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Senegal Training Manual for Multigrade Teachers

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MINISTRE DE L'EDUCATION, CHARGE DE L'ENSEIGNEMENT PRESCOLAIRE, DE L'ENSEIGNEMENT ELEMENTAIRE
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TRAINING MANUAL FOR MULTIGRADE TEACHERS

2009



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FORWARD

Ever since multigrade classrooms began in our country (since the colonial period), the problem of training teachers in multigrade instruction strategies has always been present. Trainers from training institutions, teachers, and inspectors responsible for conducting professional development for teachers, have had few resources with which to respond to this problem.

This manual from the LIRE (Learning Initiatives in Rural Education) destined for trainers, fills that void. This project, financed by World Bank administered Bank-Netherlands Partnership Program (BNPP) funds, contract number 71452791, wants to contribute to increasing access to and improving the quality of education in low population density rural areas in Senegal and The Gambia.

It has been developed through the work of a team made up of the Project Coordinator, Mr. Yaya Diatta, and researchers from the University of Massachusetts in the United States, Educational Technical Experts, NGO resource people who accepted to participate in the project, education officers and multigrade schoolteachers. These activities took place under the supervision of Professor Jacqueline Mosselson, Professor Gretchn B. Rossman, and Dr. Mbarou Gassame Mbaye, EdD. with the National Council for Negro Women (NCNW), an organization of American black women active in Senegal since 1975, that provided for the financial and logistical management. The schools involved are situated in the three National Education Districts (IDEN) of Kaffrine, Podor and Rufisque II. The supervision and logistical support were provided by the National Council of Negro Women (NCNW), an NGO of American black women operating in Senegal since 1975.

We would like to begin by thanking the school teachers from Ngendar, Médina Fresbé, Wouro Mbarick, Diofndé Dially and Thialma in the Podor region, Ndiayène Waly, Bossolel, Néma, Diamagadio, Gainth Boye and Samngueyene in the Kaffrine region, Ndiakhirate Peulh and Niaga Peulh in the Rufisque II region, the education officers of these three IDEN districts and the various resource people from the education sector, notably Mr. Fall, Mr. Sangharé and Mr. Kebe, Sow, Mbengue and all the other who have contributed to the development of this manual. We also would like to thank Mr. Abdou Diao, Elementary Instruction Director, for his constant support throughout the implementation of the Project.

Finally, we would like to thank Mr. Moustapha Sourang, Minister of Education, who personally launched the Project, Mr. Kalidou Diallo, National Education Minister responsible for Preschool, Elementary and Middle School Education, for his unreserved support for this initiative that fits within the Ten-Year Program for Education and Training.

INTRODUCTION

With a General Enrollment Rate (GER) of 86% in 2007, Senegal is committed to achieving the Education For All goals in 2015. But in order to achieve them, it will be necessary to identify the best strategies that allow for the enrollment of all school-age children. These children, for the most part, find themselves in the most isolated rural zones, with the bulk of the children who need schooling in high-density populated areas. Multigrade classrooms are thus an inevitable alternative in rural and urban zones with smaller populations if the country is going to achieve universal education within the given timeline. For the past few years, this has signified the need to provide for the expansion of multigrade classrooms in Senegal, a context marked by:

- Problematization of rural schools;
- Absence of pre-service and in-service training for schoolteachers in multigrade instruction strategies; and
- Reticence on the part of village communities in regards to what they consider to be “schooling for the poor.”

It is within such a context that Project LIRE was born and fostered the development of this training manual for multigrade schoolteachers.

- The first part presents the goals of the training and implementation strategies as well as a frame of reference;
- The second part addresses the study of the various modules structured in units.

After the module on MGC challenges and tools for classroom management, we have inserted illustrations used during the course of various training workshops for multigrade teachers. We propose them to trainers who must then choose their own methods. This approach relied on the active participation of the training beneficiaries and is based on what they knew about the subject and what they wanted to know. The strategy implemented during the training sessions and what we suggest to you, is to speak as little as possible, but rather to allow learners to invest themselves in the conquest of knowledge through individual and group work under precise instructions, just like in a multigrade classroom.

USING THIS TRAINING MANUAL

- This manual was designed for trainers of multigrade schoolteachers. The manual contains information on multigrade instruction as well as training activities for teachers;
- Five themes are addressed in this manual and each one is divided into sessions. Each session begins with the objectives, materials necessary, duration, and reading (see the key below for further explanation of these terms.)

Key Terms in the Manual	
Objectives:	Each session has several objectives that the trainer must attain before the end of the session. You should present these objectives in the beginning of each session.
Materials:	Each session requires certain materials such as an easel and flipchart paper, markers or books. To properly prepare, trainers should look closely at this list of materials before the session.
Duration:	Duration is the total amount of time that all the activities should take. It should help facilitators plan their workday.
Reading:	Each session, the trainer should read the suggested pages from the Teacher’s Guide for Multigrade Classrooms.

- Two tables follow these terms. The one on the left is called the “Contents of the Guide,” and on the right, “Training Steps.” (See example below.)
 - The “Contents of the Guide” table contains information about themes addressed during the various training stages addressed in the right-hand table.
 - The “Training Steps” table lists the activities that the trainer should lead with the teachers.
 - At the end of the manual, trainers will find the ANNEXES.

<i>CONTENTS OF THE GUIDE</i>

TRAINING STEPS

THEME 1

Introduction to Multigrade Instruction

Session 1: Introduction to Multigrade

Session 2: Teacher's Guide: A First Glance

Objectives:

At the end of this session, participants should be able to:

- ✓ List the challenges of multigrade classroom teaching as well as the advantages of multigrade instruction for learners and teachers.
- ✓ Evaluate and determine their strengths and needs for improvement in regards to multigrade teaching practice;
- ✓ Identify the priorities for training workshops;
- ✓ Explain the structure and content of the “Teacher’s Guide for Multigrade Classrooms.”

Materials:

- Flipchart paper and markers (Training objectives)
- Index cards
- Training schedule
- Written scenario, paper
- Self-correction tool (ANNEX 1, p.44)
- Teacher’s Guide for Multigrade Classrooms
- “Treasure Hunt” worksheet (ANNEX 2, p. 46)

Duration: 3 hours 15 minutes

Reading: Teacher’s Guide for Multigrade Classrooms (pp. 8-26)

SESSION 1: Introduction to Multigrade Instruction

Objectives:

At the end of this module participants should be able to:

- ✓ List the challenges of multigrade classroom teaching as well as the advantages of multigrade instruction for learners and teachers.
- ✓ Evaluate and determine their strengths and needs for improvement in regards to multigrade teaching practice;
- ✓ Identify the priorities for training workshops.

Materials:

- Flipchart paper and markers (Training objectives)
- Index cards
- Training schedule
- Written scenario, paper
- Self-correction tool (ANNEX 1, p.44)
- Teacher’s Guide for Multigrade Classrooms

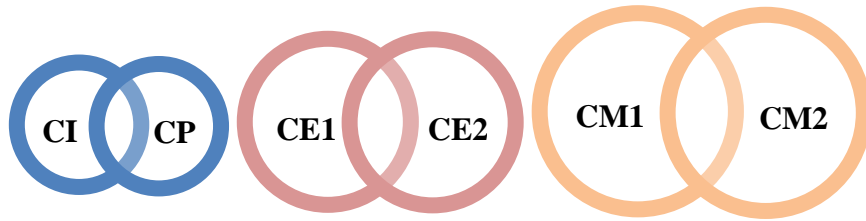
Duration: 2 hours 15 minutes

Reading: Teacher’s Guide for Multigrade Classrooms (pp. 8-26)

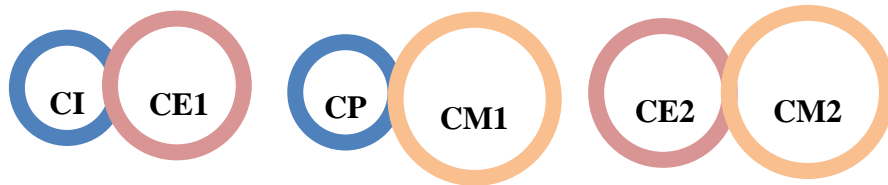
<i>CONTENTS OF THE GUIDE</i>
<p><i>(1.1) Definitions</i></p> <p>The term “multigrade teaching” generally refers to when a teacher is responsible for the instruction of more than one grade level of students during the same teaching period and within the same classroom.</p> <p>A “multigrade classroom” is defined as a classroom in which a teacher is responsible for two or more grade levels.</p> <p>The grade levels may be from the same educational stage, for example: CI/CP, CE1/CE2 or CM1/CM2:</p>

TRAINING STEPS	
Step 1: Challenges (workshop) (30 min.)	
<p>Instructions:</p> <ol style="list-style-type: none"> 1. Ask everyone to reflect on three challenges that they might encounter as a teacher in a multigrade classroom. 2. Ask them to write 2 or 3 of these challenges on index cards. 3. Divide participants into small groups. 4. In the large group, participants place their index 	<p>Tip: Post the thematic frame on the wall so that everyone can see it.</p> <p>For step 2 – hang five flipchart sheets on the walls, each one with a theme. After, the participants will categorize their index cards onto the appropriate flipchart sheet.</p>

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They may also be levels from different stages, for example: CI/CE1, CP/CM1, or CE2/CM2:



In many countries around the world, there are schools where all classrooms are multigrade classrooms. They are called “fully multigrade schools.” When multigrade and monograde classrooms exist side by side in the same school, this is a “partially multigrade school.”

The Relevance and Effectiveness of MGCs:

Main points:

- MGCs are an economical way to provide an education to children in isolated communities;
- MGCs are a strong teaching tool that that promote independent learning and reinforce initiative by developing self-confidence;
- Multigrade instruction allows for a more flexible learning progress than automatically advancing to the next grade or repeating the same grade that has become the norm within monograde classrooms;

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cards on the table.

5. Each group takes a few minutes to read the index cards of its different members.

Step 2: Five Fundamental Elements of Multigrade Classrooms (15 min.)

Instructions:

1. Use flipchart sheets to present the principal elements of a multigrade classroom.
2. The facilitator presents the five themes and provides an explanation for each category along with its importance to MGC instruction.

Themes:

1. IDENTIFICATION OF LEARNING RESOURCES
2. TECHNIQUES FOR CLASSROOM MANAGEMENT
3. MGC PLANNING TOOLS
4. MANAGING THE CLASS
5. MONITORING AND EVALUATION OF STUDENT LEARNING

Step 3: Categorizing Challenges By Theme (15 min.)

