems, and introduces regrouping. - Each grade receives a tailored explanation that helps them understand the concept fully.
8.	The content presented in the lesson is appropriate, relevant, and differentiated for each grade level.	The content is <u>not appropriate for the grade level(s)</u> , either too advanced or too simple, and does not support students' learning needs.	The content is <u>somewhat appropriate but</u> lacks sufficient differentiation for each grade, limiting its effectiveness.	The content is <u>fully appropriate and well-differentiated for each grade</u> , supporting the learning objectives effectively.

No.	Indicator	Score		
		Emerging Low (1)	Developing Medium (2)	Proficient High (3)
		Example: - The teacher presents both Grade 2 and Grade 3 students with difficult words like "unbelievable" and "complicated" without first teaching simpler words. - This is too hard for Grade 2 students, who are still learning basic words, and does not challenge Grade 3 students appropriately. - The lack of differentiation confuses and disengages both groups.	Example: - The teacher introduces "cat" for Grade 2 and "elephant" for Grade 3, but then asks both groups to practise with "butterfly." - While "butterfly" is a good word for Grade 3, it is a bit difficult for Grade 2 students, who need simpler words. - The content is partially relevant, but the lack of differentiation causes some students to struggle and others to be under-challenged.	Example: - The teacher presents Grade 2 students with words like "rabbit" and "sunset" (two-syllable words) and gives Grade 3 students more complex words like "elephant" and "butterfly" (three-syllable words). - Each grade works on their level, with Grade 2 mastering basic syllables and Grade 3 tackling more challenging words. - The content is well-matched to each grade, engaging all students appropriately.
9.	The teacher manages time effectively to balance instructional attention between grades.	The teacher <u>does not manage time effectively</u>, causing disorganisation and loss of instructional flow. Example: During a math lesson, the teacher spends too long on direct instruction for Grade	The teacher <u>manages time somewhat effectively but</u> struggles to maintain a smooth instructional pace. Example: The teacher alternates between helping Grade 2 students with basic	The teacher <u>manages time effectively</u>, ensuring smooth transitions and lesson flow for both grades. Example: The teacher starts with a focused explanation for Grade 2 students and sets them up

No.	Indicator	Score		
		Emerging Low (1)	Developing Medium (2)	Proficient High (3)
		<i>2, leaving little time for Grade 3 students to complete their tasks.</i> <i>As a result, the lesson runs overtime, and neither grade finishes the planned activities.</i>	<i>subtraction and Grade 3 students with more advanced problems.</i> <i>However, the teacher spends too much time with Grade 2, causing Grade 3 students to wait and run out of time to complete their tasks, resulting in a rushed and uneven lesson.</i>	<i>with an independent task while providing more complex instruction to Grade 3.</i> <i>The teacher tracks the time carefully, ensuring that both grades have sufficient time to work on their assignments and complete the activities before transitioning to the next part of the lesson.</i>
Student Engagement				
10.	The teacher uses flexible grouping strategies that enables students to collaborate with peers from both their own or other grades, based on needs and abilities.	The teacher <u>does not use flexible grouping strategies</u>, and students are grouped strictly by grade or randomly, without considering their needs or abilities. Example: <i>The teacher puts all Grade 2 students in one group and all Grade 3 students in another for a reading comprehension activity.</i> <i>There is no attention to different reading levels or</i>	The teacher <u>uses some flexible grouping strategies, considering either grade level or abilities, but</u> not both. Some collaboration occurs across grades, but grouping is not fully based on individual needs. Example: <i>The teacher allows a few strong Grade 2 readers to work with Grade 3 students</i>	The teacher <u>effectively uses flexible grouping strategies</u> that allow collaboration across grades, based on students' needs and abilities. Groups are dynamic and change during the lesson to maximise learning. Example: <i>The teacher groups students for reading based on their skills, not grade.</i> <i>A strong Grade 2 reader is paired with a Grade 3 student to read a more advanced text,</i>

