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Academic Supervision and Mentoring Programme

05-DAY TRAINING MODULE

Balochistan Student Learning Improvement Programme (BSLP)

Contents

1. Introduction to the Manual

This manual is developed as a guiding document for you, the Academic Mentors and Supervisors for their use as they provide support to teachers. You will be trained using the same manual so that you are well versed with it's components.
The manual will help you understand:

- The design and key steps of the Academic Supervision and Mentoring Program (ASMP) being implemented in Balochistan.

- The key teaching practices to be observed through the classroom observation tool (COT) and ways to measure each teaching practice in the classroom.

- What is good feedback and how it can be structured to make it effective.

- How teachers can be mentored to improve specific teaching skills that can help them deliver effective lessons.

2. Context: Introduction to the Programme

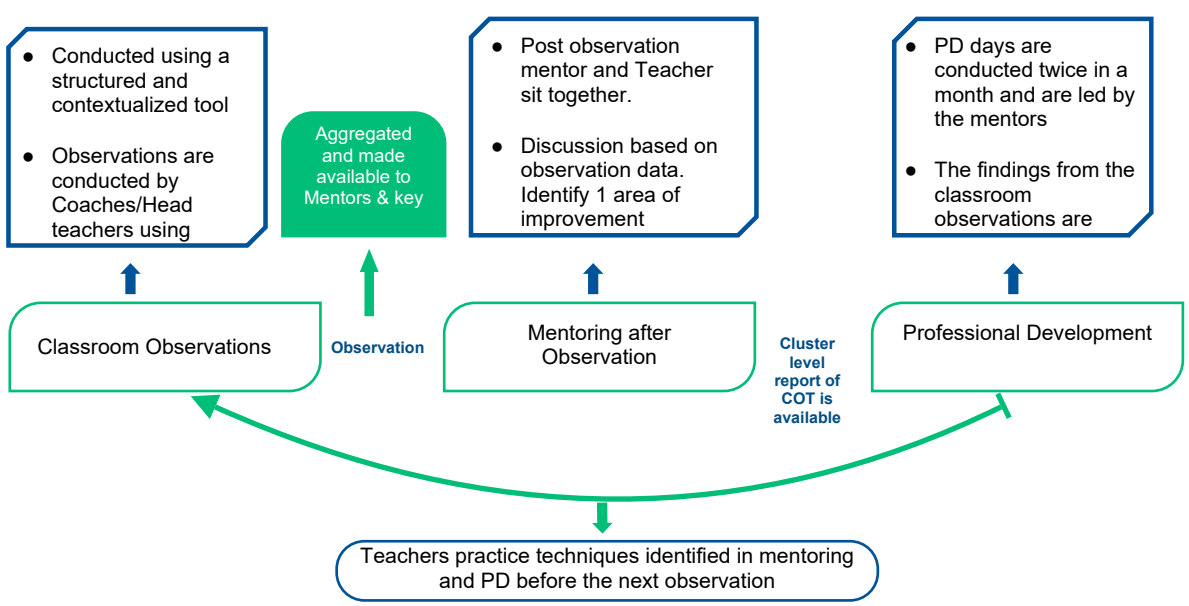
The ASMP aims to ensure regular observation-based mentoring for all schoolteachers in Balochistan. Under the ASMP, you will use a standardized COT to observe specific teaching and learning activities and assess their quality in accordance with the rubrics provided with the COT. The use of COT will also generate data that you will use for your own mentoring as well as pass on to the district for aggregation for use at the cluster, district, and provincial levels. The ASMP provides a mechanism to collect, collate, and process this data for use by decision- makers at all tiers of the government. It will also be used to inform the development of the content of the teachers' professional development offered centrally by the Provincial Institute of Teacher Education (PITE).
Following are the three key steps three steps you will follow to perform your observation and mentoring roles:

Step 1. Classroom Observation: You will use the COT based on the prioritized teaching Practices.

Step 2. Post-observation Mentoring: Using the findings of the observation, you will conduct a 30-minute-long mentoring session where you provide feedback on key areas of improvement in teaching practices identified through observation.

Step 3. Professional Development: Conducted twice a month, the PD session ensures the exchange of knowledge and learning between you and the mentee teachers, and among the teachers themselves in a given cluster of schools.
Figure 1 provides a sequence of the above-mentioned three steps, how they are inter connected, and the flow of information from one step to the other.

Figure 1: Key steps of the mentoring program in Balochistan



3. Classroom Observation

This section presents the COT with the selected teaching practices and the scale that you will use to observe and score each teacher's performance. This is important because, based on the results of your classroom observation, you will select the teaching practices to focus on during your mentoring session with the teachers. The sequence of your activities in the school is outlined below:

1. Conduct the observation using the COT.
2. Assign a score to each teaching practice using the guidance for the scoring provided in this manual.
3. Sit with the mentee teacher for a mentoring session focusing on the teaching practice where the teacher needs the most support.

3.1 Selected teaching practices

The COT for Balochistan has been designed with your needs in mind, drawing on global research, international best practices in classroom observation, national teaching standards, and inputs from key stakeholders at all levels of the system. The selected teaching practices are listed below. They are arranged in a sequence that mirrors the progression of a typical lesson.

Domain	Practice
Planning	– Teacher carries and follows a well-structured written lesson plan with clearly defined SLAs. – Teacher defines clear SLOs at the beginning/during the lesson
Instruction	– The Teacher explains key concepts by using multiple representations. – The Teacher ensures student participation. – The Teacher refers to students' previous learning. – The Teacher assesses the learning of students by asking What (Knowledge recall) questions or giving tasks. – The Teacher moves around the classroom to monitor progress and ensure students are engaged. – The teacher provides specific feedback. – The Teacher adjusts teaching to student levels. – The Teacher's instructions about the tasks/activities are clear – Teacher develops higher-order skills (critical thinking, problem-solving, creative thinking) by: – Asking Why/How/If (or questions asking for justification/reasoning) questions – Facilitating discussion among students. – Teacher uses technology to enhance learning activities.
Classroom management and organization	– The Teacher uses positive discipline methods and treats all students equitably. – The Teacher demonstrates respect and tolerance towards all students in interactions. – The Teacher maintains a supportive, print-rich learning environment with appropriate resources. – Students collaborate through peer interaction. – (Only for multi-grade) Teacher effectively manages multi-grade classes, ensuring appropriate attention and instruction for all grade levels.

3.2 Classroom observation tool

Classroom Observation Tool										
General Information										
School name					EMIS Number					
Teacher name					District					
Mentor name							Date of Observation			
Mentor designation (circle one)	Academic Supervisor			Mentor			Head Teacher/Teacher			
About the lesson you observe										
Grade(s) taught during the lesson				Total children in class for the lesson						
Subject										
Do (70% or more) students in the classroom have books?	Yes	No								
How much time did the teacher spend on the lesson?	_____ Minutes (write at the end of the lesson)									
Teaching Practices to observe								**Score**		
1. Planning								**Low**	***Medium***	***High***
1.1	Teacher carries and follows a well-structured written lesson plan with clearly defined SLOs.							***1***	***2***	**3**
1.2	Teacher defines clear SLOs at the beginning/during of the lesson							***1***	***2***	**3**
2. Teaching Practice										
2.1	The Teacher explains key concepts by using multiple representations							***1***	***2***	**3**
2.2	The Teacher ensures student participation							***1***	***2***	**3**
2.3	The Teacher refers to students' previous learning							***1***	***2***	**3**
2.4	The Teacher assesses the learning of students by asking What (Knowledge recall) questions or giving tasks							***1***	***2***	**3**
2.5	The Teacher moves around the classroom to monitor progress and ensure students are engaged							***1***	***2***	**3**
2.6	The teacher provides specific feedback							***1***	***2***	**3**
2.7	The Teacher adjusts teaching to student levels.							***1***	***2***	**3**
2.8	The Teacher's instructions about the tasks/activities are clear							***1***	***2***	**3**
2.9	Teacher develops higher-order skills (critical thinking, problem-solving, creative thinking) by									
	a.Asking Why/How/If (or questions asking for justification/reasoning) questions							***1***	***2***	**3**
	b.Facilitating discussion among students.									
2.10	Teacher uses technology to enhance learning activities							***1***	***2***	**3**
3. Classroom Management and Organization										
3.1	The Teacher uses positive discipline methods and treats all students equitably.							***1***	***2***	**3**
3.2	The Teacher demonstrates respect and tolerance towards all students in interactions							***1***	***2***	**3**
3.3	The Teacher maintains a supportive, print-rich learning environment with appropriate resources.							***1***	***2***	**3**
3.4	Students collaborate with one another through peer interaction							***1***	***2***	**3**
3.5	Teacher effectively manages multi-grade classes, ensuring appropriate attention and instruction for all grade levels							***1***	***2***	**3**