Instructions:

1. Each group decides on where to place their index cards among the five categories.
2. Place the index cards on the flipchart paper with the appropriate them.
3. Everyone looks at all the index cards put up by other participants.

Step 4: Similarities Between Monograde And Multigrade (30 min.)

Instructions:

1. Ask the group to reflect on the numerous differences and the great diversity that exists between the students in their classes.

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- MGCs allow students to work cooperatively across age groups and develop positive teamwork skills;
- They present students with interesting challenges and high quality individualized learning.

Basic Factors Leading to MGC Failure:

Together, we can now identify four essential factors that can explain the failures of MGCs in developing countries:

I. Absence of strong political will on the part of the national government:

- MGCs are considered to be temporary, a stopgap rather than a development strategy for promoting schooling in rural areas.
- Absence of regulations for construction materials and attractive school equipment instead of huts and other temporary structures.
- Absence of positive discrimination in the distribution of school supplies and the creation of school cafeterias, and the construction of teacher housing.

II. Absence of real participation on the part of village communities:

- Dilapidated state of schools which provide the appearance that the schools are for poor populations;
- Refusal of parents to send their children to MGC schools; and

III. Lack of teacher motivation due to:

- Sometimes critically excessive class sizes of MGCs;
- Difficult working conditions: temporary structure; missing teaching materials; resistance from parents; lack of clean drinking water running water, latrines, lodging, electricity, health centers; thus, an unattractive rural environment showing signs of poverty;
- Absence of professional development programs and financial

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2. Ask half of the groups to write a list with all the types of diversity that exists among students in a monograde classroom. Ask the other groups to think about and write a list of differences between students in a multigrade classroom.
3. Age, ability, developmental level, past history, experience, motivation, interest are all examples of diversity among students. Trainers should walk among the groups to be certain that they have understood the activity's objective.
4. After 10 to 15 minutes, ask groups to share their lists. Begin with lists on monograde students and ask each group to come up and write an element from their list on the flipchart paper. Continue with each group, each one adding something new to the list. Hang the paper on the wall so that everyone can see. Continue in this manner with the multigrade groups until you arrive at a similar list.
5. Review the two lists together and look for differences that exist only in multigrade.
6. Ask participants to suggest what this means for multigrade classroom teachers. It is very important that teachers understand that the majority of the competencies necessary for good monograde teacher are also applicable to multigrade instruction.

Step 5: Action Research (30 min.)

Instructions:

Now that you have examined the different roles and competencies necessary to be effective in multigrade instruction, we are going to look at another tool that can help us to move forward towards this objective: an action research journal.

1. The facilitator underlines the role of teachers as researchers. The teacher resolves the majority of challenges that occur in the classroom.
2. The facilitator presents the journal, particularly:
 - The place of the journal in learning / action-research cycle;

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incentives;

- Lack of regular support and advising from inspectors.

IV. Lack of teaching materials, characterized by:

- Insufficiency given the lack of resources for the teachers and students:
- Inexperienced teacher's difficulty to manage a group of students at various grade levels without formal training nor necessary tools;
- Classrooms that are under resourced or not adapted to multigrade teaching.

Conditions for MGC success:

I. The Role of the Government:

- Strong government will that views MGCs not as a stopgap but as a development strategy that can contribute to improved access and school quality in rural areas of low population density;
- Motivation for teachers and local authorities by considerably improving working conditions in the schools. It should be advocated for the rural sector by providing necessary school supplies, teaching materials, school structures and other resources; and
- Further motivation for schoolteachers through an increase in pay and by addressing their isolation through improved teaching clusters and the creation of interactive radio broadcasts where radios are present. In addition, it should provide initial training and continued professional development in multigrade approaches with regular support from inspectors.

II. The Role of the Community:

- The Community should play a large role in integrating the school into its environment. As much as the school should serve as a resource for the village (organize literacy classes, sports and

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- Possible advantages for individual practice
 - Contributions of lessons learned to the teacher's guide
 - Sharing with other teachers best lessons learned
3. The facilitator distributes journals to participants.
 4. As the next session will focus on planning tools, ask participants to write in the journal, describing how they make their lesson plans for their classes. This may include responses to questions such as:
 - What tools do you use?
 - Can these tools be used in multigrade planning?
 - How can you modify them so that they can be used in multigrade classrooms?

Step 6: inventory/Self-Evaluation (15 min.)

Instructions:

1. Distribute a self-evaluation worksheet to each participant. (ANNEX 1, p.44)
2. Everyone should identify their level of understanding for each category and mark it on the form.
3. Underneath the category titles, everyone should identify one or two specific approaches that they want to improve in their multigrade classroom.
4. For each specific approach, mark their level of understanding.
 - I want to learn more
 - I want to improve myself
 - I can do it
 - I can teach it
5. After the activity, it is important to collect all the worksheets and analyze them in order to identify the group's needs. What are their needs and what are competences that they already have? Who can help others? This information can help you in planning the rest of the training.

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cultural activities, and assist community members) the community should be a resource for the school (supply storytellers, artists, and other individuals to lead activities in the school, support for school groups, cafeterias and gardens, etc.). The Community should play its role as helper and support for the government.

III. The Role of the Schoolteacher:

- Be dedicated and take initiative;
- Become part of the community in order to be more familiar with students; and
- Develop strategies that will continue to improve students' learning.

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SESSION 2: The Teacher's Guide: A First Glance

Objectives:

At the end of this module, participants should be able to:

- ✓ Explain the structure and the contents of the Teacher's Guide

Materials:

- Flipchart paper and markers (Training objectives)
- "Treasure hunt" worksheet (ANNEX 2, p. 46)

Duration: 2 hours 15 minutes

Reading: Familiarize yourself with the content and structure of the Teacher's Guide for Multigrade Classrooms.

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See ANNEX 2, p. 48 – "Treasure Hunt" – Answer Key	<p>Step 1: Introduction</p> <p>Instructions:</p> <ol style="list-style-type: none"> 1) Present the Objectives for the Session. 2) Then say: In the course of this session, we are going to explore the MGC Teacher's Guide prepared by the Ministry of Education to help you address MGCs with serenity and confidence.
	<p>Step 2: Themes from the GMC Teacher's Guide</p> <p>Instructions:</p> <ol style="list-style-type: none"> 1) Say: The Ministry of National Education effected a needs assessment in certain regions of the country in 2008 in order to identify priority themes for the training of MGC teachers. 2) Teachers esteemed the following themes to be priorities: <ul style="list-style-type: none"> • Introduction to multigrade instruction; • Organization, classroom management, planning, MGC tools

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- Pedagogical techniques and strategies for teaching and learning;
- Identification of material, community and educational resources
- And Monitoring and evaluation

- 3) Explain that the Ministry created the “Teacher’s Guide for Multigrade Classrooms” in order to respond to these needs.
- 4) Distribute the “Teacher’s Guide for Multigrade Classrooms” to all participants.

Step 3: Treasure Hunt

Instructions:

- 1) Say: We are going to do a game called “treasure hunt” that will help you to familiarize yourself with the contents of the Teacher’s Guide for MGC Classrooms.
- 2) Place participants in groups of 4 or 5.
- 3) Distribute the questionnaire and say: You have 30 minutes to work together to find the answers to these questions.
- 4) While the groups work, circulate in order to help.

Step 4: Answers in the Large Group

Instructions:

- 1) After 30 minutes as the reporter from each group to present their results.
- 2) Guide the other groups to find this information in their guides if there are difficulties.

Step 5: Conclusion

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Instructions:

- 1) Ask:
 - Did the exploration that you just did help you to perceive the structure of the Teacher's Guide for Multigrade Classrooms?
 - What difficulties do you anticipate in its utilization?
 - What solutions do you envision to overcome these difficulties when in the field?
- 2) Collect a few responses and say:
- 3) Over the next sessions, we are going to explore the Teacher's Guide for MGC Classrooms in greater detail.

THEME 2

Organization, Classroom Management, Planning, Tools for MGC Management

Session 1: Independent Activity Worksheets

Session 2: Schemes of Work

Objectives:

At the end of this module participants should be able to:

- ✓ Be familiar with the goal of and items necessary to write independent activity worksheets;
- ✓ Know the advantages, successes, failures, and other important aspects that should be considered for independent activity worksheets;
- ✓ Suggest a better way to use independent activity worksheets in the classroom;
- ✓ Describe the essential parts of a multigrade schedule;
- ✓ Know the steps to follow to write a multigrade schedule;
- ✓ Describe the essential parts of a scheme of work;
- ✓ Recognize the advantages and the challenges of creating a scheme of work;
- ✓ Create a multigrade lesson in the scheme of work.

Materials:

- Flipchart paper and markers
- Flipchart sheet that demonstrates the KWL activity
- Primary school curriculum for Senegal
- A flipchart sheet with questions for each group
- Journal
- Worksheet: “Independent Activity Worksheet” (ANNEX 3, p. 50)
- “Examples of independent activity worksheets” (Teacher’s Guide, p. 42, 47, 48)
- School books

Reading: Teacher’s Guide for Multigrade Classrooms (pp. 50-61) and (pp. 141-149)

SESSION 1: Independent Activity Worksheets

Objectives:

At the end of this module participants should be able to:

- ✓ Be familiar with the goal of and items necessary to write independent activity worksheets;
- ✓ Know the advantages, successes, failures, and other important aspects that should be considered for independent activity worksheets; and
- ✓ Suggest a better way to use independent activity worksheets in the classroom.

Materials:

- Flipchart paper and markers
- Teacher’s Guide for Multigrade Classrooms
- Worksheet: “Independent Activity Worksheet” (ANNEX 3, p. 50)
- “Examples of independent activity worksheets” (Teacher’s Guide p. 42, 47, 48)

Duration: 165 minutes

Reading: Teacher’s Guide for Multigrade Classrooms (pp. 141-149)

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<p><i>Definition of Independent Activity Worksheets</i> These are worksheets of exercises that you provide to students of a given level that they must do independently - individually or in groups - while you work with students from the other grade level.</p> <p>They can also be defined as a set of exercises with an answer key that students can use individually or in a group during a typical multi-grade level class and without asking for your help.</p> <p><i>In a monograde classroom</i> Every time you finish a lesson you end with an assessment exercise that you often do in workbook or test booklet. The exercise that is either written on the board or indicated by a page number for a particular book always ends with work instructions. These instructions indicate to students what is required and what they should do. This should be very clear.</p> <p>After having done the exercise, you move on to correcting it by having students come up to the blackboard. After that, you ask those who did not</p>	<p style="text-align: center;">Step 1: Introduction to the Session (5 min.)</p> <p>Instructions: Put up a flipchart paper that indicates the Objectives for this session. Read the Objectives and explain that this session will continue the work that they did in previous sessions.</p> <p style="text-align: center;">Step 2: KWL Activity (30 min.)</p> <p>Instructions:</p> <ol style="list-style-type: none"> 1) Say: KWL activity is broken up into three distinctive parts: K = what I KNOW W = what I WANT to know L = what I LEARNED 2) Divide the flipchart paper into 3 parts: K / W / L

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find the answer to revise it. But, have they truly understood the correct response? You often don't have time to dwell on this, as you need to move quickly on to the next lesson!