No.	Indicator	Score		
		Emerging Low (1)	Developing Medium (2)	Proficient High (3)
		<i>specific needs. As a result, stronger students are underchallenged, and struggling students are not supported.</i> <i>There is no collaboration between the grades, and the groups don't reflect students' abilities, leading to limited engagement.</i>	<i>who need support during a reading activity.</i> <i>However, most students remain in grade-based groups.</i> <i>While some cross-grade collaboration occurs, the teacher doesn't consistently use abilities to form groups, leading to mixed results, where only some students benefit from the collaboration.</i>	<i>while a struggling Grade 3 student joins Grade 2 students to work on simpler texts.</i> <i>As the lesson progresses, the teacher adjusts the groups to meet changing needs, ensuring all students are challenged and supported through peer collaboration, enhancing learning for everyone.</i>
11.	The teacher promotes peer learning by encouraging students to actively support each other, creating a collaborative learning environment.	The teacher <u>does not encourage peer learning or collaboration</u> between older and younger students. Each grade works independently. Example: <i>The teacher separates Grade 2 and Grade 3 students into different groups and teaches them separately.</i>	The teacher <u>occasionally encourages peer learning, but</u> the collaboration between older and younger students is limited. Older students may help younger students, but it is informal and lacks structure. Example: <i>The teacher allows Grade 3 students to help Grade 2 students if they finish their</i>	The teacher <u>actively promotes and structures peer learning</u>, with older students consistently supporting younger students in a collaborative environment. Example: <i>The teacher pairs Grade 3 students with Grade 2 students during a reading activity.</i> <i>Grade 3 students are given clear roles to help their</i>

No.	Indicator	Score		
		Emerging Low (1)	Developing Medium (2)	Proficient High (3)
		There is no interaction or collaboration between the two grades, and older Grade 3 students do not help the younger Grade 2 students. This isolation limits opportunities for peer learning and collaboration.	work early, but this happens without structure. - While some Grade 3 students assist their younger peers, it is not planned, and the support is inconsistent. - Peer learning happens randomly, and younger students don't always get the help they need.	younger peers understand the reading and answer questions. - The teacher structures the tasks so that Grade 3 students explain the material, reinforcing their own learning while supporting Grade 2 students. - This approach is consistently used to create a collaborative learning environment.
Assessment & Feedback				
12.	The teacher uses a variety of formative assessment techniques, including peer and self-assessment, to monitor and support student progress across both grades.	The teacher <u>does not use a variety of formative assessment techniques or incorporate peer or self-assessment</u>, resulting in missed opportunities for monitoring progress. Example: The teacher gives both Grade 2 and Grade 3 students the same worksheet on subtraction	The teacher <u>uses some formative assessment techniques but</u> does not fully incorporate peer or self-assessment, leading to uneven monitoring of student progress. Example: During a subtraction lesson, the teacher uses questioning to assess Grade 3 students but does not provide	The teacher <u>consistently uses a variety of formative assessment techniques, including peer and self-assessment</u>, to monitor progress across both grades. Example: During the subtraction lesson, the teacher uses tailored worksheets: Grade 2 students practice basic subtraction while Grade 3 students solve more complex problems.

No.	Indicator	Score		
		Emerging Low (1)	Developing Medium (2)	Proficient High (3)
		<i>without adapting it to their level.</i> <i>There are no opportunities for peer or self-assessment, and students complete the task independently.</i> <i>The teacher does not know how well students from either grade are progressing.</i>	<i>sufficient assessment for Grade 2 students.</i> <i>The teacher briefly mentions peer-assessment but does not structure it properly.</i> <i>As a result, Grade 2 students do not have a clear understanding of their progress, and peer-assessment is inconsistent.</i>	<i>The teacher integrates peer-assessment by having Grade 3 students review the work of Grade 2 students, and Grade 2 students use a self-assessment checklist to reflect on their performance.</i> <i>These varied assessment techniques allow the teacher to effectively monitor the progress of both grades.</i>
13.	The teacher provides individualised feedback to students, tailored to their grade level and specific needs.	The teacher <u>provides generic or minimal feedback</u> that does not address individual grade levels or student needs. Example: <i>After a writing assignment, the teacher tells both Grade 4 and Grade 5 students general comments like "Good effort" or "Try harder next time," without pointing out specific strengths or areas for improvement.</i>	The teacher <u>provides some individualized feedback, but</u> it is not fully tailored to both grade level and individual student needs. Example: <i>After a reading comprehension activity, the teacher gives feedback focused on main ideas for both Grade 4 and Grade 5 students.</i> <i>While this feedback is relevant for Grade 4 students,</i>	The teacher <u>provides individualized feedback consistently</u>, tailored to both grade level and specific student needs. Example: <i>After a creative writing activity, the teacher gives Grade 4 students feedback on sentence structure and descriptive language, while Grade 5 students receive feedback on organizing</i>

No.	Indicator	Score		
		Emerging Low (1)	Developing Medium (2)	Proficient High (3)
		The feedback does not help students understand what they did well or what they need to work on, leaving them without clear guidance.	Grade 5 students, who need more advanced feedback on analysing themes, only receive general comments. As a result, some students benefit, but others do not get the specific feedback they need for their grade level.	paragraphs and developing stronger arguments. - Additionally, individual needs are considered: a Grade 4 student struggling with grammar gets tips on improving punctuation, while a high-achieving Grade 5 student is encouraged to use more advanced vocabulary. - This feedback helps each student improve according to their grade level and abilities.