3.3 Classroom observation tool: Measuring scale for teaching practices

Scoring Rubric for the Classroom Observation Tool			
	Low	**Medium**	**High**
1. LESSON PLAN			
1.1 Teacher carries and follows a well-structured written lesson plan with clearly defined SLOs.	The teacher does not carry a lesson plan with him/her in the classroom and does not follow the lesson plan.	The teacher does not carry a lesson plan but by observing the lesson you can see that the lesson was well structured and the teacher was prepared. *For example, the teacher was able to define a learning objective and then have activities that are aligned with the learning objective during the lesson.*	The teacher carries a simple lesson plan with him/her in the class and follows the structure of the lesson plan during the lesson. *For example, the lesson plan is available to the teacher in a notebook or printed copy. The lesson plan is well-structured and mentions the student learning outcomes. The teacher follows the lesson plan during the lesson.*
1.2 Teacher communicates clear SLOs at the beginning of/during the lesson	The teacher does not communicate (state or write) the Student Learning Outcome(s)/topic, nor you can understand the objective/topic from the lesson activities. *For example: The teacher asks students to take turns reading a text about planting and harvesting crops. S/he then spends the rest of the lesson discussing farming and the specific processes involved. The teacher does not state what is the lesson objective, and it is difficult to work out what is the lesson objective from the activities (in this example, the objective could be developing oral reading fluency, developing vocabulary, or learning about agriculture).*	The teacher either communicates (states and/or writes) a broad Student Learning Outcome OR lesson objective/topic OR the objective/topic is not clearly stated and/or written but by looking at lesson activities you can tell what the objective/topic of the lesson is. *For example: The teacher says, "Today we're going to learn about multiplication," but does not specify that the lesson is about multiplying fractions. Another example might be that the lesson activities may focus on how to divide whole numbers, but the teacher does not specify it (s/he says "We will learn multiplication").*	The teacher communicates (states and/or writes) a Student Learning Outcome OR objective/topic and keeps repeating lesson objectives during the entire class. *For example: Near the beginning of class the teacher states, "Today we're going to learn to multiply fractions." Each lesson activity is related to the objective of multiplying fractions.*
	Low	**Medium**	**High**
2. TEACHING PRACTICE			
2.1 Teacher explains key concepts by using multiple strategies **Strategies include: Reading or explaining a*	The teacher explains content using **only one form** of representation OR content is simply not explained.	The teacher explains content using **two forms** of representation. *For example: The teacher states, "A fraction is a*	The teacher explains content using **three or more forms of representation,** or types of activities.

text, writing on board, additional material, physical demonstration, videos	*For example: The teacher states, "A fraction is a combination of a numerator and denominator," without providing any written or other visual representation of a fraction during the lesson segment. Alternatively, the teacher may not provide any explanation of content, use too many technical terms without explaining what s/he means, and/or may explain ideas without a logical order or connection. Moreover, the teacher may say, "A fraction is a combination of a numerator and denominator," without defining those terms.*	*combination of a numerator and denominator," and writes an example of a fraction on the board. In a language arts lesson, the teacher states that a verb is an action word and writes a sentence that contains a verb that is underlined on the board.*	*For example: The teacher states, "A fraction is a combination of a numerator and denominator," and writes the example of 1⁄4 on the board. Later in the lesson, the teacher uses a visual aide as part of his/her explanation of content by folding a piece of paper into quarters and coloring in one square. In a language arts lesson, the teacher states that a verb is an action word and writes a sentence that contains a verb that is underlined on the board. The teacher then mimes a series of actions and asks students to identify these examples of verbs.*
2.2 Teacher ensures student participation.	The teacher does not ensure student participation.	The teacher motivates students to participate in the class by making general statements. *For example, the teacher tells the entire class to speak when he asks questions. OR if the teacher sees some students not participating he/she tells the entire class to participate.* *Another example is before reading a passage the teacher says that repeat after me when I read.*	The teacher ensures that all the students participate in the lesson by individually identifying any students who are not participating and encouraging them to participate as well. *For example, while teaching a lesson the teacher sees that students at the back of the class are not participating, the teacher specifically points out those students and motivates them to participate OR the teacher conducts an activity and randomly asks students to participate, the teacher highlights the students who are not participating and asks them questions or asks them to participate individually.*
2.3 The teacher refers to students' previous Learning	The teacher does not connect what is being taught in previous lessons of the same subject or lessons of any other subject.	The teacher makes unclear connections to students learning from previous lessons of the same subject or lessons of any other subject. *For example: When introducing a lesson the teacher says, "Remember yesterday we learned the rules for adding whole numbers? Now we are going to use those rules and apply them to adding*	The teacher meaningfully connects to students learning from previous lessons of the same subject or lessons of any other subject. *For example: When teaching a class on fractions, the teacher connects the lesson to a prior lesson by saying, "Remember yesterday when we learned about halves? We learned that*

		fractions." However, when explaining how to add fractions, the teacher does not link the rules back to the rules for whole numbers	*when we cut a cake in half, two people can share it equally. Today we will learn how to divide the cake into fourths, so four people can share it. When we were forming halves, we made sure we had two halves of identical size. The same is true when we are forming fourths: we have to keep slices the same size." The connection between the current lesson and other content knowledge and/or students' daily lives is clear*
	Low	**Medium**	**High**
2.4 The Teacher assesses the learning of students by asking 'What' (Knowledge recall) questions or giving tasks	The teacher does not assess the learning of the students	The teacher assesses the learning of some students (Less than half) in the class by either asking 'What' questions or giving them tasks *For example, The teacher asks simple questions from a few students after teaching and all the students in the class respond at the same time and the teacher does not check whether all or just some students are understanding.* *Another example is that after explaining a concept, the teacher asks, "Have you all understood?" The students in the class respond all together, "Yes, we have."*	The teacher assesses the learning of most students (more than half) in the class by either asking them 'What' questions or giving them tasks For example, the Teacher asks simple questions from most of the students after teaching and also asks some individual-level questions but randomly selects a few students *Another example is that after explaining a concept, the teacher asks, "Have you all understood?" The students in the class respond all together, "Yes, we have."*
2.5 The Teacher moves around the classroom to monitor progress and ensure students are engaged	The teacher does not monitor students when they are working independently or in groups. *For example: The teacher sits at his/her desk or remains standing in front of the class when students are working.*	The teacher monitors some students when they are working independently or in groups to check their understanding. *For example The teacher observes some student work for accuracy, clarifies concepts, or asks questions.*	The teacher monitors most students by circulating the classroom and approaching individual students or groups to check their understanding. *For example: When students are working, the teacher walks around the classroom, making sure to approach students or groups. The teacher observes most students' work, clarifies concepts, and asks questions.*
	Low	**Medium**	**High**
2.6 Teacher provides specific feedback	The teacher either does not provide students with comments/prompts about	The teacher provides students with general or superficial	The teacher provides students with specific comments/prompts that