In a Multigrade Classroom

Learning in a MGC is learner-centered and the self-instructional materials for different subjects are necessary to make students independent. The schoolteacher is free to design them for all the subjects. They can be for individual or collective work.

Also understand that self-instructional time is not only for application exercises. You can also have students work independently to prepare a geography, history or science lesson or make mathematical folds or tracings, etc.

Your worksheets should be designed so that:

Instructions
The instructions are clear and precise;
Each worksheet is coded so that you can find them easily;
There is only one objective for each worksheet;
It is possible that there are many worksheets for the same objective by gradually increasing the difficulty of the exercises;
Foresee a self-correction worksheet for each independent activity worksheet;
Separate groups of students can work on different worksheets and exchange them once completed with other groups;
The independent activity worksheets and the self-correction worksheets should have the same code number;
Situations given on the worksheets come from manuals, your imagination and documents from your daily life; and
The ways that instructions are formulated can vary according to the intended objectives for each activity.

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- 3) Ask participants to take out their journals and set aside at least two pages for this activity. Explain that they will write individually about the theme of the creation of independent activity worksheets. They will respond to the following questions for 15 minutes:
 - What do they already know about independent activity worksheets?
 - What else would they like to learn?
- 4) While the participants are writing, put up three flipchart papers around the room:
 - A sheet with the letter “**K**” for what I **Know**
 - A sheet with the letter “**W**” for what I **Want** to know
 - A sheet with the letter “**L**” for what I have **Learned**.
- 5) Give markers to everyone once the participants have finished with their journals. Indicate that they should write up some of their observations concerning K, W and L. They should write these observations on the flipchart paper so that everyone can read them.
- 6) After everyone has made their contribution, ask participants to make observations and generalizations.

Step 3: Introduction To The Principals Of Independent Activity Worksheets (40 min.)

Instructions:

- 1) Put up the questions (below) on the wall and select one of the following questions for the groups.
- 2) During 15 minutes, the groups work using the **Teacher's Guide for Multigrade Classrooms** (pp. 14-91) to help them respond to the questions. Each group should write down the questions and their observations on a sheet of flipchart paper.
- 3) Explain that at the end of the time allotted, each group will make a short presentation to the other groups.

Questions for the groups:

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Use of Self-Instructional Materials in Class

The independent activity worksheets are not “busywork” that allow you to work with one group without disturbing the other. They are rather a real learning curriculum, a strategy that allows you to help students to be independent and develop their personalities.

For individual work:

Children should be able to evaluate themselves with self-correction worksheets before moving on to another worksheet. If they find all the answers, the subsequent worksheet should aim to consolidate their acquired knowledge by reinforcing it with new difficulties to overcome.

However, if they did not find all the answers or have made a lot of errors, this indicates that they have not completely understood the rule or that they were not able to follow the lesson. In this case, the subsequent worksheet should be a reminder of the rule with an exercise that has the same objective as the first one. Students can only move on to a higher level of difficulty after having mastered the first worksheet.

The rationale here is that students learn at their own pace. We do not abandon them “alongside of the road” as is the case with monograde classrooms.

For group work:

In this case, it is necessary to place students according to level. Horizontal relationships develop between the strongest and the weakest students, between those who were the first to understand and those who are experiencing difficulty.

Don't forget to develop a tool that is especially important to the learning process: the grading sheet where you will note the progress of an individual student or group. This allows you to best manage follow-up activities. Although it may be true that independent work reduces the teacher's amount of effort in the classroom, it is however true that he or she must rigorously prepare activities from home. These materialize in the form of a scheme of work.

Please note: The instructions should be written in such a manner that

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- **Group 1** – What is the point of independent activity worksheets?
- **Group 2** - What are challenges that the independent activity worksheets might raise in the classroom?
- **Group 3** - What are aspects that should be taken into consideration when creating an independent activity worksheet and what materials are necessary?
- **Group 4** - How can the independent activity worksheets be beneficial to teachers?

Step 4: Sharing Responses (40 min.)

Instructions:

- 1) Put up all the questions with their responses throughout the room.
- 2) Ask every group to take a walk around the room in order to read and see each other's work. After 5-10 minutes, ask participants to take a seat. Invite them to:
 - Ask other groups for clarification;
 - Share observations;
 - Write up each other's responses (a trainer writes on the corresponding flipchart paper)
 - Make suggestions.

Step 5: Distribution of “Independent Activity Worksheets” (20 min)

Instructions:

- 1) Distribute the worksheet “Independent Activity Worksheet” (ANNEX 3, p. 50). Ask participants to take 10 minutes to read this document.
- 2) After looking at it, ask participants to add additional aspects to the hanging flipcharts.

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students do not need to ask the teacher for clarification. They should evaluate themselves before moving on to the next exercise that could be of a higher level of difficulty than the level that was taught. The student should know which worksheet to select and why.

Worksheets are used to:

- Prepare a lesson independently from precise instructions or from a given scenario; and
- Serve as learning or reinforcement exercises, as quizzes and assessments.

You should teach your students how to correctly use the worksheets, both individually and in groups.

(3.6) Comment:

From the beginning, you should dedicate several class sessions to teaching your students how to use the self-instructional materials both individually and in groups.

While respecting each student's particular nature and allowing everyone to follow their own learning pace, the group and the children that are the most gifted should help those who are slower to pick up the pace! Eventually the students will do this automatically.

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Step 6: Writing Independent Activity Worksheets (30 min.)

Instructions:

- 1) In their initial groups, ask participants to consult the schoolbooks, curriculum and the "Examples of Independent Activity Worksheets" in the Teacher's Guide (p. 42, 47, 48) for the next activity. Explain to participants that they are going to:
 - Determine a theme to address;
 - Make a sample independent activity worksheet based on the theme chosen;
 - Make a sample self-correction worksheet.
- 2) Give groups 20 minutes to work on their independent activity worksheets. Ask them to write up the three parts indicated below on a flipchart paper and to put it up on the wall. Invite participants to circulate around the room to see the various examples of independent activity worksheets. When member sit back down, ask them to:
 - Make observations
 - Make a list of the various types of independent activity worksheets

SESSION 2: Schemes of Work

Objectives:

At the end of this session, participants should be able to:

- ✓ Describe the essential parts of a multigrade schedule;
- ✓ Know the steps to follow to write a multigrade schedule;
- ✓ Describe the essential parts of a multigrade scheme of work;
- ✓ Recognize the benefits and challenges when creating a scheme of work;
- ✓ Create a multigrade lesson in a scheme of work.

Materials:

- Flipchart paper and markers
- Textbooks
- Teacher's guides
- Primary school curriculum

Duration: 135 min.

Reading: Teacher's Guide for Multigrade Classrooms (pp. 50-61)

<i>CONTENTS OF THE GUIDE</i>
<p><i>Preparation Tools in a MGC</i> In a MGC, the schoolteacher prepares a tool called a scheme of work. This tool is a synthesis of the classroom log and lesson plans.</p> <p>There is not a catalog of titles like the classroom scheme of work nor does it contain all the contents of the preparation sheets. We find:</p> <ol style="list-style-type: none"> 1) The components of the classroom log (the listing of all worksheets for that day and lesson titles); 2) Lesson plans (steps for each lesson); 3) Time brackets are indicated as well teacher controlled activities and independent student activities. <p>It should be concise while indicating the path that the teacher and the class will follow in order to obtain the day's objectives. When you think about the number of preparation worksheets that monograde classroom teachers</p>

TRAINING STEPS
<p>Step 1: Introduction to the Session (5 min.)</p> <p>Instructions: Put up a flipchart sheet that indicates the session's Objectives. Read the Objectives and explain that this session underlines the importance of the schedule and the classroom log.</p>
<p>Step 2: Introduction To The Schedule And Schemes Of Work (35 min.)</p> <p>Instructions:</p> <ol style="list-style-type: none"> 1) Give a brief introduction on how to create a multigrade schedule. 2) Proceed to an introduction of multigrade schemes of work. Ask participants to reflect on the goal of creating a multigrade scheme of work its integral components. Ask the following in a large group:

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must design each evening, you might ask yourself what are teachers' lives like if they have to juggle two to three grade levels and need to make just as many worksheets for each one?

The scheme of work answers the following question:

How does the teacher proceed after delivering the daily agenda and launching activities with students of different grade levels who follow the same schedule?

Conceptualizing a Scheme of Work

On one page, indicate the activities that you will direct and those that students will do independently. You must split your time between the various groups so that each group attains the necessary hour requirement.

This is why you need to indicate the following clearly in your scheme of work:

Instructions
Activity planned for each group;
Objective envisioned for each group;
Materials needed for each activity (books, texts written on the board, independent activity worksheets, preparation worksheets, and other materials);
Main steps to follow (the various components of the lesson are provided as instructions);
Summary items that you will review with the participation of the students;
Anticipated application exercises, preferably included in the independent activity worksheets and their answer keys (self-correction worksheets);
Assessment exercises at the end of the activity; and
Position of the teacher within the classroom.

Comments

Even though the scheme of work considerably reduces the amount of time that you will need for written work, it is not as helpful much when it comes to the preparation of important worksheets. Everything depends on your

TRAINING STEPS

- Why are schemes of work important for multigrade teachers?
- How can it help us?

3) Emphasize that it takes a lot of time in the beginning when teachers are planning lesson plans in schemes of work, but that once it is completed, the teacher can reuse it in the future.

4) Ask everyone to take out their MGC teacher's guide and review individually pages 50-61 before the next activity.

Step 3: Create Lessons For The Multigrade Schemes Of Work (55 min.)

Instructions:

- 1) Split participants into the initial groups (the same groups from the session on independent activity worksheets). Provide all groups with textbooks and the corresponding Teacher's Guides.
- 2) Explain that the groups are going to create a lesson in the multigrade schemes of work that addresses the same theme that they chose for the independent activity worksheet. They should choose a subject and address the theme mentioned above. They should also include the independent activity worksheet that they made during the first session of the lesson.
- 3) Explain that they should explain the lesson in detail and write it on a piece of flipchart paper. Each group should hang up their lesson in the room. Also explain that they should use enough detail so that in case of absence another teacher could teach it in their place without difficulty.
- 4) Invite the groups to examine the following subjects during the creation of the scheme of work:
 - Teaching strategies
 - Classroom organization
 - Classroom management

Step 4: Review Multigrade Lessons (40 min.)