Session 7

Mastering Actionable Feedback



90 Minutes

LEARNING OUTCOMES

By the end of the session, the participants will be able to:

- interpret COT data to identify actionable feedback points.
- apply structured techniques to deliver feedback tied to observed behaviors.
- create a Feedback Bank to support future mentoring practices.
- reflect on their learning and plan actionable steps for improving feedback delivery.

MATERIALS

- Multimedia
- Flip charts
- Chart papers
- Sticky notes
- Board Marker, Coloured Markers
- Coloured Markers, pens, pencils
- A4 Sheet per participant
- Washer line and stapler
- Photocopies of Handouts 12, 13

OPENING



02 minutes

- Display/share the learning outcomes of the session with the participants.

Instructions/Activities

Activity 1: Quick Draw



08 minutes

- Explain the “**Quick Draw**” activity to the participants.
- Inform them that the aim is to visually represent a concept quickly and creatively.
- Distribute an A4 sheet to each participant and ask them to draw the concept within 04 minutes.
- Announce the topic “**Actionable Feedback**”.
- Ask the participants to share their drawings and put them on a washer line displayed in front of the board.
- Ask the participants to explain the thinking behind the visual representation.
- Appreciate their participation.

Activity 2: Data Analysis: Interpreting COT Data



20 minutes

- Divide the participants into four groups.
- Distribute **Handout 12: A mock observation report**, chart paper, and markers.

- Allocate 10 minutes for discussion, analysis, and making the presentation.
- Ask the participants to work in groups to analyse the report and make a presentation on the following points:
 - ✓ Strengths observed in the teacher's practice.
 - ✓ Areas for improvement based on the scores and observations.
 - ✓ Patterns or trends in the data (e.g., consistent issues with time management).
- After every group has finished their charts, participants move around the room, stopping at each station like a conference.
- Ask each group to paste their chart papers on the class wall and choose a presenter.
- The group responsible for the chart stands by it and acts as "presenters," explaining their findings to other participants.
- Encourage other participants to ask questions, add sticky notes with suggestions, or discuss the content.

Activity 3: Crafting Actionable Feedback

**30 minutes**

- Introduce "Actionable Feedback".
- Explain that:

Actionable feedback is feedback that provides specific, clear, and constructive guidance or suggestions for improvement. It goes beyond simply stating what is good or bad and offers practical steps or actions that the recipient can take to address the areas identified for improvement. Actionable feedback is valuable because it helps the recipient understand what they need to do differently and how they can achieve it.

Key characteristics of actionable feedback include:

1. **Specific:** Actionable feedback is precise and detailed, focusing on behaviours, actions, or outcomes. It avoids vague or general statements.
2. **Clear:** It is easy to understand and interpret. Actionable feedback communicates the expectations or desired changes.
3. **Constructive:** Actionable feedback is framed in a positive and supportive manner, emphasizing opportunities for growth rather than criticism.
4. **Relevant:** Feedback is relevant to the recipient's goals, responsibilities, or areas of improvement. It is tailored to the individual's needs and circumstances.
5. **Feasible:** Feedback includes suggestions or recommendations that are realistic and feasible for the recipient to implement.
6. **Prompt:** It is provided on time, allowing the recipient to act on it promptly and effectively.

- Ask a few participants to share their understanding with the whole class.
- Introduce feedback framework with the participants.
- Give a brief explanation of the three feedback techniques.

SBI (Situation-Behaviour- Impact)	GROW (Goal-Reality Options Way forward)	Action-Oriented Feedback
Focus on specific observed behaviours and their impact Example: “During the group activity (situation), you primarily engaged with one group (behaviour), which left others feeling unsupported (impact).”	A solution-oriented framework to guide improvement. Example: “What goal do you think we should set for improving student participation (goal)? How do you think your current strategies are working (reality)? What changes can we try (options)? Let’s create an action plan together (way forward).”	Ensures every feedback point includes a clear next step. Example: “To manage time better, consider using a timer for transitions between group activities.”