	their misunderstandings OR the comments provided are simple, evaluative statements (e.g., "That is incorrect"). *For example: When a student answers a teacher's question incorrectly, the teacher responds by saying, "That is not the correct answer," and moves on.*	comments/prompts about their misunderstandings. *For example: In a math class, the teacher says, "You forgot to include the negative sign," without providing further information or prompts*	contain substantive information that helps clarify students' misunderstandings. *For example, the teacher says, "Do you remember what happens when we multiply a positive and a negative number? Let's look at your notes. Now, let's look at your answer. What do you need to change to find the correct answer?"*
2.7 The teacher adjusts teaching after checking for understanding	The teacher does not adjust teaching for students. *For example: The teacher may notice that many students are getting the wrong answer but do not explain the concept again. Instead, the teacher continues with the next lesson in the curriculum.*	The teacher slightly adjusts teaching, but this adjustment is brief and not very clear. *For example: When solving the multiplication problem 7 x 3, a student confuses the process with addition and answers '10'. In response, the teacher reminds the students that they are doing multiplication and not addition.* ***If the teacher keeps teaching and there is no apparent need for adjustment, then this is scored as a Medium***	The teacher greatly adjusts teaching for students by giving students more opportunities to learn the concepts that they missed. The teacher may also present information in a different way to help students better understand the concept being taught. The teacher may also provide more challenging tasks for those who already have an advanced understanding. *For example, The teacher writes 7 x 3 and 7 + 3 on the board and then asks different students to explain what is the difference. Then the teacher explains the difference him/herself and gives another similar example for students to answer.*
2.8 Teacher's instructions about the tasks/activities are clear	Teachers' instructions are not clear	The teacher gives somewhat clear instructions *For example, before the start of the class or before starting each activity during the lesson the teacher gives general instructions to the entire class like 'please be quiet' OR please work quickly on this question, etc.*	The teacher gives very clear and precise instructions to the students. *For example, before the start of the class or before starting each activity during the lesson the teacher gives very clear instructions like 'You have 5 minutes to complete this task individually, after that, I will check your work' OR 'Please open your books to page 23 and read the 2nd Paragraph, you have 10 minutes'*
2.9 Teacher develops higher order skills (critical	The teacher does not develop higher-order skills	The teacher somewhat develops higher-order skills	The teacher greatly develops higher-order skills

thinking, problem-solving, creative thinking) by:			
	Low	**Medium**	**High**
a. Asking Why/How/If (or questions asking for justification/reasoning) questions Note: These questions can either be asked verbally or in the form of a written task that students have to perform	The teacher does not ask or give any task with 'Why/How/If' questions	The teacher asks one 'Why/How/If' question *For example: In a math class, the teacher asks, "What is 7+8? only a few students raise their hand, and the teacher asks 1 or 2 students to answer without seeing if the rest of the class understood.* .	The teacher asks 2 or more 'WHY' questions, or gives tasks to the students that require justification or reasoning. *For example: The teacher says, "Please put your thumb up if you agree or down if you disagree with this: Equilateral triangles have equal angles."* *The teacher can also use other ways to have all students share their answers, such as:* - *Giving the students the task to write the answer in their notebooks and checking the answer,* *Asking students to write a sentence by themselves using a verb and then asking each student to read out the sentence s/he wrote*
b. The teacher facilitates classroom discussion among students	The teacher does not facilitate classroom discussion	The teacher somewhat facilitates classroom discussion among students. *For example, during the lesson, the teacher asks one student a question and then asks another student whether he/she agrees or disagrees or would like to add more.*	The teacher greatly facilitates classroom discussion among students. *For example, when students have finished a task the teacher asks them to sit in pairs and discuss their answers with each other.* *OR the teacher develops a group of 3 or more students and assigns them a task to complete together*

2.10 Teacher uses technology to enhance learning activities	The teacher does not use technology to present & explain the content	The teacher uses simple technology to present & explain content. *Example: The teacher explains content using PowerPoint slides, Videos, actions songs, etc., and its connection to the learning objective cannot be inferred.*	The teacher uses technological tools to explain content and explicitly connects them to the learning objectives. *Example: During a maths class, the teacher explicitly states the learning objective of 2-digit addition and proceeds to play an informative video about 2-digit addition and explains the concept through it.*
3. CLASSROOM MANAGEMENT AND ORGANIZATION			
	Low	**Medium**	**High**
3.1 The teacher uses positive discipline methods	The teacher uses negative words with students while disciplining them. *For example: the teacher may shout at students or call them negative words if the class is not well behaved.*	The teacher makes simple neutral statements when disciplining students *For example: When the teacher sees that a few students are talking among each other while the teacher is teaching, the teacher asks them to be quiet and do their task.*	When a problem arises, the teacher disciplines students by using positive words and explains to students why they should not misbehave *For example: If students are talking loudly and being disruptive during a lesson, the teacher says, "Can you please pay attention to the lesson, remember that you are good students"* **** Alternatively, the teacher is not observed disciplining students but the class is well-behaved***
3.2 The teacher demonstrates respect and tolerance towards all students in interactions.	The teacher does not treat all students respectfully. *For example: The teacher may shout at some students, shame them, or use corporal punishment to discipline them.*	The teacher treats all students somewhat respectfully. *For example, the teacher does not treat students disrespectfully (e.g., s/he does not yell at or make fun of students), but does not show clear signs of respect toward students either (e.g., call students by their names, say "please" or "thank you").*	The teacher treats all students respectfully. *For example: The teacher uses students' names, and says "please" and "thank you"*
	Low	**Medium**	**High**
3.3 The teacher maintains a supportive, print-rich learning environment with appropriate resources.	The teacher does not have supportive material to facilitate student learning	Supportive learning material is printed/developed by the teacher or students and visible in the classroom.	Supportive learning material is printed/developed by the teacher and the teacher integrates the learning material during the lesson by referring to the

		For example, the observer can see chart papers or other material visible either on the walls or available in the classroom	information on the material during the lesson. *For example, while teaching Nouns the teacher refers to the pictures of fruit and vegetables on the chart paper on the wall and tells students that these are nouns or asks them to identify them as nouns.*
3.4 Students collaborate with one another through peer interaction	Students do not collaborate OR when students interact with one another, they display negative behaviours. *For example: When asked to pick partners for an activity, students purposefully exclude one or more of their peers*	Students have some collaborations; there may also be minimal instances where students display negative behaviours (e.g., teasing, pushing, bullying); however, these behaviours are isolated and minor or playful (i.e., no student is upset) and are not a core characteristic of the classroom. *For example: Students share materials among themselves in a group, but they complete the activity independently and do not collaborate on problem sets*	Students collaborate by working together to produce a product, solve a problem, complete a worksheet, or present a new idea. There are no displays of negative behaviour. *For example: Students work in groups to complete a task that requires collaboration, such as creating a diagram of the water cycle or coming up with skits to illustrate a set of vocabulary words. Alternatively, students help each other solve a math problem.*
	Low	**Medium**	**High**
3.5 (Only for multi-grade) Teacher effectively manages multi-grade classes, ensuring appropriate attention and instruction for all grade levels.	The teacher does not effectively manage multi-grade classes, ensuring appropriate attention and instruction for all grade levels.	Teacher effectively manages multi-grade classes, to some extent. Ensuring appropriate attention and instruction for all grade levels.	The teacher effectively manages multi-grade classes. Ensuring appropriate attention and instruction for all grade levels.

4. Mentoring

Post-observation, you will examine how the teacher has performed in the different teaching practices and conduct the Mentoring session accordingly.

4.1 Protocols for mentoring

Duration	After the classroom observation, you and the mentee teacher will sit together for a 30-minute-long mentoring session.
Focused	You should focus on only one teacher practice per mentoring session (e.g., a session should only focus on helping the teacher use questions or other strategies to make sure that students are understanding).
Actionable	When providing feedback, avoid vague statements such as, “You need to engage students more”. Instead, give them specific actions they can try.
Respectful and discreet	Ensure that the mentoring session is conducted in a quiet place in school. Please arrange mentoring sessions in a quiet and confidential environment, ensuring that the mentee feels comfortable.

The following section provides modules on each of the teaching practices selected for the COT. You can use these modules as guides to conduct mentoring on the selected teaching practices. It is important to note that the mentoring methodology will remain consistent across all modules as per the methodology suggested above.

5. Training module #1: How to Give Feedback

Duration: 2 Hours

Materials Needed:

- Flip charts and markers.
- Notepads for each participant

Session Outline

Introduction (10 minutes)

Start the session with by welcoming participants.

Provide a brief introduction and set the agenda of the session. Request the participants to introduce themselves.

Next, introduce the objective of the session. The objective of this session is *to learn how to provide effective feedback to teachers*.

Conceptual Background (20 minutes)

Instructions:

- *Ask the participants the following question:*

1) Why do you think providing constructive feedback to teachers is important?

- *Request Participants to raise their hands and ask some of the participants their responses*
- *Take a chart paper and a marker and note down the key words from the responses of the participants*
- *Next ask the participants to read the response to the question below:*

Why providing constructive feedback is important to teachers

Providing feedback to teachers is essential for their professional growth and the enhancement of educational quality. Constructive feedback helps teachers identify their strengths and areas for improvement, enabling them to refine their instructional strategies and classroom management techniques. It fosters a culture of continuous learning and development, encouraging teachers to adopt innovative practices and stay updated with educational advancements. Moreover, feedback promotes accountability and motivates teachers to set and achieve higher performance standards. Ultimately, this leads to a more effective teaching environment, which significantly benefits student learning outcomes and overall school performance.