Instructions:

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academic level and your command of the various teaching methods for the different subjects.

It is not necessary to recopy previous lessons and steps that you have already included in the scheme of work. You simply need to indicate their number in the space that corresponds.

At the beginning of every morning, you should present the agenda to the students. Your groups should know how they will need to share you during the day. Those who will be working independently should know that you will soon be with them. Keeping a scheme of work requires you to have good mental preparation for lessons and a strong understanding of subject content.

TRAINING STEPS

- 1) After all the groups have put up their lesson on the wall, ask everyone to move about the room to view each other's work.
- 2) Lead a discussion about:
 - Common components;
 - Different components;
 - Challenges.
- 3) Ask the group to make a list of items to always include in a multigrade lesson.

THEME 3

Classroom Management Techniques and Strategies for Teaching and Learning

Session 1:

- Multigrade lessons simulations
- Techniques for multigrade instruction

Objectives:

At the end of this session, participants should be able to:

- ✓ Recognize techniques to ensure good classroom organization, classroom management and effective teaching strategies for multigrade;
- ✓ Identify challenges, successes and make suggestions good classroom organization, classroom management and effective teaching strategies for multigrade.

Materials:

- Flipchart paper and markers;
- Daily Objectives written on a piece of flipchart paper;
- An example of a lesson on flipchart paper;
- Journals;
- Questions for reflection on important techniques on a flipchart paper.

Duration: 210 min.

Reading: Teacher's Guide for Multigrade Classrooms (pp. 27-32) and (pp. 62-75)

SESSION 1: Classroom Management Techniques and Strategies for Teaching and Learning

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Utilize a larger range of teaching methods;

In addition to these initiatives that should inspire any teacher, especially those assigned to a one-teacher village school, a multigrade classroom teacher should develop a number of skills that are particular to the multigrade classroom environment. These skills should help you to:

- Identify themes and subjects within the curriculum that may be adapted to teaching multiple grade levels.

This is one of the most difficult challenges that you will face. The national curriculum was developed for monograde instruction. If you want to effectively teach your various levels, you will need to select and adapt material from the national curriculum.

- You must choose and develop resources materials that may be used independently by the various grade groups.

In a multigrade classroom, you should help your students become independent by choosing exercises and activities that correspond to each student's different needs and skills. You can also invite community members to help you with storytelling, fieldtrips, manual, theater and even sports activities.

Effectively Coordinate Students' Independent Activities

Here, you will have few opportunities to teach both levels at the same time. You need to be creative in how you design the student groups, organize individual work, form pairs, provide instruction, etc., keeping in mind the various skill sets of your students.

Develop Effective Strategies to Monitor Student Progress

You will need to record the achievements of your students using various forms of assessment that are capable of measuring all the aspects of their progress. Students should also participate in their own assessment. This will help them to identify their weaknesses and understand what they can do to make improvements.

TRAINING STEPS

Step 1: Reminder and Objectives of the 2nd Day (10 min.)

Instructions:

Thank the participants for coming back. Do a brief reminder of what they did yesterday by underlining the multigrade lessons that they created. After, present the day's Objectives.

Step 2: Multigrade Lesson Simulations (80 min.)

Instructions:

- 1) Explain to participants that a member from each group will present the lesson created during the last session. Indicate that they will teach the lesson by pretending that the other teachers are students. Each group will have 15 minutes to present their lesson and they may need to abridge certain parts.
- 2) Participants should work in their initial groups for 10-15 minutes and identify a person who will present as well as how to present the lesson.
- 3) Invite all the groups to present. At the end of each presentation, ask:
 - What have you noticed about classroom organization, classroom management and teaching strategies?
 - Are there other more efficient techniques?
 - What did the teacher do well and how might he or she improve the lesson?
- 4) While participants respond to the above questions, the trainer puts up three flipchart papers titled: "Classroom organization," "classroom management," and "teaching strategies." When participants respond, the trainer writes their responses on the corresponding flipchart paper.

Step 3: Priority Multigrade Techniques (25 min.)

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Organize the Classroom Space in a Way that is Amenable to All Age Groups and Methods of Instruction

You will need to be as flexible as possible in the way that you use your classroom space. Mobile partitions made from reeds or light bamboo can be used to create space for private learning. You can also divide your class into two sections: quiet research or silent study and for investigative work and creative activities. Your students will quickly learn to work by rotating through various corners of the classroom that can be designated as places for science, math, language, geography, history, manual work, etc.

Effective Time Management

You will need to judiciously manage your time in order to grant each level the time allotted. No level should be shirked. You also need to find time to help students who have learning difficulties as well as those who are gifted and who can go ahead.

Teaching Strategies

Whole Class Instruction: A teaching method that allows a teacher to deliver one content lesson to two groups simultaneously. The level of instruction is the same for both groups.

Breaking Off: A technique used when the content is same at the beginning but is designed for the lowest level of the two groups, who will then break off to allow the other group to continue at a level of instruction that is more complex. The lesson always begins with whole group instruction before breaking off.

Alternation: When you cannot lead one collective activity with both grade levels due to the distance between the grouping levels or the incompatibility of the proposed activities. You must then work with one group while the other group works independently.

Independent work: When the student, or group of students, autonomously takes on a learning activity without direct assistance from the teacher, but with the help of precise instructions provided by the teacher.

TRAINING STEPS

Instructions:

- 1) Once all the groups have presented, give each participant 2 stickers. Invite them to come up and place them on the flipcharts indicating the principal themes that they would like to discuss during the day.
- 2) If certain themes are missing, draw connections to them with those that have been chosen the most. You must talk about time management, group work, pair tutoring, and teacher movements.
- 3) Given the stickers, the trainer must select 8 principal themes (with those mentioned above.)

Step 4: Reflection on Priority Multigrade Techniques (50 min.)

Instructions:

- 1) Write up on the flipchart questions to consider during the reflection.
- 2) Ask participants to take out their journals. They can also use the Teacher's Guide for Multigrade Classrooms to look for information.
- 3) Here are questions to guide them: For 30 minutes, invite participants to reflect individually and to write in their journals. Present the questions to consider given the theme that they are going to explore. During the 30 minutes, participants should write their responses in their journals.
 - What is technique that you are exploring? (How might you explain it to someone else?)
 - What are the principal characteristics of this technique?
 - How is it used or how should it be used in a multigrade classroom?
 - What are the challenges of putting this technique into practice?
 - What are strategies or suggestions for successfully putting this technique into practice?
- 4) After everyone has finished writing in their journals, they should separate into pairs to discuss their responses to the four questions. They should agree on the main points to present and write up their observations about the four questions on flipchart paper.

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Tutoring (forming pairs): Student to student association about a given subject over a controlled period of time as defined by the teacher.

Mentoring: the linking of a resources person with a group of students for a specific activity as defined by the teacher. In this situation, the teacher calls upon resources within the community to help students in need with a specific task.

TRAINING STEPS

Step 5: Reporting Out Responses (45 min.)

Instructions:

Each group presents their flipchart paper for a maximum of ten minutes. After each theme, participants should have time to make observations, comments, ask questions and add other points. You should add to the flipchart and make clarifications as you go along.

THEME 4: **Identifying Educational Resources**

Session 1: Local Resources

Session 2: Community as a Resource

Objectives:

At the end of this session, participants should be able to:

- ✓ Make a list of resources that exist in their village and how they might be able to use them as instructional materials;
- ✓ Create instructional materials without spending money by using local materials;
- ✓ Recognize their role in the community where they live and identify ideas to strengthen their relationship with community members;
- ✓ Describe all the human resources that exist in their village as well as how they might be used in a multigrade classroom.

Materials:

- Flipchart paper and markers;
- Resources that can be found in each village.

Duration: 260 min.

Reading: Teacher's Guide for Multigrade Classrooms (pp. 78-85)

SESSION 1: Local Resources

Objectives:

At the end of this session, participants should be able to:

- ✓ Make a list of resources that exist in their village and how they might be able to use them as instructional materials;
- ✓ Create instructional materials without spending money by using local materials.

Materials:

- Flipchart paper and markers;
- Resources that can be found in each village.

Duration: 110 min.

Reading: Teacher's Guide for Multigrade Classrooms (pp. 78-81)

<i>CONTENTS OF THE GUIDE</i>	
<p>Local Resources as Instructional Materials The list below demonstrates a number of resources found in the school milieu and their use as teaching materials.</p>	
Local Resources	When to Use
Small rocks, shells, caps, twigs, sticks	Counting in CI/CP, decoration activities, partition-making
Bottles, drinks cans, cans, jars	Measuring capacity, volume, cylinders, building a scale with a bottle, class decoration
String, vines, wire	Sensory activities for CI/CP, Metric system, building various shapes, dotted line, circle, semi-circle, square
Cardboard, raffia mats, palm fronds	Cutting out geometric shapes, bulletin boards, making wall posters, various models (human body, organs, different animals, insects, plants, etc.)
Animal skeletons, bird feathers, varied horns, animal skins	Observation, study of animals and birds, decoration, manual activities

TRAINING STEPS
<p>Step 1: Introduction to the Session (5 min.)</p> <p>Instructions: Put up a flipchart paper that indicates the Objectives of this session. Read the Objectives and ask if there are any questions.</p>
<p>Step 2: Lecture – Local Resources (30 min.)</p> <p>Instructions:</p> <ol style="list-style-type: none"> 1) The trainer gives a lecture on the use of local materials in the creation of instructional materials. 2) Question and Answer session.
<p>Step 3: Material Creation Competition (1hour 15 min.)</p> <p>Instructions:</p> <ol style="list-style-type: none"> 1. Divide participants into groups of up to 4 people. Explain that you are going to ask the groups to compete in order to see who will be able to create an instructional tool in the least amount of time.