- Divide participants into five groups and ask them to brainstorm feedback examples using these techniques based on their own experiences of classroom scenarios.
- Take a few random responses to check their understanding.
- Display the following four scenarios on the board/PPT Slide.
 - ✓ **Scenario 1:** The teacher successfully uses peer teaching but struggles with time management.
 - ✓ **Scenario 2:** The lesson plan is clear but lacks differentiation for multigrade levels.
 - ✓ **Scenario 3:** Student engagement is uneven, with quieter students not participating.
 - ✓ **Scenario 4:** The teacher delivers separate lessons for each grade level without finding opportunities to integrate activities or foster collaboration between grades.
 - ✓ **Scenario 5:** The teacher provides feedback to the entire class but does not address the specific needs or performance of individual students.
- Allocate one scenario per group and ask them to prepare a 2-minute role play based on it.
- Encourage groups to tailor feedback to address the root cause of each issue using structured frameworks (SBI, GROW, etc.).
- After each role-play, ask other groups to provide feedback to each other.
- To consolidate, generate a brief discussion on the following questions:
 - ✓ What aspects of the feedback delivery process went well?
 - ✓ What challenges did they face in making feedback actionable?
 - ✓ Does the feedback given have all six characteristics of actionable feedback?

Activity 4: Building a Feedback Bank**25 minutes**

- Divide the class into six groups.
- Assign each group with 2 or more COT Indicators.
- Ask each pair/group to brainstorm and make 2 – 3 feedback prompts for their assigned practices.
- Provide the guidelines for the prompts:
 - ✓ Should encourage reflection and improvement.
 - ✓ Be specific and actionable.
 - ✓ Can both be in the form of a question or statement

Example: For **Lesson Planning**, “How might incorporating a formative assessment help you gauge student understanding during the lesson?”

- Ask each group to share their feedback prompts with the class.
- As groups present, collect and display the prompts on a shared board or document, forming a collective **Feedback Bank** for future use.
- Share **Handout 13: Feedback Prompts for Classroom Observation** indicators and ask the participants to consolidate, and share the following:

Feedback Prompts by COT Practices:**Lesson Planning:**

- "What strategies could you use to align your lesson objectives with student needs?"
- "How might incorporating visuals enhance comprehension for visual learners?"
- “How do you think adding a specific learning objective could help focus your lesson more effectively?”

Instructional Strategies:

- "What alternative approach could you try to reach students who seem disengaged?"
- "Have you explored using collaborative activities to deepen your understanding of the topic?"
- “Have you considered using peer teaching to engage older students in helping younger ones?”

Student Engagement:

- "How might you adjust your questioning techniques to promote more student participation?"
- "What strategies could help you create a more inclusive environment where all students feel encouraged to share?"

Assessment:

- "How could a quick exit ticket provide insight into your students’ understanding?"
- "Have you considered using self-assessment to help students take ownership of their learning?"

Activity 5: Elevator Pitch**05 minutes**

- Distribute sticky notes in the class.
- Ask the participants to think about what they learned from the session.
- Ask them to prepare a 1-minute elevator pitch in which they summarize their learning.
- Encourage the participants to discuss their pitch with different people in their group.
- Take random responses to conclude the session.

HANDOUT 12**Mock Observation Report****Mock Observation Report: Multigrade Classroom Observation****Teacher Name:** [REDACTED]**Date:** 24-11-2024**Grade Levels:** 3rd and 4th Grades**Subject:** Mathematics**Classroom Context:** Multigrade classroom with 18 students (9 from Grade 3, 9 from Grade 4).**COT Data Summary**

Category	Score	Observed Behaviors
Lesson Planning	Developing (2)	▪ The lesson plan outlined a clear objective but lacked differentiated activities for the two grade levels. ▪ Limited use of teaching aids to support visual or kinesthetic learners.
Instructional Strategies	Proficient (3)	▪ Effective peer teaching, with older students helping younger ones during group work. ▪ The teacher used questioning techniques but mostly directed at a few active students.
Student Engagement	Emerging (1)	▪ Several students in both grades were disengaged during group discussions. ▪ Minimal effort to include quieter students in activities or discussions.
Assessment & Feedback	Developing (2)	▪ The teacher provided general feedback but did not assess individual contributions in group tasks. ▪ Limited evidence of formative assessment strategies during the lesson.