- *Request 2-3 participants to summarize their understanding of the above statement.*

Strategies for constructive feedback (30 minutes)

Instructions:

- Ask the participants the following question:
  - What are the key characteristics of good feedback?
- Request some of the participants to share their responses by raising their hands.
- Write down the key words from the participants responses on the flip chart.

- Next, ask the participants to come back to the manual and collectively read the information provided below. You can ask different participants to read parts of the information below. Have a discussion on each of the points mentioned in the table and the pointers given below:

Read the Following with the participants:

Consider the following to ensure that the feedback provided to the teachers is constructive and useful.

Be specific and objective:	• Highlight specific behaviours or instances rather than making general comments. • Use clear examples to illustrate your points
Balance positive and negative feedback:	• Start with positive observations to create a receptive atmosphere. • Follow with areas for improvement and end on a positive note.
Focus on behaviour, not the Person:	• Address specific actions or teaching methods rather than personal attributes. • This keeps the feedback constructive.
Be timely:	• Provide feedback as soon after the observation as possible. • Timely feedback is more relevant and actionable.
Offer solutions and suggestions:	• Provide practical suggestions or alternatives to address areas needing improvement. • This helps the teacher take practical steps to improve the under consideration specific teaching practice.
Encourage self-reflection:	• Ask open-ended questions that prompt the teacher to reflect on their own practices. • Self-reflection can lead to deeper insights and more meaningful change

Key Considerations for Good Feedback:

- Let the teacher go first – ask the teacher to share his/her perception of how successful the lesson was.
- Stay specific. General feedback is frustrating and less helpful if provided on its own.
- Although meant with a good intention, comments like “Well done!” are not much helpful.
- Each bit of specific feedback will help teachers understand your expectations, build on their strengths, and recognize their points for improvement.
- For instance, rather than a general comment “Your lesson went really well”, specify what the strengths of the lesson were, such as “You included most of the students while seeking responses. It was good.”
- Prioritize the issues before your conversation with the teacher and provide information that is limited to the most important issues. The amount of feedback should depend on the level and experience of the teacher (e.g., experienced versus newly inducted teacher).
- Focus on ‘meaningfulness’: Ensure that your feedback is more meaningful than simply

- making the teacher feel good, or otherwise (e.g., simply saying, “You did a good job!” does not reinforce any of the teacher- specific skills or attributes. However, saying “You asked
- the questions effectively to assess the students.” is a specific, meaningful description which reinforces specific teacher skill and attribute.
- Focus on the specific situation or teacher’s behaviour rather than the teacher himself/herself as a person (action rather than the actor). See example in the table.
- Use direct speech, e.g., use the words “I” and “you”, such as “I can relate to your concern in this matter.”
- Avoid being judgmental, seek for teacher’s point of view – Such as, “I think you were a little distracted during the lesson, what do you think?” as opposed to being conclusive in your judgment by saying “You were totally off the track during the lesson.”
- Avoid being judgmental, seek for teacher’s point of view – Such as, “I think you were a little distracted during the lesson, what do you think?” as opposed to being conclusive in your
- judgment by saying “You were totally off the track during the lesson.”
- Use language that is descriptive and non-evaluative.

How to Structure a Feedback Session (50 mins)

Instructions:

- Divide the participants in groups of 3.
- Give each group a flipchart and a marker
- Give the following instructions to the groups:
    - Read the following 4-steps in the table below as a group
    - Prepare a mock feedback session using the 4-steps mentioned below.
    - Assign one person in the group role of the teacher, other person the role of the mentor, and one person the role of taking notes
    - Ask the person playing the role of the mentor to deliver a mentoring session to the teacher in 30-mins using the steps mentioned below.
    - Ask the note-taker to check if the mentor is following the steps and note down any areas of improvement.

The mentoring session should follow the following key steps (see over the page).

Step 1: **Check-in (5 mins)**	At the start of the session, ask the mentee about their lesson. The mentor should ask the mentee to do some self-reflection. **Example:** • How are you doing today? • How do you think today's lesson went? • Are you happy with how the lesson went? • Do you think there are any areas you can improve? • What do you think you did very well in the classroom? (Hint: manage students, write on board, have students read etc.) ***Note**: If you have had a previous mentoring session with the teacher, then recall some of the points from previous observation and also ask the teacher to share if the previous mentoring helped them improve a little in the teaching. What were the areas that were helpful?*
Step 2: **Positive Feedback to the teacher** **(10 min)**	Highlight at least 2-3 positives to the mentee. **How to identify the positive areas:** Look at the observation scores and pick the teaching practice that the mentee scored highest on. Let the mentee teacher know which teaching practice they scored highest on and read the description of that teaching practice from the manual. **Example:** • You treated all students equally today • You explained the objectives of the lesson very clearly today. • The students were mostly working in today's class.
Step 3: **Area of improvement** **(10 Mins)**	Highlight the one area of improvement that the mentee teacher should focus on before the next observation. **Examples:** • One teaching practice that I wanted to discuss in detail with you today is 'Teacher uses positive language with students. This is a very important teaching practice so let's focus on it in detail. Tell the score to the mentee; Say *'You scored X (can be L, M, or H) on this teaching practice.'* Highlight the importance of improvement and the mentee teacher should start doing things that are higher on the scale in the manual on this teaching practice.
Step 4: **Next Steps** **(5 min)**	The last step of the session is to ask the mentee teacher to note down the key next that they can practice in their teaching practice before the next observation. Mutually agree on the next steps the mentee teacher will take to improve on the given practice. ***Example:*** • The teacher remembers the names of the students and call the students by their first name. • The teacher will say thank you every time a student answers a question or comes to the board or stands up to ask a question. • The teacher will say please while giving instructions to students on the task or while asking them to stand up. • The teacher will speak to the students in a soft voice. • Confirm the next observation time. • Explain to the mentee teacher that you will use the Lesson Observation Tool again in the next session and will select a teaching practice based on that observation.

Conclusion and Q&A (10 minutes)

a. Summarize the main takeaways from the mock session.
- Allow time for mentors to ask questions and discuss any remaining concerns or ideas.
- Thank the participants for their engagement.

6. Training Module #2: Lesson Planning

Duration: 2 Hour

Materials Needed:

- Flipcharts and markers.
- Notepads for each participant

Session Outline:

Introduction (10 minutes)
Instructions:

- Open and set the agenda of the session.
- Next, introduce the objectives of the session as mentioned below:
  - To explore the importance of lesson planning and what needs to be included in a lesson plan
  - To reflect on the importance of SLOs and how they can be used in a lesson
  - To learn about use of COT descriptors and rubrics related to lesson planning.

Conceptual Background (20 minutes)
Instructions:

- *Ask the participants the following question:*
  - Why do you think lesson planning is important?
  - In your opinion, why is it useful for the teacher to clarify the objectives of the lesson to the students?

- *Request Participants to raise their hands and ask some of the participants their responses*

- *Take a chart paper and a marker and note down the key words from the responses of the participants*

- *Next read the responses to the questions below and ask the participants to follow:*

Why is Lesson planning important?
Lesson planning is crucial for teachers as it serves as a roadmap for delivering effective and structured instruction, ensuring that educational objectives are met. Well-crafted lesson plans help teachers organize their content, allocate time appropriately, and prepare necessary materials, which enhances the learning experience by providing clear direction and expectations.
Additionally, thorough planning allows for the anticipation of potential challenges and the incorporation of diverse teaching strategies to accommodate different learning styles. This preparation not only boosts teacher confidence but also fosters a more engaging and productive classroom environment, ultimately leading to better student outcomes.

Why is it useful to clarify the objectives of the lesson?
It is important for the students to know the objectives of the day's lesson. Telling students about the lesson objectives helps them mobilise their prior knowledge about the content. The teacher

should also ensure that all the activities of the lesson are aligned with the lesson's objectives and should reinforce and communicate this link to students for each activity.