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Agricultural products: millet, rice, peanuts, beans, fonio, bananas, mangos, pineapples, oranges, mandarins, lettuces, carrots, parsnips, etc.	Sprouting seeds, agriculture, commercialization, climates, cultural areas, simulating selling and buying in a store, weighing, calculating
Leaves from various plants, young plants in pots, diverse flowers	Knowledge of local animals, plant life, cycle, decorating the classroom and the courtyard
Liquids: drinking water, river or sea water, milk, different local drinks: bissap (hibiscus), ginger, tamarinds, ditakh, madd fruit	Using liquids to study human and animal life, production and conservation and commercialization
Pieces of fabric, oil skins, local cotton, spinning wheel and waving loom	Sewing, making clothes, decoration, making dolls, building models
Pottery, basketwork, sculpture, jewelry, plowing instruments, etc.	Work of local artists, artistic pieces, manual labor and farming tools

TRAINING STEPS

2. Each group will have 30 minutes to look for materials. They can use anything they can find, inside or outside the classroom (with the exception of flipchart paper and markers) and they should be able to explain how to use each tool that they create.
3. Explain that when the time allotted is out that groups should make a short presentation to the other groups explaining how to use each tool.
4. After each group has presented, choose the group that created the most tools as the winner and ask the other participants to applaud for them. (You can also choose groups that might have had the most creative ideas.)
5. Continue the activity with a brainstorming on other materials (local resources) that exist in their village that they might use as teaching materials. Make a list of resources on flipchart paper and then make note of ideas on the different ways that these resources might be used in the classroom.

SESSION 2: Community as Resource

Objectives:

At the end of this session, participants should be able to:

- ✓ Recognize their role in the community where they live;
- ✓ Identify ideas to strengthen their relationship with community members;
- ✓ Describe all the human resources that exist in their village as well as how they might be used in a multigrade classroom.

Materials:

- Flipchart paper and markers

Duration: 150 min.

Reading: Teacher's Guide for Multigrade Classrooms (pp. 82-87)

<i>CONTENTS OF THE GUIDE</i>
<p><i>Role of the Multigrade Classroom Teacher:</i></p> <ul style="list-style-type: none"> • Be familiar with the needs of the community within which you intervene; • Integrate the community because you need their assistance to assure and improve teaching quality and children's education; • Frequently act as a counselor for families particularly in regards to their children's future as it is possible that you are the only educated person in the surroundings; • Construct teaching materials from local resources collected with the help of students and adapted to local realities (dominant activities within the community); • Help parents and community members to support school instruction by reinforcing instruction at home; • Contribute to community development through various initiatives: women's and adult literacy, supporting youth organizations activities, promoting local culture through theater and other cultural manifestations; • Assure child protection by making parents aware of child labor (for

TRAINING STEPS
<p>Step 1: Introduction to the Session (5 min.)</p> <p>Instructions: Put up a flipchart paper that indicates the Objectives for this session. Read the Objectives and explain that this session will underline the importance of the community's participation in the life of the multigrade school as well as the teacher's participation in the life of the community.</p>
<p>Step 2: Role and Relationship Within the Community (25 min.)</p> <p>Instructions:</p> <ol style="list-style-type: none"> 1) Ask participants to take out their journals and reflect individually on the following questions: <ul style="list-style-type: none"> • How do you see your role within the community? • At this time, in what way do you interact with your community? • Do you feel supported by your community? How? • What have you done to encourage a solid relationship with your

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- example, child maids, lucrative begging, etc.) and early marriage;
- Serve as a model for the community and children through your morality, social conduct and respect for tradition, cultural and religious practice, religious and brotherhood beliefs and political opinions.

Role of the Community

The community should:

- Reinforce the school's teaching because it is also responsible for children's education;
- Provide resources to the school for construction of instructional materials;
- Help the teacher improve student learning by:
 - Supervising the classroom while the teacher is working with other students;
 - Providing artists to discuss subjects linked to their trade with students in small groups;
 - Supervising and checking homework quality according to children's progress reports;
 - Helping to facilitate hands-on activities (community gardens, football games, cultural weeks, debates, etc.)
 - Contributing by teaching lessons on culture and tradition;
 - Help the teacher make the curriculum more relevant by adapting to the local context and needs;
 - Hire monitors and tutors for less advanced students;
 - Identify learning materials for lessons;
 - Helping teachers to better understand their children (meetings with parents)
 - Paying attention to their students' behavior in class; and
 - Helping to resolve disputes between teachers and other community members.

Teacher-Community Partnership

- Like a husband and wife, football player and coach, the school and the community share responsibility for educating children. They have precise roles to play for a common goal;
- In the multigrade context, there is often a lack of resources. If other people work with the teacher to instruct children, the quality of education will be improved;

TRAINING STEPS

community?

- 2) They may also refer to the Teacher's Guide for Multigrade Classrooms (pp. 82-87) for ideas.

Step 3: Lecture: Community as Resource (30 min.)

Instructions:

- 1) The trainer gives a lecture on incorporating community members into the life of a multigrade school. (Look at pages 82-87 in the Teacher's Guide for Multigrade Classrooms).
- 2) Question and Answer session.

Step 4: Continuing the Reflection (30 min.)

Instructions:

- 1) Ask participants to put themselves in pairs and share what they have written in their journals. They should also reflect on the presentation made by the trainer compared to their own ideas about the community.
- 2) Present the ideas and conclusions in a big group.

Step 5: Identifying Human Resources in Villages Activity (1 hour)

Instructions:

- 1) Divide the groups according to their function within the community (teachers from the same community should be together). Ask teachers to reflect on the human resources that exist in their town or village. Each group should make a specific list of human resources who are available and how they might be used to help in the multigrade classroom. Give the following two examples:
 - Mrs. Fati sells fabric and other products in the local market and as a result, knows math very well. Could she come into the math classroom to help students with their classwork? Or maybe she might be able to set up a small market in the classroom so that students can use their

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- The entire community, whether or not they went to school, can contribute to the life of the school: parents, village leaders and elders, vendors, community health and other civil service workers, farmers and other teachers;
- Advantages of partnership with the community:
 - Community members can help you address certain parts of the curriculum;
 - The community can help with school repairs, organizing events and weeding;
 - A better learning environment with community members, and fluid communication about the challenges of classroom management and student progress;
 - Transfer of local knowledge: the school can become a place to learn specific skills based on local realities and linked to the national curriculum;
- The partnership develops over time and with trust from community members. It is a long process that should be developed and reinforced, particularly by schoolteachers. It is a reciprocal relationship, for just as the school should take part in the community the community should involve itself in the school. The school will not be able to mobilize community members for its benefit until it has proven its integration within the community. It does so by initiating development activities that benefit this same community population.

Five Human Resources from the Community who Benefit the School

No.	Human Resource	When to Use
1	Griot/Storyteller	History, ethics, art
2	Nurse	Health education, observational science, early pregnancies

TRAINING STEPS

math skills in a practical situation. Fati can teach students how to do math with the sale of small products.

- Mr. Mamadou is very good in French as he works frequently with an NGO. During a French lesson he could come and works with students on their lessons while the teacher is occupied with the other group.

2) Each group should utilize the following format:

Person	How to Integrate	Subject	When	Necessary Preparation

- 3) Ask the groups to not only think of who are resources in their villages, but also how these people might be incorporated into lessons.
- 4) Large group reflection on ways to reinforce the relationship between teachers and the community as means to facilitating the use of community members in their lessons.

Step 6: How Schools Can Serve the Community (1 hour)

Instructions:

- 1) Explain the importance of the role of teachers within the community
- 2) Explain some of the benefits that might contribute to the school's functioning if the teacher is well integrated in the life of the community
- 3) Divide the groups according to their function within the community (teachers from the same community should be together). Ask teachers to reflect on the activities they might lead within their own town or village. Each group should make a specific list that will serve as an

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3	Artists	Manual activities, studying trades
4	Koranic school teacher	Religious education, ethics
5	Retired teachers or young educated people	Mentoring, extra-help classes, oversight for students in need

TRAINING STEPS

action plan upon their return.

4) Ask them to use the following format and to fill in all the columns:

Activities	Why?	Who?	When?	Necessary Preparation

THEME 5: **Monitoring and Evaluation**

Session 1:

- What is evaluation?
- Formative and summative evaluation
- Learning corners
- Micro-teaching

Objectives:

At the end of this session participants should be able to:

- ✓ Define the term “evaluation”
- ✓ Identify the three types of evaluation (diagnostic, formative, summative)
- ✓ Identify four examples of formative evaluation, apply them during training and identify four examples of applied formative evaluation in their multigrade classrooms;
- ✓ Create a checklist and a scale to be used in class;
- ✓ Identify the necessary parts of a portfolio that can be used as an evaluation tool in their multigrade classrooms;
- ✓ Identify weaknesses and suggest methods to best formulate tests, compositions and other assessments.

Materials:

- Flipchart paper (one sheet with the three types of evaluation and an explanation for each)
- Markers
- Independent activity worksheets (Formative evaluation, Checklists, Scales, Formulating tests) (ANNEX 4 p. 55 to 64))
- Advising sheets (destined for the human resource who will lead the “Portfolios” corner) (ANNEX 4, p. 58)
- Sheets: “SLQ” (ANNEX 5, p. 66)
- Paper and tape

Duration: 4 hours 25 minutes

Reading: Teacher’s Guide for Multigrade Classrooms (pp. 88-111)

SESSION 1

Monitoring and Evaluation

CONTENTS OF THE GUIDE

Monitoring: What is monitoring? The dictionary defines it through the following words: “surveillance,” “observation,” “keeping an eye on,” and “supervision.” All these terms describe the monitoring process.

Constant attention helps you to closely follow what is happening in your classroom. Does everyone understand the lesson? Are the groups working on their assignments? Do some students need help? Have they finished the exercise? Is there a behavioral problem somewhere?

Implementing Monitoring

What are the strategies that will help you to effectively follow what your students are doing?

1. **Be visible:** Be sure that everyone can see you and that they understand that you can see them. Circulate through the classroom looking at student work, giving advice and speaking to groups or students. Maintain discipline.
2. **Observe:** Make note of exercise samples while you are moving about the classroom. These are useful for two reasons:
 - They provide immediate feedback about an exercise. Students know that they are moving in the right direction.
 - This helps you to perceive the difficulties that a group or student may have. You can provide immediate support to one or two students in a group and then move on to the next group encouraging students to share with others what you have said. This is called the “cascade effect.”
3. **Manage time effectively:** Time management in a multigrade classroom is more strictly regimented as the teacher pays attention to one grade level’s activity while the other works independently.

TRAINING STEPS

Step 1: Introduction (5 min.)

Instructions:

Indicate the Objectives for this session on a piece of flipchart paper. Read the Objectives and present the goal of student evaluation and the different types of evaluation.

Step 2: What is “Evaluation”? (10 min.)

Instructions:

- 1) Distribute a card to each participant telling them to respond to the following question:

“What is student evaluation?”