Detailed Observation Notes**Strengths:**

1. **Peer Teaching:** The teacher encouraged collaboration by assigning older students to assist younger ones, fostering cooperative learning.
2. **Clear Objectives:** The lesson started with a clear explanation of the objective /SLO (student learning outcome:
"subtract up to 4-digit numbers without borrowing"
3. **Positive Reinforcement:** The teacher acknowledged correct answers with praise, boosting student confidence.

Improvement Areas:

1. **Differentiation in Activities:** Group tasks were not tailored to the distinct learning levels of Grades 3 and 4, resulting in some students finding the tasks too easy or too difficult.
2. **Engagement Strategies:** Quiet or disengaged students were not actively encouraged to participate, leading to uneven levels of engagement across the class.
3. **Assessment Techniques:** The lack of formative assessments made it challenging to gauge individual understanding or progress during the lesson.

Recommendations for Improvement

1. **Differentiated Instruction:**
 - Develop separate but complementary tasks for Grades 3 and 4 to ensure both levels are appropriately challenged.
 - Use scaffolding techniques to support struggling students while extending tasks for advanced learners.
2. **Engagement Strategies:**
 - Incorporate structured discussion techniques, such as "think-pair-share," to encourage participation from all students.
 - Use random selection methods (e.g., name sticks) to involve quieter students in answering questions.
3. **Assessment Practices:**
 - Introduce quick formative assessments during group activities, such as exit tickets or brief one-on-one check-ins.
 - Provide specific feedback to students to highlight their contributions and areas for improvement.

Summary of Scores

Category	Score
Lesson Planning	Developing (2)
Instructional Strategies	Proficient (3)
Student Engagement	Emerging (1)
Assessment & Feedback	Developing (2)

This mock observation report serves as a basis for constructive, actionable feedback to help the teacher improve his/her multigrade classroom practices.

HANDOUT 13

Feedback Prompts for Classroom Observation Indicators

When observing a multigrade classroom, it is essential to provide constructive feedback based on specific indicators that reflect effective teaching practices. In multigrade classroom observations, these prompts can be used as a foundation for giving thorough and helpful comments. They improve the efficacy of instruction while promoting teachers' reflective practice.

Below are tailored feedback prompts corresponding to the indicators of the Classroom Observation Tool, focusing on various aspects such as grade combination, space utilization, planning, instructional strategies, student engagement, and assessment.

Combining Grades Logically

- **Strengths:** The teacher effectively combines grades (e.g., ECCE-G1, G2-G3) by using thematic units that engage all students.
- **Areas for Improvement:** Consider reviewing how lesson content can be more explicitly linked to the combined grades to enhance relevance for each group.

Effective Use of Classroom Space

- **Strengths:** The classroom layout encourages interaction through flexible seating arrangements and designated subject-specific corners.
- **Areas for Improvement:** Explore additional strategies to optimize space further, such as creating more defined areas for group work and independent study.

Implementation of Academic Calendar

- **Strengths:** The multigrade academic calendar is well-implemented, allowing for cohesive scheduling that accommodates all grades.
- **Areas for Improvement:** Ensure that the calendar includes ample opportunities for cross-grade activities that promote collaborative learning.

Use of Multigrade Lesson Plans

- **Strengths:** The teacher utilizes a comprehensive multigrade lesson plan that addresses the needs of different grade levels effectively.
- **Areas for Improvement:** Consider incorporating more differentiated tasks within the lesson plan to cater to varying skill levels among students.

Articulation of Learning Objectives

- **Strengths:** Learning objectives are clearly articulated for each grade level, helping students understand their goals.
- **Areas for Improvement:** It may be beneficial to revisit how these objectives are communicated to ensure all students grasp their relevance.

Alignment of Content Explanation with Objectives

- **Strengths:** The teacher's explanations align well with the stated learning objectives, providing clarity for students.
- **Areas for Improvement:** Ensure that explanations remain consistently clear and accessible for both grades throughout the lesson.

Clarity and Accuracy of Content Explanation

- **Strengths:** Content is presented accurately and in a manner that is understandable for both grade levels.
- **Areas for Improvement:** Consider using more visual aids or examples that resonate with both age groups to enhance understanding.