Understanding the Trajectory for Improvement (20 minutes)

Instructions:

- Read the following rubric and discuss each level of the observation with the participants
- Request participants to share their interpretation of what each level means. Have a discussion and clarify the meaning at each level.

Low to High Score Rubric:

Teacher carries and follows a well-structured written lesson plan with clearly defined SLOs.

i. **Low:** The teacher does not carry a lesson plan with him/her in the classroom and does not follow the lesson plan.

ii. **Medium:** The teacher does not carry a lesson plan but by observing the lesson you can see that the lesson was well structured, and the teacher was prepared.

iii. **High:** The teacher carries a simple lesson plan with him/her in the class and follows the structure of the lesson plan during the lesson.

Teacher communicates clear SLOs at the beginning of/during the lesson

i. **Low:** The teacher does not communicate (state or write) the Student Learning Outcome(s)/topic, nor you can understand the objective/topic from the lesson activities.

ii. **Medium:** The teacher either communicates (states and/or writes) a broad Student Learning Outcome OR lesson objective/topic OR the objective/topic is not clearly stated and/or written but by looking at lesson activities you can tell the objective/topic of the lesson

iii. **High:** The teacher communicates (states and/or writes) a Student Learning Outcome OR objective/topic and keeps repeating lesson objectives during the entire class.

Instructions:

- Discuss the following two examples with the participants
- First present the example and then ask the question presented below each example
- Give participants time to share their responses and facilitate a discussion
- After discussing both the examples, give the explanation provided at the end

Interactive Discussion:

Example 1: The teacher enters the classroom and asks the students to open their books on page 11 and start reading. The teacher then tells them that in the next 15 minutes he will ask them questions about what they are reading. He also tells them that they will work in groups before they explain what they have read.

***Question**: Do you think the teacher has clarified to the students what they would be learning in this lesson?*

Example 2: The teacher enters the classroom and tells the students that today they are going to study nouns. The teacher then writes the topic on the blackboard and asks the students to open their books and start reading from a page that carries the definition of noun and its types. Once the students are done reading the teacher explains what they have read is about nouns

and types of nouns. He then directs them to write five **examples** of nouns and **of** each type of nouns.

***Question**: Do you think the students are very clear about what they are learning?*

Explanation

In the first example, the teacher starts teaching without explaining to the students the objectives of the lesson. The teacher also assigns tasks without explaining how they connected to the objectives of the lesson. The students in this example are unlikely to find the activities in this lesson meaningful. In the second example the teacher states the objective of the lesson and also writes it on the board. The teacher then assigns the task and connects it with the objective of the lesson. While the rest of her teaching practice may be critiqued separately, she has successfully clarified the objectives of the lesson, which makes it more likely for the students to make a meaningful connection between activities and the overall objectives of the lesson.

***Role-Playing Activity* (40 minutes)**

Instructions:

- Divide the participants in groups of 3.
- Give each group a flipchart and a marker
- Based on an earlier observation of the lesson observed during the practice sessions for the COT, look at COT form that was filled and ask participants to sit in pairs and provide feedback. One person will act as an observer, other will act as a teacher.
- Give the following instructions to the groups:
    - Read the following 4-steps in the table below as a group
    - Prepare a mock feedback session using the 4-steps mentioned below.
    - Assign one person in the group role of the teacher, other person the role of the mentor, and one person the role of taking notes
    - Ask the person playing the role of the mentor to deliver a mentoring session to the teacher in 30-mins using the steps mentioned below.
    - Ask the note-taker to check if the mentor is following the steps and note down any areas of improvement.

b. The participants should follow the mentoring and feedback techniques shared in module#1

Examples of Good Practice (15 minutes)

Instructions:

- Collectively read the following information with the participants
- After reading the techniques and the activity, read the key examples and discuss the questions below each example with the participants

Effective Techniques and Activities:

Incorporating lesson objectives effectively into the lesson ensures that students have clarity about what they are expected to learn. It also provides a clear framework for instruction. Here are some strategies for doing so:

i. *State Objectives Clearly*: Begin the lesson by explicitly stating the learning objectives in student-friendly language. This sets clear expectations and helps students understand the purpose of the lesson.

ii. *Refer to Objectives Throughout:* Refer to the objectives throughout the lesson to keep students focused on the intended learning outcomes. This helps reinforce the relevance of the activities and keeps students aware of their progress.

iii. *Connect Objectives to Activities:* Ensure that each activity in the lesson directly aligns with one or more of the stated objectives. This helps students see how the tasks they are completing contribute to achieving the overall learning goals.

iv. *Use Visual Reminders*: Display the lesson objectives prominently in the classroom or on the board where students can see them throughout the lesson. Visual reminders serve as constant reinforcement of what students are working toward.

v. *Reflect on Objectives at the End*: At the conclusion of the lesson, revisit the objectives and ask students to reflect on whether they feel they have achieved them. This encourages metacognition and reinforces the importance of setting and working toward goals.

By incorporating lesson objectives in these ways, teachers can ensure that their instruction is purposeful, coherent, and focused on meaningful learning outcomes for students.

Activity 1: Clearly stating the objectives of the lesson

Assume that in a Grade 3 Mathematics lesson, the teacher enters the classroom and does either of the following:

Example 1

Teacher: Take out your books and notebooks. And start copying what I am writing on the board.
Student: Okay sir.
Teacher: When you have written let me know.
Student: We are done sir.
Teacher: Okay, now you have 5 minutes to prepare and I will take a test.
Discuss the following question with your colleagues:
Based on the vignette above, comment on the level of clarity about the objectives of the lesson that students are likely to have. What should teacher do differently?

Notes for discussion with the participants:

It is likely that students will be unclear about what they learnt today for the following reasons:

i. The teacher did not explain the objectives of the lessons clearly.
ii. The teacher started giving instructions to the students while writing on the board, without providing them with the context and linking today's lesson with their previous learning.
iii. While the students were completing the tasks given to them in the classroom, it is they were unable to connect their learning to the objectives of the lesson and to their previous lessons.

Ensure that the participants completely understand the implications of starting a lesson without clarifying its objectives before considering the next example.

Example 2

Teacher: Asalaam o Alaikum class. Today, we're going to learn about double-digit multiplication. By the end of this lesson, you'll be able to multiply two double-digit numbers fluently. Please take out your notebooks and write down today's objective: "To understand and solve double-digit multiplication problems."
Student: Yes, sir.
Teacher: Fine! Let's start with a few examples. I'll write two problems on the blackboard. I will then explain each step. Make sure you watch carefully and take notes. Stop and ask me questions if you do not understand any step. (Teacher writes 34 x 12 and 56 x 23 on the board.)
Teacher: Now, let's solve the first problem together: 34 times 12. Remember this is the standard method for doing multiplication. First, we multiply 34 by 2, then 34 by 10, and finally, we add the two resulting numbers together.
(Teacher explains and solves the problem step-by-step on the board, explaining why of each step. He also stops and asks students if they have understood).
Teacher:
Does anyone have any questions about how we solved 34 times 12?
Students: Sir, can you explain why we add a zero when we multiply by 10?
Teacher: That's a good question! When we multiply by 10, we're actually shifting the digits one place to the left, which is why we add a zero at the end. Do you understand it now?
The lesson continues…Teacher refers to the objectives when concluding the lesson

Teacher: Perfect. It sounds like we've met our objective for today. You must do the homework now to become fluent in double digit multiplication. Good work, all!

Question: Based on the vignette above, comment on the level of clarity about the objectives of the lesson that students are likely to have. Do you think they are more likely to learn in this lesson?

Response (To be discussed with the participants)

In the second example the teacher first explains the topic, writes it on the board and then asks the students to also write the topic on their copies. The teacher then uses some examples to explain the topic and reminds students that these are both double digit multiplication questions. She then assigns tasks to the students to given them opportunity to practice double digit multiplication. Discuss whether this teacher has done everything that is needed to ensure that the students know/understand the objectives of the lesson and clearly connect activities to the objectives.

Conclusion and Q&A (15 minutes)

- Summarize the main takeaways from the session.
- Allow time for mentors to ask questions and discuss any remaining concerns or ideas.
- Thank the participants for their engagement.