- 2) When everyone has finished writing, invite them to read their responses out loud. The trainer writes up ideas and themes on a flipchart. The trainer should not correct the responses but at the end of the reporting should do a summary.

Themes/answers expected are as follows:

- An exam, a test, a composition
 - An evaluation is something that guides teaching
 - An evaluation is something that indicates to the teacher what students know
 - An evaluation is something that should be done at the end of a chapter, lesson or unit
 - An evaluation is something that measures understanding
 - An evaluation is something that evaluates learning
- 3) After having summarized, collect the cards and tell the teachers that you are going to look at them again at the end of the day during the formative evaluation.

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Evaluation: A process that helps you to measure your students' achievement and progress.

Types of Evaluation

Your decision about what to evaluate and how to use evaluation procedures will depend on what you want to find. Here are three principle methods of evaluation:

1 – DIAGNOSTIC EVALUATION

Definition: If you want to identify student levels or difficulties that they have before beginning a certain activity, you can use diagnostic or predictive evaluation.

Examples: You can ask simple questions about the subject matter that you want to address in order to evaluate students' level of comprehension.

Why use diagnostic evaluation? It allows you to identify the needs of your students and the difficulties they encounter. It also allows you to know where to start and how to address it.

2 – FORMATIVE EVALUATION

Definition: However, if you want to help students to do well during the course of a lesson, you ask them oral or written questions and say "good" to those who have answered correctly and "wrong" to those who have not. This is called "formative evaluation."

Examples: At each step of the lesson, you should ask some questions. You can give either written exercises in their copybooks or on writing tablets, all the while providing positive and negative affirmation.

Why use formative evaluation? This is how you evaluate students' knowledge and learning styles so that you can motivate them and improve their level of learning. This allows you to review concepts that are not understood.

3 – SUMMATIVE EVALUATION

TRAINING STEPS

Step 3: When Do We Evaluate Student Learning? (10 min.)

Instructions:

- 1) Put up a flipchart with the following question, "When do we evaluate student learning?" Invite participants to provide responses. While participants respond, the trainer should ask the volunteer, "Who," "When," "Where," and "How" in order to identify the roles of the evaluation. Possible and expected responses include:
 - In the beginning of a chapter, lesson or unit
 - During the lesson
 - At the end of the chapter or unit.

- 2) After their responses, put up a flipchart with the three types of evaluation and their explanations.

This flipchart will contain the following information:

Diagnostic evaluation	To do before teaching and/or learning so that the teacher knows students' level and knowledge of the subject at the beginning.
Formative evaluation	To do during teaching and/or learning so that the teacher knows if their teaching helps students to achieve the Objectives and goals of the lesson.
Summative evaluation	To do at the end of teaching and/or learning to evaluate what students have learned.

Step 4: How Do We Do Formative and Summative Evaluations? (10 min.)

Instructions:

- 1) Ask participants, "How do we do formative and summative evaluations?" Put the responses on the flipchart. They can also use their Teacher's Guide for Multigrade Classrooms. Possible responses include:

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Definition: But if you also want to assess student learning in order to help you understand exactly to which point students have attained lesson objectives, you should do an evaluation that provides information to your students and their parents on individual student achievement, in terms of both their personal ability and in relation to other students in the class. We call this “summative evaluation.” In a multigrade classroom, you can use summative evaluations more effectively as you will continue to work with the same students for at least another year.

Examples: Summative evaluation is generally obtained through tests at the end of the trimester or school year.

Why use summative evaluation: In general, formative evaluation provides immediate feedback that helps you to improve student learning in order to provide them with advice and support or by making adjustments to your teaching. But, it does not sufficiently inform parents of their students’ progress. Only summative evaluation can do this.

Goals of Evaluation

When we evaluate something, we make a judgment about its value or relevance. Let’s pause for a moment and think about the evaluation process.

When you evaluate students, you base your judgment not only on how they reach learning goals, but also other factors, such as:

- Your expectations of each student;
- Student achievement in relation to prior achievement;
- The way each student makes progress in relation to the rest of the group.

This information is essential if you want to be able to provide appropriate assistance to each student.

The Link Between Monitoring and Evaluation

In the school setting, the terms “monitoring and evaluation” are closely linked. The monitoring process helps you to identify achievement levels, including areas of weakness or specific learning difficulties for your students.

TRAINING STEPS

- **Formative**
 - Observations (student participants, non-verbal forms of communication, body language)
 - Asking questions
 - Classroom assignments and activities
 - Homework
 - Quizzes
 - **Summative**
 - Exams
 - Tests
- 2) Explain that the following section will highlight examples of tools that teachers can use within the classroom. It will address summative and formative evaluation.

Step 5: Introduction to Learning Corners Activity (10 min.)

Instructions:

You will need to prepare the classroom before beginning the session. This session is modeled on the multigrade technique of implementing learning corners. Thus, you will need to create four centers/corners. Prepare signs so that everyone can see the subject area addressed. There should be four separate corners. The corners are as follows:

1st Corner: Checklists and scales

2nd Corner: Portfolios

3rd Corner: Written assessments

4th Corner: Formative evaluation

- 1) Place all necessary materials in the corners, especially the three independent learning activity worksheets (1st, 2nd and 4th corners). (See ANNEX 4, p. 55-64).
- 2) Explain to participants that they will work within their groups. Make a brief introduction for each of the corners. Explain the objective of each corner and indicate where each group will begin.
- 3) Be sure that participants understand that there are three corners with independent activity worksheets (1, 3, 4). In the 2nd corner, the trainer

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Information gathered from these evaluation activities helps you to make decisions about changes needed to improve your teaching strategies and advice that you can provide to help your students to improve themselves.

We all understand that evaluation is an essential part of the learning process and even if you are only teaching a short lesson, you should try, in one way or another, to measure your students' achievement. Have you ever thought about how to do this?

Importance of Monitoring and Evaluation for Teachers

The majority of teachers think about of their capacity too provide feedback on the quality of student learning.

As such, assessment:

- Shows the level of achievement attained by each of your students;
- Indicates their readiness to move on to the next stage;
- Provides a record of their progress over a period of time that will help you to identify their particular learning challenges.

However, teachers should also perform self-evaluation. The majority of teachers are familiar with the reflection process (self-evaluation) and often ask themselves after a lesson, what about my lesson today or this week was effective? Did I:

- Use classroom space well?
- Use the corner arrangements well?
- The most appropriate method to teach each group?
- Avoid a line of students at my desk waiting for me to grade the exercise or waiting to ask me a question about the work they should be doing?
- Anticipate and control disruptive behaviors?
- How can I improve?

It is very useful to reflect on your lesson, but the risk is seeing only the implementation of the lesson rather than student achievement. You should only do a complete assessment of your teaching effectiveness if you have evaluated and graded the exercise or activities that you asked the students to do. If so, you are now in a good position to answer the following questions:

- Have all the students reached the learning objectives of the lesson?

TRAINING STEPS

will provide a presentation on portfolios.

- 4) Say that each group has 45 minutes for each corner. Explain that they will need to produce a document for each corner (indicated by the worksheet located in each corner).
- 5) Also say that they should follow the instructions on the independent activity worksheets. Finally, indicate the direction that each group will take every 30 minutes.
- 6) Invite the groups to go to their corner.

Step 6: Learning Corners (3 hours)

Instructions:

- 1) While participants are working, circulate within the room. You will need to assure that the groups are working within the time allotted. There will be a timekeeper in each group but the trainer will also play this same role.
- 2) After 45 minutes, indicate that the groups should move to work in another corner. Before leaving, they should put up their flipchart sheet so that others can see their answers.
- 3) When all groups have finished working, invite them to get up and view the flipchart papers posted around the room. Tell participants to circulate within the room to see other colleagues' work.

Step 7: Wrap-up Activity (30+ minutes)

Instructions:

- 1) Take out the "SLQ" worksheet (see ANNEX 5, p. 66), the same activity done at the end of the first day. Explain that participants will write during 15 minutes about:
 - A summary of what they did
 - Three things they learned related to the corners activity
 - 1 question they have in relation to the subject matter and/or activity

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- Have all the students really understood the assignment?
- Are there students or groups of students that did not understand the lesson? What assistance can I provide to help them improve their learning progress?

Importance of Monitoring and Evaluation for Students

Monitoring and evaluation can have the same benefits for students as for teachers. First of all, it provides feedback about the students' level of learning and achievement. Let's return for a moment when you were students faced with exercises given by the teacher. Can you remember what results meant for you?

Exercises help to realize:

- To what extent has the student understood the lesson?
- What did the teacher expect from the student?
- What additional study does the student need to do?

Monitoring and evaluation serve to not only improve learning levels but also learning quality.

Importance of Monitoring and Evaluation for Parents

Have you ever thought of your responsibility to the parents of the children you teach? The results of your evaluation activities are an important piece of information to parents. It helps to inform them of their children's progress and understand what they can do to help them improve.

The majority of schools do not encourage parents to visit. Your attitude can be a determining factor in their interest in the school.

Importance of Evaluation for Your School

The results of your evaluations can help the other teachers in your school who will receive your students. You also will need to know something about the needs and abilities of the students who will come to you from other classes.

Finally, evaluation plays an important role in the information about your multigrade classroom's learning achievement that the school needs to provide to local school authorities. You can also compare these results with the results of similar classes or monograde classrooms. This information can

TRAINING STEPS

2) After 15 minutes, return to the large group and ask:

- Share the triangle, or a part of it with everyone;
- Impressions of the corner activity. Did they like this activity? Explain. How might they use it in their classrooms? How are they beneficial?
- Explain that a community member might come and help the teacher with such an activity. For example, during this activity, the teacher can employ the following multigrade techniques:
 - Independent activity worksheets
 - A community member as resource
 - Alternating the teacher between groups
- What do they think about the roles that they played during the corner work? How might they adapt it for their multigrade classes?

Step 8: Introduction to Micro-Teaching (5 min.)

Instructions:

Put up a flipchart that indicates the Objectives for this session. Read the Objectives and explain that they are going to practice the multigrade teaching strategies and techniques that they have learned throughout the trainings.

Step 9: Lesson Preparation (85 min.)

Instructions:

- 1) Explain to participants that they are going to write a lesson and a scheme of work that:
 - Involves a community member as a resource
 - Involves a type of evaluation
 - Uses local resources in the classroom
- 2) This lesson can address any subject. Say that at the end of the preparation, someone will play the role of the teacher while the other participants will play the role of students. They will have 15 minutes to perform the "micro-teaching."

Step 10: Micro-Teaching Evaluation (135 min.)

Instructions:

- 1) Each group does a role play on a lesson for 15 minutes.