Appropriateness and Relevance of Content

- **Strengths:** The content presented is relevant and appropriately differentiated for each grade level.
- **Areas for Improvement:** Explore ways to incorporate real-world applications of the content to increase engagement across grades.

Effective Time Management

- **Strengths:** Time is managed effectively, ensuring balanced instructional attention between grades.
- **Areas for Improvement:** Look into strategies that could further streamline transitions between activities to maximize instructional time.

Flexible Grouping Strategies

- **Strengths:** The teacher employs flexible grouping strategies that allow students from different grades to collaborate based on their needs.
- **Areas for Improvement:** Consider implementing more structured peer collaboration opportunities to enhance learning outcomes.

Promotion of Peer Learning

- **Strengths:** There is a strong emphasis on peer learning, with students actively supporting one another in their tasks.
- **Areas for Improvement:** Encourage more structured peer feedback sessions where students can share insights and reflections on each other's work.

Variety in Formative Assessment Techniques

- **Strengths:** A variety of formative assessment techniques are utilized effectively, including peer and self-assessment.
- **Areas for Improvement:** Explore additional formative assessment methods that could provide diverse insights into student progress across both grades.

Individualized Feedback

- **Strengths:** The teacher provides individualized feedback tailored to each student's grade level and specific needs.
- **Areas for Improvement:** Consider developing a system for tracking feedback given to ensure all students receive timely and constructive responses.

Session 8**Creating Continuous Improvement Plans Based on COT Observations****90 Minutes****LEARNING OUTCOMES**

By the end of the session, the participants will be able to:

- create a collaborative vision of teacher improvement through visual representation.
- develop detailed, actionable improvement plans for multigrade teaching scenarios using a structured template.
- Reflect on their learning and plan actionable steps for continuous teacher support.

MATERIALS

- Multimedia
- Chart papers
- Sticky notes
- Board Marker, Coloured Markers
- Coloured Markers, pens, pencils
- Google Forms for post-assessment
- **Handout 14**

OPENING**02 minutes**

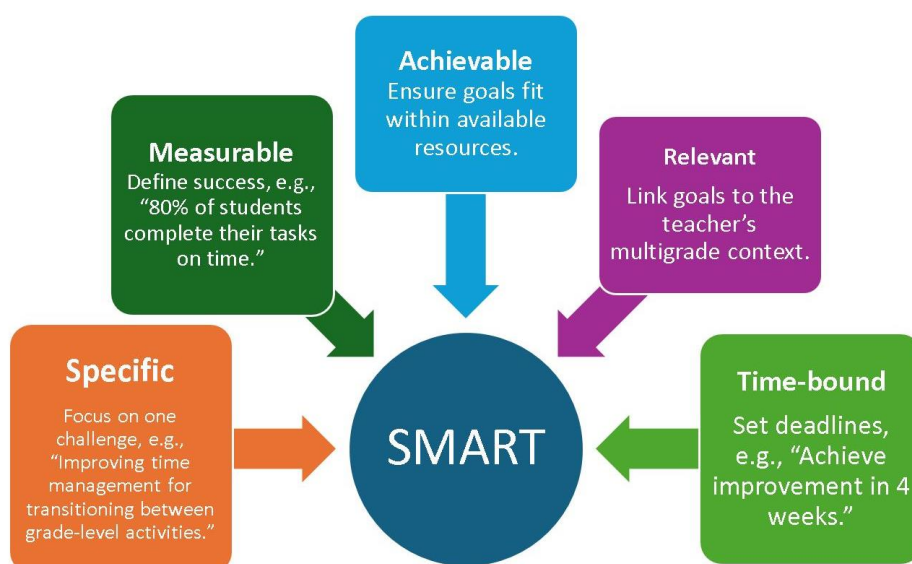
- Display/share the learning outcomes of the session with the participants.

Instructions/Activities**Activity 1: Vision Board for Teacher Growth****13 minutes**

- Provide each participant with a small chart paper and colored markers.
- Ask them to create a quick "vision board" illustrating what teacher improvement looks like to them (e.g., engaged students, clear goals, effective teaching techniques).
- Have participants share their boards in small groups, focusing on what elements are most critical for success.
- Appreciate and display their charts in the form of a mural around the class.