7. Training module #3: Lesson Delivery

Duration: 2 Hour

Materials Needed:

- Flip charts and markers.
- Notepads for each participant

Session Outline

Introduction (10 minutes)

- Open the session and explain the agenda.
- Describe the objective of the session as follows:

c. To identify and understand key aspects of lesson delivery as mentioned below:
   - explains key concepts by using multiple representations
   - refers to students' previous learning
   - uses technology to enhance learning activities
   - instructions about the tasks/activities are clear
   - ensures student participation.

d. Brainstorm different strategies to improve different aspects of lesson delivery to ensure effective teaching.

Conceptual Background (20 minutes)

Instructions:

- *Ask the participants the following question:*
  - Why use different forms of representation to explain concepts?
  - What is the the importance of starting a lesson by connecting it with students' previous knowledge
  - How can a teacher use technology to enhance learning activities?
  - Why providing clear instructions to students is critical to learning?
  - Why is it important to engage all students in a classroom?

- *Request Participants to raise their hands and ask some of the participants their responses*

- *Take a chart paper and a marker and note down the key words from the responses of the participants*

- *Next read the responses to the questions below and ask the participants to follow:*

Why use different forms of representation to explain concepts?

Teachers should explain key concepts using multiple representations because it addresses the diverse learning styles and cognitive strengths of students, enhancing comprehension and retention. Different representations such as visual aids, verbal explanations, hands-on activities, and real-life examples create a variety of opportunities for learning. This approach ensures that every student has to opportunity to understand the materials and activities used in the lesson in.

Presenting the same concepts in multiple ways can reinforce learning. Also, seeing a concept visually, and hearing it, and then practicing it through a hands-on approach can go a long way in deepening understanding. For example, when studying double-digit multiplication, we can represent, say 23 X 25 by using Cuisenaire rods or by drawing rectangles with smaller rectangles with them showing the place value. The teachers can also use some real-life representations of double-digit numerals. The choice of representation depends on the availability of resources and their appropriateness.

The importance of starting a lesson by connecting it with students' previous knowledge

Teachers should start a lesson with a review of previous knowledge because it activates students' prior learning, providing a foundation upon which new concepts can be built. This practice helps to reinforce retention and recall of earlier material, ensuring that students are prepared to integrate and connect new information with what they already know. Reviewing prior knowledge also identifies gaps in understanding, allowing teachers to address misconceptions and tailor their instruction to meet students' needs more effectively. Moreover, it sets a context for the lesson, making the learning objectives clear and relevant, thereby enhancing students' engagement and readiness to learn.

How can a teacher use technology to enhance learning activities?

Teachers can leverage simple technology, such as interactive whiteboards, educational apps, and online resources, to enhance learning activities by making lessons more engaging and accessible. Interactive whiteboards allow for dynamic presentations and collaborative problem-solving, while educational apps offer personalized learning experiences and instant feedback. Online resources, like videos and interactive simulations, can bring abstract concepts to life and cater to diverse learning styles. By integrating these technologies, teachers can create a more interactive and stimulating classroom environment, fostering deeper understanding and participation among students.

Why providing clear instructions to students is critical to learning?

Clear instructions from teachers about tasks and activities are essential because they ensure that students understand what is expected of them, reducing confusion and minimizing errors. When instructions are precise and well-articulated, students can focus on the learning objectives rather than struggling to decipher what they need to do. This clarity promotes a more efficient use of classroom time, as students are less likely to ask repetitive questions or require additional clarification. Additionally, clear instructions help create a structured and orderly learning environment, where students feel confident and capable of completing their tasks successfully. Ultimately, this leads to improved student engagement, productivity, and overall academic achievement.

Why is it important to engage all students in a classroom?

Engaging all students in a primary classroom is crucial for fostering an inclusive learning environment where every child feels valued and motivated to participate. When all students are actively involved, they are more likely to develop a love for learning, improve their academic performance, and build essential social and communication skills. Engaged students are also better able to connect new knowledge to their own experiences, promoting deeper understanding and retention of material. Moreover, an inclusive approach helps to address diverse learning needs and backgrounds, ensuring that no student is left behind and that each child has the opportunity to succeed and thrive academically and personally.

Understanding the Trajectory for Improvement (20 minutes)

Instructions:

- Read the following rubric and discuss each level of the observation with the participants
- Request participants to share their interpretation of what each level means. Have a discussion and clarify the meaning at each level.

Low to High Score Rubric

The Teacher explains key concepts by using multiple representations

i. **Low:** The teacher explains content using **only one form** of representation OR content is simply not explained.
ii. **Medium:** The teacher explains content using **two forms** of representation.
iii. **High:** The teacher explains content using **three or more forms of representation,** or types of activities

The Teacher ensures student participation

i. **Low:** The teacher does not ensure student participation.
ii. **Medium:** The teacher motivates students to participate in the class by making general statements.
iii. **High:** The teacher ensures that all the students participate in the lesson by individually identifying any students who are not participating and encouraging them to participate as well.

The Teacher refers to students' previous learning

i. **Low:** The teacher does not connect what is being taught in previous lessons of the same subject or lessons of any other subject.
ii. **Medium:** The teacher makes unclear connections to students learning from previous lessons of the same subject or lessons of any other subject.
iii. **High:** The teacher meaningfully connects to students learning from previous lessons of the same subject or lessons of any other subject.

The Teacher's instructions about the tasks/activities are clear

i. **Low:** Teachers' instructions are not clear
ii. **Medium:** The teacher gives somewhat clear instructions
iii. **High:** The teacher gives very clear and precise instructions to the students

Teacher uses technology to enhance learning activities

i. **Low:** The teacher does not use technology to present & explain the content.
ii. **Medium:** The teacher uses simple technology to present & explain content.
iii. **High:** The teacher uses technological tools to explain content and explicitly connects them to the learning objectives.

Role-Playing Activity (30 minutes)

Instructions:

- Divide the participants in groups of 3.
- Give each group a flipchart and a marker
- Based on an earlier observation of the lesson observed during the practice sessions for the COT, look at COT form that was filled and ask participants to sit in pairs and provide feedback. One person will act as an observer, other will act as a teacher.
- Give the following instructions to the groups:
    - Read the following 4-steps in the table below as a group
    - Prepare a mock feedback session using the 4-steps mentioned below.
    - Assign one person in the group role of the teacher, other person the role of the mentor, and one person the role of taking notes
    - Ask the person playing the role of the mentor to deliver a mentoring session to the teacher in 30-mins using the steps mentioned below.
    - Ask the note-taker to check if the mentor is following the steps and note down any areas of improvement.

e. The participants should follow the mentoring and feedback techniques shared in module#1

Examples of Good Practice (25 minutes)

Instructions:

- Collectively read the following information with the participants
- After reading the techniques and the activity, read the key examples and discuss the questions below each example with the participants

Effective Techniques and Activities

Following are the different forms of representation the teacher can use during the lesson.

- Spoken language e.g., The teacher verbally explains content to students. This includes when students listen to the teacher read a text, or when the teacher plays spoken language heard via radio, video or other technologies for the students.
- Music e.g., The teacher uses singing, chanting, and/or other musical forms when explaining content to students. Students may or may not sing/chant along. This includes when the students listen to music and/or sounds heard via radio, video or other technologies.
- Text e.g., The teacher uses letters, words, numbers and/or symbols on the board when explaining content to students. This includes when the teacher has students look at printed text on the board, posters, worksheets, textbooks and/or on a projected screen.
- Visual Aides e.g., The teacher uses pictures, posters, images within books and/or other graphics when explaining content. This includes other visual forms such as drawing on the board, sign language, and images found in video (or other technologies).
- Concrete Objects e.g., The teacher directly refers to and/or manipulates physical items such as objects and/or other materials when explaining content to students.
- Movement e.g., The teacher uses dance, exercise and/or other bodily movements when explaining content to students.

Interactive Discussion

Example 1:

In a primary school classroom, Sir Zubair begins his mathematics lesson on fractions by writing a series of equations on the board and explaining the steps to solve them solely through verbal instruction. He does not use any visual aids, such as fraction circles or number lines, and there are no hands-on activities or real-world examples to illustrate the concept. Moreover, he jumps straight into the new material without reviewing the students' prior knowledge of basic division or the concept of whole numbers, assuming they remember and understand these foundational topics.

Question: Is it an effective form of teaching?

Response (to be discussed with participants)

Students will be confused and disengaged and will struggle to grasp the abstract idea of fractions without any contextual or varied representation to help their understanding. Students will also start to lose focus, while others hesitate to ask questions, feeling lost and disconnected from the lesson.