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help people who have negative prejudices against MGCs to have a better idea of the quality teaching and learning activities that multigrade schools can provide.

TRAINING STEPS

- 2) At the end of the lesson:
 - Group members make observations (strengths, difficulties, things to improve)
 - Trainers make observations.
- 3) The second group performs their role play lesson and so forth.

ANNEXES

ANNEX 1

Self-Evaluation Worksheet

Teacher: _____

Date: _____

Using the skills listed below, grade your level of understanding for each category. Identify what you would like to learn, improve, do yourself or help someone else to do. For each category, identify your level of understanding of these skills or specific activities.

	Abilities, Skills or Activities	I would like to learn	I would like to improve	I can do	I can help others to
a	Identifying Resources				
	Material resources – Where to find them and how to create them				
	Community Resources – How to involve parents and the community				
b	Teaching Techniques and Strategies				
	Breaking-off; Alternating; Whole-class instruction				
	Group work; Tutoring; Self-Learning				
c	Classroom Organization and Management				
	Classroom management				
	Spatial organization				
	Discipline				
d	Planning Tools				
	Adapting national curriculum to multigrade teaching				
	Developing lesson plans				
	Developing a classroom schedule and monthly break-down				
	Time management				
e	Monitoring and Evaluation				
	Continuous evaluation, formative evaluation, summative evaluation				
	Action research within the classroom				

ANNEX 2

TREASURE HUNT

Instructions: Search within the MGC Teacher’s Guide for answers to the following questions. Write your responses within the columns at right, including the page number where you found the information.

Questions	Answers	Page Number(s)
1) How many modules are there within the MGC teacher’s guide?		
2) Give an example of a: Combined learning stage, Adjacent stage combination and a Distant combination.		
3) Cite three conditions that lead to MGC success.		
4) On what page does “(3.4) <i>Advantage of Multigrade Instruction for Teachers</i> ” begin?		
5) How should MGCs be laid out and organized?		
6) What is an independent activity worksheet?		
7) What does the letter (T) signify in the schemes of work?		
8) When should teachers break-off from whole-class instruction?		
9) What is mentoring?		
10) Indicate 2 resources pulled from the school environment and their usage as teaching materials		
11) On what page is the “Griot/Storyteller” identified as a human resource?		
12) In what year did the Commonwealth Secretariat, ADEA publish the document entitled, “Resource materials for multigrade teaching”?		

TREASURE HUNT: Answers

Instructions: Search within the MGC Teacher’s Guide for answers to the following questions. Write your responses within the columns at right, including the page number where you found the information.

Questions	Answers	Page number(s)
1) How many modules are there within the MGC teacher’s guide?	<i>5 modules</i>	<i>3-4, 6</i>
2) Give an example of a: Combined learning stage, Adjacent stage combination and a Distant combination.	<i>Combined learning stages: CI/CP, CEI/CEII, CMI/CMII Adjacent stage combinations: CP/CEI, CEII/CMI Distant combinations: CI/CEI, CI/CMI, CI/CMII, CP/CEII, CP/CMI, CP/CMII, CEI/CMI, CEI/CMII, CEII/CMII.</i>	<i>12</i>
3) Cite three conditions that lead to MGC success.	<i>Strong political will that promotes MGCs, the Government should motivate teachers and local authorities, assure pre- and in-service training for teachers in multi-grade approaches, the community should be involved in the life of the school, a teacher who becomes involved and take initiative.</i>	<i>20</i>
4) On what page does “(3.4) Advantage of Multigrade Instruction for Teachers” begin?	<i>Page 25</i>	<i>25</i>
5) How should MGCs be laid out and organized?	<i>Allow an area for each one of the grade levels; If possible, create a space for group work for application activities either in the classroom or outdoors, in a shed or a tent; Create special corners for “math,” “life science,” “earth sciences,” “English,” “art activities,” etc.</i>	<i>30</i>
6) What is an independent activity worksheet?	<i>These are worksheets of exercises that you provide to students of a given level that they must do independently - individually or in groups.</i>	<i>43</i>
7) What does the letter (T) signify in the schemes of work?	<i>The position of the teacher.</i>	<i>52</i>

8) When should teachers break-off from whole-class instruction?	<i>After having given instructions to the group that will work independently</i>	69
9) What is mentoring?	<i>The linking of a resources person with a group of students for a specific activity as defined by the teacher. In this situation, the teacher calls upon resources within the community to help students in need with a specific task</i>	76
10) Indicate 2 resources pulled from the school environment and their usage as teaching materials	<i>See pages 80-81</i>	80-81
11) On what page is the “Griot/Storyteller” identified as a human resource?	<i>Page 87</i>	87
12) In what year did the Commonwealth Secretariat, ADEA publish the document entitled, “Resource materials for multigrade teaching”?	<i>In 2005</i>	113

ANNEX 3

Independent Activity Worksheets

A gradual approach...

It is very important to proceed step by step and to not throw oneself into creating autocorrectional worksheets without first taking a few precautions. In fact, most children are not prepared for this sort of work and any change for them is synonymous with destabilization. On the other hand, that sessions resemble lectures with small groups doing the same classwork under the authoritative adult eye is out of question. Nor should sessions appear to be unguided activities where students find themselves in a situation of false liberty. Rigorous preparation for individual work is necessary.

...With the necessary tools

Work associated with the acquisition of fundamental principles, in mathematics and French for example, require certain tools with specific characteristics. They should allow for:

- Deeper development of concepts,
- Accompaniment or assistance to complete a certain procedure,
- Fulfillment of a lack,
- Structuring of behaviors in order to understand, explain, provide help with exercises that are not necessarily repeated examples,
- Prompt children to imagine similar work: reinvestment - understanding
- Assessment of learning.

Where to start?

Work Organization

Putting in place, within the classroom or the school, moments to work on autocorrectional worksheets supposes a different way to organize student groups, time and space.

Breaking Away from the Whole Group

At certain moments in the day, the whole group breaks into groups of 3 to 5 students and sometimes less. This depends of course on class size, children's age and whether or not the adult has the intention to establish grade level groups.

Developing a Schedule

In the beginning, reserve only a small amount of time for these sorts of activities during the daily or weekly schedule, for example, a half-hour for younger children and an hour for older children. It is better to move forward carefully rather than disturbing everything.

Transforming Space

Regroup tables in a way that allows children to be set up side-by-side or face-to-face, but never with their backs to one another. This set-up will allow for communication. This new layout will not only allow teachers to see the entire group in one glance of the eye, but also to allow children to speak to one another, to help each other according to established rules that we will discuss further later, and to free up the adult by practicing peer instruction.

Explaining How to Work Autonomously

Teachers can take advantage of this new classroom organization to move from one group to another and explaining to children how to use the worksheets:

- Guided discovery of the worksheets;
- What do they present on both the front and the back?
- What instructions must be discovered?
- Helping students to identify clues;
- What assistance exists for writing answers to questions?
- How to use answer charts when they exist;
- Using diagrams where it is necessary to show the work that has been done.

Teachers must know the materials perfectly so that everything can be clear to the students.

During these explanations, the other groups should be working on independent activities, such as:

- Reading silently,
- Writing out texts or a letter to a pen pal.

Once teachers have assured that children understand perfectly how independent work is carried out, they can put into place class sessions where the teacher only has to circulate from one group to another, either to help students move forward when they have encountered an obstacle, or to allow time to work individually with students who need to be with the teacher.

The speed in which this system is put into place depends of course on the students' level. Students at the CM level, for example, quickly become independent workers. As the days pass, the teacher's instructions will become more and more to: "observe what you are asked to do, try to understand it without my assistance." Once these instructions have been given and understood, it is important to know who is working on what.

Distributing Work

Until students are able to draw the link between the difficulties they encounter and the worksheets, the adult still has a major role to play. It is the adult who chooses the math and spelling worksheets according to the child's level. For a child who has understood the lesson easily, the adult might want to push the child even further. At the beginning, it is suggested that the teacher separate the worksheets according to those that require a large amount of adult intervention and those that will liberate the teacher.

Separating out tasks may be done in a number of ways:

- A child with a worksheet
- A child with several worksheets

- A group of children with several worksheets.

Once children have finished their work, they verify it with a self-correction worksheet and then show it to the teacher who quickly looks it over. The teacher then sends the student to do another similar worksheet if there have been errors or to do a new activity if the student has done well. Based on their possibilities and situation, teachers make the final decision whether or not the class session's work will address a common subject, such as reading for example, and if they organize diverse activities. Of course, those who are less at ease with starting this sort of teaching will choose a single subject matter.

Presenting Work

Children never work directly on the worksheets. This is firstly because it is important that students show their work in its entirety rather than by filling in the blanks, and also because this allows teachers to keep the worksheets in good condition within their plastic sheet protectors.

The work may be done in a special notebook. This forces students to work on the way they write words, numbers, all sorts of signs, and reproducing diagrams. This is better than traditional worksheets that require simple completion.

Students may make note of their work in a number of ways:

- By using a notebook where students write down all the steps, which allows the teacher to see the approach they used;
- By using single sheets of paper that students disregard when they have found a valid answer except for the last sheet that they glue or recopy into the special notebook;
- By using response grids provided on various worksheets. In addition to being convenient, they teach children to recognize certain symbols.

The number of every worksheet should be noted in the notebook or piece of paper.

Discipline

There remains a discussion on the work conditions necessary to allow for efficient output within a calm environment. To this end, there are some recommendations, however, without a doubt the teacher's personality and organizational skills are the most important factors.

Establishing Rules

Often changes in habits may cause destabilization or risk disturbance or excitement. Many teachers have doubts about independent activity worksheets because they think that it will lead to classroom chatter and noise.

Beyond the first few sessions that may produce a certain level of excitement linked to a new sort of classroom functioning, it is easy to put into place rules for such work.

For example:

- Do not disturb adults working with other student groups;
- Speak in soft voices with neighbors so as not to disturb others;
- When looking for documents, move silently;
- If you have completed all your work, help yourself to a book from the library.

If teachers take the time to prepare and distribute work taking into account each child's personality and level, are determined that children become independent, and retain their firm demeanor, there is no reason why sessions should become disorderly

Evaluation?

Evaluation is important for any good learning organization. Students need to be actively engaged. In fact, experiments on evaluation (**P. Osterriech**, *Faire des adultes*, Ed. Mardaga, 1973, 1995) demonstrate that children benefit the most when they can situate themselves by learning self-evaluation.

Observing that they are making progress is a great source of motivation. How is it possible to make the criteria for evaluation clear to children? One place to start is that whenever possible, students do self-correction in order to take more responsibility for their own success.