Activity 2: Action Planning and Strategy Development**35 minutes**

- Pose a question:
“What are the unique challenges teachers face in multigrade classrooms, and why is structured improvement planning important to address these challenges?”
- Generate a brief discussion, linking responses like managing time across grade levels, differentiated instructions, and effective student engagement to the importance of using SMART goals for focused mentoring in the context of multigrade teaching.
- Explain each component of SMART goals with examples relevant to multigrade teaching:



- Share **Handout 14: Action Planning and Strategy Development Template**.
- Divide participants into four groups.
- Provide each group with a multigrade teaching scenario to draft an improvement plan using the template.

✓	Scenario 1: A teacher struggles with managing transitions between grade-level activities, leading to wasted time.
✓	Scenario 2: Lesson planning lacks differentiation, resulting in younger students being left behind/Choosing different SLOs for both classes.
✓	Scenario 3: Classroom engagement is uneven, with older students dominating and younger ones feeling neglected.
✓	Scenario 4: The teacher focuses on one grade at a time, leaving the other grade idle.

- The focus of the plan should be on:
 - ✓ Observation Summary
 - ✓ 1-2 SMART goals
 - ✓ Coaching/Mentoring activities tailored to multigrade challenges
 - ✓ Timelines and follow-up strategies
- Allocate 15 minutes for discussion and ask each group to give a 2-minute presentation.
- Encourage structured peer feedback, Group 1 will provide feedback to Group 2.
- Group 2 will provide feedback to Group 3 and so on.
- Ensure that participants use the "**Praise-Question-Suggest**" framework to ensure feedback is balanced and constructive:
 - ✓ **Praise:** Identify one aspect of the presentation that was particularly strong or effective.
 - ✓ **Question:** Pose one question to clarify or deepen understanding of a specific point.

- ✓ **Suggest:** Offer one suggestion for improvement, focusing on making goals or strategies more actionable or relevant.
- Appreciate each group for their efforts

Activity 3: Post-Assessment**15 minutes**

- Share the Google form link with the participants for post-assessment.
 - Inform them that this is an essential requirement for the training.
 - Allocate 15 minutes to complete and submit the form.
- (The Google link/QR code of the pre-assessment form will be shared in the session)

Activity 4: "Learning in Motion: Reflect, Rotate, and Connect"**25 minutes**

- Set up 8 stations (one for each session) around the room.
- On each station, put a blank chart paper labeled with a session title and the following prompts :
 - ✓ What was the focus of this session?
 - ✓ What are the 2–3 key takeaways from this session?
 - ✓ How will you apply these insights?
- Divide participants into small groups.
- Assign each group a starting station.
- Each group spends **2 minutes per station** to write their responses to the prompts on the chart.
- After the allotted time, they rotate to the next station, adding their reflections to what previous groups have written.
- Once all stations are complete, participants walk around the room to review the collective summaries.
- Each group picks one session they feel most connected to and shares it with the whole class during a short debrief.

HANDOUT 14

Action Planning and Strategy Development Template

Action Planning and Strategy Development Template		
Sr.No	Section	Details
1.	Teacher Context	
	Grade(s)	
	Subject(s)	
	Challenges specific to the Multigrade setting:	<i>(e.g., managing time across grade levels, differentiating instruction, engaging students)</i>
2	Observation Summary	
	Strengths:	<i>(Highlight key areas where the teacher excels, such as effective lesson planning or use of resources)</i>
	Areas for Improvement:	<i>(Identify specific challenges observed, e.g., difficulty transitioning between activities, uneven engagement)</i>
3.	Improvement Goals (SMART)	
	Goal1:	<i>(Specific, Measurable, Achievable, Relevant, Time-bound)</i>
	Goal 2:	<i>(Specific, Measurable, Achievable, Relevant, Time-bound)</i>
4.	Mentoring Activities	<i>(List tailored strategies to support the teacher in addressing multigrade challenges)</i>
	Activity 1:	<i>(e.g., Model lessons focusing on time management techniques)</i>
	Activity 2:	<i>(e.g., Peer teaching to encourage student collaboration across grades)</i>
	Activity 3:	<i>(e.g., Workshop on differentiating instruction for varying grade levels)</i>
5.	Timelines and Follow-Up	
	Action Steps and Deadlines:	Step 1: [Action and Deadline] Step 2: [Action and Deadline]
	Follow-up Metrics:	<i>(Define how progress will be measured, e.g., classroom observations, student feedback, or completion of specific activities)</i>
6.	Prepared by:	<i>(Mentor/AEO Name)</i>
7.	Date:	<i>(Plan Creation Date)</i>



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