Example 2:

In preparing students for a math exercise, clear instructions are paramount to their success. Begin by explaining the purpose of the exercise and its relevance to the lesson objectives. Next, clearly outline the steps they need to follow, emphasizing any specific methods or strategies

they should employ. Provide a timeline, indicating how much time they have to complete each step to manage their workload effectively. Encourage students to ask questions if they encounter difficulties and remind them to check their work for accuracy and completeness before submitting.

Explanation

By providing a clear structure, timeline, and guidance on the checking process, students are empowered to approach the exercise confidently, manage their time efficiently, and produce high-quality work.

Example 3:

To explain addition using three forms of representation, Ms. Ayesha starts with a concrete representation by using physical objects like blocks. She groups the objects to physically demonstrate the process of adding two sets together. Next, she moves to a pictorial representation, drawing pictures of the objects on the board or using an interactive whiteboard to illustrate how the sets combine. Finally, she introduces the abstract symbolic form, writing the numerical addition problem (e.g., 7 + 5 = 12) and explaining how the numbers correspond to the groups of objects previously shown.

Explanation

By moving from concrete to pictorial to abstract representations, the teacher helps students build a strong conceptual understanding of addition, making the math process clearer and more relatable.

Conclusion and Q&A (15 minutes)

- *Recap of Key Points*

f. Summarize the main takeaways from the session.

- *Questions by participating mentors*

g. Allow time for mentors to ask questions and discuss any remaining concerns or ideas.

- *Closing Remarks*

h. Thank the participants for their engagement.

8. Training module #4: Checking Understanding of Students

Duration: 2 Hour

Materials Needed:

- Flipcharts and markers.
- Notepads for each participant

Session Outline:

Introduction (10 minutes)

- Set the agenda of the session. Request the participants to introduce themselves.
- Next, define the objective of the session as mentioned below:

i. To explore ways in which teachers can check for understanding and give feedback during the lesson including:
    - Assessing the learning of students by asking What (Knowledge recall) questions or by giving tasks
    - Moving around the classroom to monitor progress and ensure students are engaged
    - Providing specific feedback
    - Adjusting teaching to student levels.

Conceptual Background (20 minutes)

- *Ask the participants the following question:*
    - Why is it useful to check for understanding?
    - Why should a teacher make student learning visible by checking for it and constantly provide feedback to students during the lesson?
    - Why is it useful to monitor students during individual or group work?

- *Request Participants to raise their hands and ask some of the participants their responses*

- *Take a chart paper and a marker and note down the key words from the responses of the participants*

- *Next read the responses to the questions below and ask the participants to follow:*

Why is it useful to check for understanding?

As teachers, we need to check if students are understanding what we expect them to learn. We need to check learning throughout the lesson because if we wait until the end of the lesson or until students are tested, it is too late to help students.

Consider this familiar situation. The teacher teaches a particular concept to the class. He/she continually asks “Do you understand?” and “Is it clear?”, “Is that so?”. Students chant back the

response ‘Yes Sir’ or ‘Yes Miss’. However, when the teacher looks at their work or gives a test, s/he find out that students were not following the lesson.

Why should a teacher make student learning visible by checking for it and constantly provide feedback to students during the lesson?

Teachers should constantly check for understanding and provide feedback to students during lessons to enhance their learning. Regular feedback helps students understand their strengths and areas for improvement, allowing them to adjust their efforts in real time. It also helps teachers to adjust their instruction and respond to the student needs as identified in this process. Thus, it fosters an interactive and dynamic learning environment, promoting student engagement and motivation.

Why is it useful to monitor students during individual or group work?

A teacher should monitor students while they work to ensure that they remain on task and to provide timely assistance when needed. Active supervision allows teachers to identify and address any misunderstandings or difficulties students may encounter, preventing small issues from becoming significant obstacles. It also helps maintain a focused and productive learning environment, as students are more likely to stay engaged and on-task when they know the teacher is present and attentive. Additionally, monitoring allows teachers to assess individual and group progress, adapt instruction to meet students' varying needs, and foster a supportive atmosphere where students feel comfortable seeking help. Overall, monitoring enhances the effectiveness of instruction and supports student success.

Understanding the Trajectory for Improvement (20 minutes)

Instructions:

- Read the following rubric and discuss each level of the observation with the participants
- Request participants to share their interpretation of what each level means. Have a discussion and clarify the meaning at each level.

Low to High Score Rubric:

The Teacher assesses the learning of students by asking What (Knowledge recall) questions or giving tasks

i. **Low:** The teacher does not assess the learning of the students.
ii. **Medium:** The teacher assesses the learning of some students (Less than half) in the class by either asking ‘What’ questions or giving them tasks
iii. **High:** The teacher assesses the learning of most students (more than half) in the class by either asking them ‘What’ questions or giving them tasks

The Teacher moves around the classroom to monitor progress and ensure students are engaged

i. **Low:** The teacher does not monitor students when they are working independently or in groups.
ii. **Medium:** The teacher monitors some students when they are working independently or in groups to check their understanding.
iii. **High:** The teacher monitors most students by circulating the classroom and approaching individual students or groups to check their understanding.

The teacher provides specific feedback

i. **Low:** The teacher either does not provide students with comments/prompts about their misunderstandings OR the comments provided are simple, evaluative statements.

ii. **Medium:** The teacher provides students with general or superficial comments/prompts about their misunderstandings.
iii. **High:** The teacher provides students with specific comments/prompts that contain substantive information that helps clarify students' misunderstandings.

The Teacher adjusts teaching to student levels

i. **Low:** The teacher does not adjust teaching for students
ii. **Medium:** The teacher slightly adjusts teaching, but this adjustment is brief and not very clear
iii. **High:** The teacher greatly adjusts teaching for students by giving students more opportunities to learn the concepts that they missed.
iv. Discuss specific behaviours and actions that indicate each level.

Role-Playing Activity (30 minutes)

j. **Instructions:**
k. Divide the participants in groups of 3.
l. Give each group a flipchart and a marker
m. Based on an earlier observation of the lesson observed during the practice sessions for the COT, look at COT form that was filled and ask participants to sit in pairs and provide feedback. One person will act as an observer, other will act as a teacher.
n. Give the following instructions to the groups:
o. Read the following 4-steps in the table below as a group
p. Prepare a mock feedback session using the 4-steps mentioned below.
q. Assign one person in the group role of the teacher, other person the role of the mentor, and one person the role of taking notes
r. Ask the person playing the role of the mentor to deliver a mentoring session to the teacher in 30-mins using the steps mentioned below.
s. Ask the note-taker to check if the mentor is following the steps and note down any areas of improvement.
t. The participants should follow the mentoring and feedback techniques shared in module#1

Examples of Good Practice (25 minutes)

Instructions:

- Collectively read the following information with the participants
- After reading the techniques and the activity, read the key examples and discuss the questions below each example with the participants
- After discussing the examples, provide the explanation to the participants as given below

What are some good and bad practices to check for understanding?

Bad practice

Asking 'Do you understand?', "is that so?" or any question that has a binary answer (such as the ones in the examples below) and not following-up with questions is a **bad strategy** for checking for understanding because students can get the right answer by guessing and are unlikely to tell you when they don't understand.

Teacher: Good morning, class! Today, we are going to learn about nouns. Can anyone tell me what a noun is?

Student: A noun is an action word.
Teacher: Great! Moving on, can someone give me an example of a noun?
Student: Run is a noun.
Teacher: Okay, now let's think of some nouns we can find in the classroom. Who can name something in the classroom that is a noun?
Student: The blackboard is a noun.
Teacher: Excellent. Now, let's write a sentence using that noun. Can someone make a sentence with the word 'blackboard'?
Student: The blackboard is black.
Teacher: Perfect, thank you for that sentence. Now, who can think of another noun we see outside?
Student: Car is a noun.
Teacher: Good, let's make a sentence with 'car'.
Student: The car run fast.
Teacher: Nice effort. Let's move on to another example. How about a noun that names a person?
Student: Teacher is a noun.
Teacher: Right, 'teacher' is a noun. Can you make a sentence using the word 'teacher'?
Student: The teacher teaches us.
Teacher: Well done! Now, let's write these examples down in our notebooks.

In this interaction, the teacher acknowledges the students' answers and continues with the lesson without explicitly correcting the incorrect responses.