However, the adult's role has not been eliminated in this form of learning. Children may need an adult's support in order to confirm their success. In addition, some work may have multiple solutions that cannot be expressed on a self-correction worksheet. In addition, smaller children may need to express their answers orally to adults.

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<http://www.freinet.org/icem/outils/outils107supl.html>
(Translated)

ANNEX 4

1st Corner: Checklists and Scales *Independent Activity Worksheets*

Goal: Create a checklist that you can use in your classroom in order to evaluate your students objectively and fairly.

Duration: 30 minutes

Group: 3, 4, or 5 people

Materials:

- 1-2 pieces of flipchart paper
- Tape
- Markers
- Pens
- Paper

Procedure:

1) **Introduction:** Checklists help teachers create rubrics that evaluate students objectively and equitably. Checklists indicate the criteria (and results) that you expect from students. At the same time, teachers can use this tool to correct student work. It is good practice to give students such a rubric before they begin an activity or assignment so that they know how and on what they will be evaluated. Students may also use these tools to evaluate other students and for self-correction. Checklists may be used to evaluate the following situations:

- Essay responses
- Tests, quizzes and exams
- Student oral presentations
- Answers to math problems and assignments
- Portfolios
- Projects/other activities

2) **Instructions:**

- During this activity you are going to create a check-list. There is an example provided in the envelope that you can refer to in order to observe its

format and use. This example will help you to create your own check-list.

- First, choose the subject that you will address.
 - What are the Objectives of your lesson? Note the Objectives expected of students.
 - How are you going to evaluate your students? Indicate the type of evaluation that you are going to apply to evaluate them.
 - **Please note: the type of evaluation should not be an oral presentation.** Do not create a checklist for students' oral presentations, as this is the example that has been done for you.
 - How are you going to create your checklist? You have established the subject, Objectives and the type of evaluation. Now, you need a tool to evaluate your students in a uniform way. Take a look at the example check-list. Adapt it according to the subject, the Objectives and the type of evaluation you have chosen. Write your check-list on a piece of flipchart paper.
 - **Please note:** Your task is to transform the given example in order to create your own check-list. (For example, what do you expect from students writing an essay on hygiene?)
 - **Fold the flipchart paper:** When the flipchart is complete, put it upon the wall and fold it in half and tape it again. You will share your work with others at the end of this activity.
- 3) **Discussion:** Will the flipchart papers on the wall, lead a discussion on the following issues and/or subjects:
- a) If a member of the group has already created a check-list ask him or her to share their experiences.
 - b) Why use checklists as tools?
 - c) Make note of the strengths and weaknesses of check-lists.
 - d) How can you use checklists within your classes?

CHECKLIST

Subject: ORAL PRESENTATION

In the check-list below, note that there are “criteria” for students. Criteria are expected objectives for your students, that is, expected results from your teaching on a certain subject. It suffices that you check “yes” or “no” when the student has or has not attained a criterion. At the end, you calculate the sum of the “yes” responses in order to obtain a grade.

*** Check the box if the student has succeeded in addressing the following points. A response of “yes” = 2 points

Criteria	Yes	No
Student looks at the audience.	X	
Student stands in front of the audience for the majority of the presentation.	X	
Student shows visual aids that help me understand what he/she is trying to say.		X
I understand the student’s general idea.	X	
The content and information help to understand the student’s main point.	X	

Grade: 4 “yes” responses x 2 = **8/10**

2nd Corner: Portfolios

Independent Activity Worksheet

Goal: Fill out the worksheet, “Essential Portfolio Elements,” to understand the definition, goal, Objectives and use of a portfolio as a way of evaluating students.

Duration: 30 minutes

Group: 3, 4, or 5 people + one resource person who can help to more deeply explore the subject matter

Materials:

- 1-2 pieces of flipchart paper
- Tape
- Markers
- Pens
- Paper
- Worksheet: Essential Portfolio Elements

Procedure:

1) **Introduction:** In this corner, you are going to learn about a method of student evaluation that is called a “portfolio.”

2) **Instructions:**

- It is possible that no one in the group knows what a portfolio is. However, there is a **resource person** available to you. This resource person is present to explain everything you want to know about portfolios. Therefore, it is everyone’s job to ask questions in order to gain the most amount of information possible about this method of evaluation.
- Ask the resource person to speak about his/her experience with portfolios in multigrade classrooms. The questions below can help you to have a productive discussion:
 - a) What is a portfolio?
 - b) How do you use portfolios?
 - c) How do you grade portfolios? How do you evaluate it? Who participates in the evaluation?
 - d) What can be included in the portfolio when there are not a lot of resources?
 - e) How can you share portfolios with the community? Etc. ...
- Make note of the resource person’s answers and ideas on the worksheet “Essential Portfolio Elements” that you will find in the envelope. Once you have completed the worksheet, write up your responses on flipchart paper.
- When the flipchart is completed, put it up on the wall. Fold it in two and fix with tape. You will view each other’s work at the end of this activity.

Essential Portfolio Elements

Fill in the worksheet below by asking questions to the resource person. This person will share his/her experience with you concerning portfolios and how to use them in student evaluation.

1	DEFINITION OF A PORTFOLIO
2	GOALS/OBJECTIVES OF A PORTFOLIO
3	EXAMPLES OF WHAT TO INCLUDE IN A PORTFOLIO
5	HOW DO YOU GRADE A PORTFOLIO?
6	ROLE OF THE COMMUNITY AND THE PORTFOLIO

3rd Corner: Written Tests

Independent Activity Worksheet

Goal: Identify weaknesses and suggests methods to better formulate questions for your written tests.

Duration: 30 minutes

Group: 3, 4, or 5 people

Materials:

- 1-2 pieces of flipchart paper
- Tape
- Markers
- Pens
- Paper

Procedure:

1) **Introduction:** This activity will allow you to formulate many types of questions on a written test and to verify if the formulation of the questions is clear for your students. That is, you are going to choose a level, a subject, and ask 4 questions that respect the following forms:

- a) **Multiple choice**
- b) **Fill-ins**
- c) **True/False**
- d) **Essay**

You are going to check your written questions against the following criteria so that you can modify them as needed to ensure students have good understanding of what you are asking them to do.

2) **Instructions:**

- Choose a subject and a level for which you are going to make 4 written test questions
- Each member of the group writes one question. Each member formulates a question using a different form (1 person asks a “multiple choice” question, 1 person asks a “fill-in” question, 1 person asks a “true/false” question and 1 person creates an “essay” prompt).
- Divide a piece of flipchart paper in two: (left column: “Original questions,” right column: “Modified questions”)

- Write the 4 questions in the left-hand column
 - Take out the “Check-list for Written Tests (Summative Evaluation)” check-list. Everyone should read it. This check-list asks you questions related to the criteria for best formulating questions for written tests.
 - Check all the questions using the check-list. If you answer “no” to a question, it means you need to modify it.
 - Modify the necessary questions and write them in the right-hand column.
 - **Fold the flipchart paper:** When the flipchart is complete, put it upon the wall and fold it in half and tape it again. You will share your work with others at the end of this activity.
- 3) **Questions:** If time allows, answer the following questions:
- a) How did you use the check-list to provide feedback? What are your impressions of check-lists?
 - b) How might a check-list be used to help you in the future? How will you use them? How might it impact students?

Check-list for Written Tests (Summative Evaluation)

“Yes” answers indicate that the test question is well-written. “No” answers indicate that you need to modify the question.

<i>For “Fill-In” Questions</i>		
Criteria	Yes	No
Can the question be answered in two words?		
Is there only ONE clear answer?		
Does the blank represent a keyword/term discussed in class?		
Is the blank at the beginning or end of the question?		
Are there only one or two blank spaces for each question?		
Is the physical size of the blanks uniform for all questions?		
<i>For “Multiple Choice” Questions</i>		
Criteria	Yes	No
Is the problem CLEARLY presented in the question?		
Does the question exclude supplementary content?		
Do all the choices (answers) respect the same grammatical rules?		
Does the question avoid repeating certain words?		
Do the choices (answers) avoid traps such as “all answers are correct” or “none of the above”?		
<i>For “True/False” Questions and Sentences</i>		
Criteria	Yes	No
Is there only ONE correct answer?		
Is the question and/or sentence clear?		
Does it avoid the terms “all,” “always,” and “never”?		

<i>For “Essays”</i>		
Criteria	Yes	No
Is there enough time for students to answer the question(s)?		
Is the rubric for grading the essay clear and available?		
<i>In General (Summative Evaluation)</i>		
Criteria	Yes	No
Do the exam, test and/or quiz take into account the students’ reading level?		
Do all the questions/sentences measure specific objectives?		
Have you presented and spoken about all the content on the exam?		

4th Corner: Formative Evaluation *Independent Activity Worksheet*

Goal: Identify at least one example of formative evaluation applied during the LIRE trainings and adapt it to your multigrade contexts.

Duration: 30 minutes

Group: 3, 4, or 5 people

Materials:

- 1-2 fiches pieces of flipchart paper and markers
- Tape
- Pens and Paper

Procedure:

- 1) **Definition of formative evaluation:** Review the definition of formative evaluation and respond to the following questions:
 - a) What is the goal of formative evaluation?
 - b) With what frequency should it be done?

- 2) **Identify an example of formative evaluation in multigrade trainings.** In groups, identify one example of formative evaluation applied during the recent trainings. Answer the following questions on a piece of flipchart paper:
 - a) Explain the formative evaluation process.
 - b) What is the goal of this formative evaluation?
 - c) How do participants benefit from this evaluation?
 - d) What have participants done with this information?
 - e) How do trainers benefit from this evaluation?
 - f) What did the trainers do with this information?
 - g) Adapt this activity to a subject in your classes:
 - 4) What are the goal and Objectives for this activity given the subject?
 - 5) Describe the steps of the activity
 - 6) How does this help to inform students? How does this help to inform you?
 - 7) Additional comments

- 3) **Fold the flipchart paper:** When the flipchart is complete, put it upon the wall and fold it in half and tape it again. You will share your work with others at the end of this activity.

- 4) **Final Discussion:** If time allows, answer the following questions:
 - a) In a multigrade classroom, what is the advantage of doing rapid formative evaluations?
 - b) How can you be sure that formative evaluations will provide good information about your teacher and guide the learning of your students?

ANNEX 5

Activity SLQ

After having participated in this activity, what did you write in your SLQ?

S = Do a **Summary** of what you have done

L = Indicate at least 3 things that you have **Learned**

Q = Ask at least 1 **Question** that you have about what you have learned