Good Practice

Teacher: Good morning, everyone! Today, we're going to talk about nouns. Can anyone tell me what a noun is?
Student: A noun is a word that describes an action.
Teacher: That's a very good try, Sarah! You are thinking of verbs. Verbs are action words. Nouns, on the other hand, are words that name a person, place, thing, or idea. Can you think of a word that names a person, place, thing, or idea?
Student: Hmm... like "dog"?
Teacher: Yes, exactly! "Dog" is a noun because it's the name of an animal. Great job, Sarah! Remember, it's okay to make mistakes because that's how we learn. Now, who can give me another example of a noun?

Explanation

This is a good example of a noun because even if the student gives the right answer, the teacher explains that answer.

Techniques to ensure all student are checked for understanding:

Teachers can give quick tasks to students, short quizzes, or play games to check for understanding (for example, the teacher write a few questions on the board and pick a few students to come and solve the questions one by one OR the teacher can take a test and ask students to check the answers of the students next to them). The teacher can also randomly ask students to respond to questions instead of asking students to volunteer to answer by raising their hand or asking all the class to answer in unison (which makes it hard to know if a particular child is not understanding). Another way to check for understanding is to break the class into smaller groups and have student leaders who can ask questions within their group and then help teacher identify which students are not able to grasp the concept.

Activity 1: Checking for understanding during a lesson

Assume that in a Grade 3 Mathematics lesson, students are learning about proper and improper fractions. The teacher is checking that students understand the difference between them. Read and discuss these two examples of checking for understanding that the teacher makes.

Example 1

Teacher: Can anyone tell me what a proper fraction is?
Student: A proper fraction is one whose top is smaller than the bottom number.
Teacher: Very good. That's correct. Can anyone describe a proper fraction differently?
Student: A proper fraction is always less than one.
Teacher: Wonderful! Do other students agree with this statement.
Students discuss how a proper fraction is always less than one because it is parts of a whole. They also discuss that it can be equal to one if the top number and bottom number is equal.
Teacher: We have now understood that a proper fraction is always less than one because the top number, the numerator, is smaller than the bottom number, the denominator. Now, who can tell me what an improper fraction is?
Student: It's the opposite of proper teacher. It's when the numerator is larger than the denominator.
Teacher: And how will it affect the value of the fraction?
Student: Teacher if we divide a larger number by a smaller number, the result will be more than one. So the value of improper fraction will be more than one.
Teacher: Correct! Improper fractions have a numerator that is larger than the denominator, and their value is always more than one. Excellent answers, all.

Discuss the following question with participants:
Question: Do you think that the teacher has deployed effective checks for understanding?

Response (to be discussed with the participants)

This is a good example of checking for understanding because the teacher is using student responses as resources to further develop the lesson.

Example 2

Teacher: Look at these two fractions. (The teacher writes 9/7 and 7/9 on the board.) Can anyone tell me which one is the improper fraction?
Student: This one. (The student points to 9/7)
Teacher: Correct! And why do you think 9/7 is the improper fraction?
Student: Because the number on the top is bigger than the number on the bottom.
Teacher: Excellent observation. Is there anything else that makes 9/7 an improper fraction?
Student: Yes, 9/7 is greater than one.
Teacher: That's exactly right. An improper fraction is one where the numerator, the top number, is larger than the denominator, the bottom number, which makes the fraction greater than one. Can you give me another example of an improper fraction?
Student: Sir 11/5?
Teacher: Great! 11/5 is an improper fraction because the numerator is larger than the denominator, and it's also greater than one. Great job, everyone. Keep these points in mind.

Question: Do you think that the teacher has deployed effective checks for understanding?

Conclusion and Q&A (15 minutes)

- Summarize the main takeaways from the session.
- Allow time for mentors to ask questions and discuss any remaining concerns or ideas.
- Thank the participants for their engagement.

9. Training module #5: Developing Higher-Order Thinking Skills

Duration: 1 Hour

Materials Needed:

- Flip charts and markers.
- Notepads for each participant
- Handouts of the rubric and examples of higher-order thinking questions.

Session Outline:

Introduction (10 minutes)

- Open the session and define the objectives of the session as mentioned below:

u. Understand the importance of higher-order thinking skills.
v. Learn the trajectory for improving the instructional practice that contributes to development of higher-order thinking skills.
w. Brainstorm strategies for providing positive and constructive feedback to teachers on development of higher-order thinking skills.
x. Consider/Explore examples of effective practices to develop higher-order thinking skills in students.

Conceptual Background (10 minutes)

Instructions:

- *Ask the participants the following question:*
  - Why is it important to develop Higher order thinking skills in students?
  - How can higher order skills be described?

- *Request Participants to raise their hands and ask some of the participants their responses*

- *Take a chart paper and a marker and note down the key words from the responses of the participants*

- *Next read the responses to the questions below and ask the participants to follow*

Why is it important to develop Higher order thinking skills in students?

Educational experiences should provide students with opportunities to think and solve problems. A teacher should ensure that the students in the classroom are able to not just memorize the contents of the textbooks but also develop thinking skills to examine and solve problems. To prompt learners to think and reason. A teacher should ask Why/How/If (or questions asking for justification/reasoning) questions OR facilitate discussion among students to help them exercise their higher order thinking skills.

Higher-order thinking skills involve ability to analyse and evaluate the features of a problem and create solution approaches beyond basic recall and comprehension. Doing this involves critical

thinking, problem-solving, and the capacity to apply knowledge to problems. The higher order thinking skills can enable students to cultivate a deeper understanding of concepts.

How can higher order skills be described?

Most of the questions or tasks teachers give to students require them to think. But is the teacher giving students questions or tasks that encourage students to use and develop a variety of thinking or problem-solving skills? Many of the classroom tasks teachers give to students encourage them to memorise facts or tell something in exactly the same way it was given in the textbook or told to them by the teachers. There are also tasks that require them to learn how to apply a rule. Being able to memorize information and apply rules correctly are very important skills. For example, automaticity and fluency in computations skills require that students memorise the multiplication facts. a

However, in order to solve complex problems, students must be able to develop higher order thinking skills. Higher order thinking skills required the students to do something with the facts — understand them, infer from them, connect them to other facts and concepts, categorize them, manipulate them, put them together in new ways, and apply them to find solutions to new problems.

Understanding the Trajectory for Improvement (20 minutes)

Instructions:

- Read the following rubric and discuss each level of the observation with the participants
- Request participants to share their interpretation of what each level means. Have a discussion and clarify the meaning at each level.

Low to High Score Rubric

Present the rubric for Practice

i. **Low:** The teacher does not ask or give any task with Why/How/If questions.
ii. **Medium:** The teacher asks one Why/How/If question.
iii. **High:** The teacher asks two or more Why/How/If questions or gives tasks that require justification or reasoning.

Instructions:

- Discuss the following two examples with the participants
- First present the example and then ask the question presented below each example
- Give participants time to share their responses and facilitate a discussion
- After discussing both the examples, give the explanation provided at the end

Activity 1

Discuss the following examples with the colleagues.

Example 1

The teacher writes an addition problem on the board and shows students how to solve it. The teacher then gives students a set of math questions on the board. They all are double digit addition.

Discuss the following question with your colleagues:

Question: Do you think that these questions require critical thinking? What score would you assign to the teacher based on the rubric?

Response (to be discussed with the participants)
The simple double-digit addition questions do not require critical thinking as all the questions have the single right answer. Critical or higher-order thinking requires solving a problem that has more than one right answer. The score assigned should be 'Low'

Example 2:
The teacher writes a word problem on the board and shows students how to solve it. The teacher then gives students a set of word problems to solve, the word problems require applying concepts of math to solve a real-world problem. The teacher calls on students to explain how they solved the different problems. Then she asks students to make up their own word problem and to ask a friend to solve it.

Discuss the following question with your colleagues:

Question: Do you think that these questions require critical thinking?

Response (to be discussed with the participants)
The question does require critical thinking as the students have to apply concepts learned in the classroom to real-life problems. In the second task, students must also explain how they solved the problem and then apply what they know about word problems to make up their own. This second task is most likely to encourage high-order thinking.

Role-Playing Activity (30 minutes):

Instructions:

- Divide the participants in groups of 3.
- Give each group a flipchart and a marker
- Based on an earlier observation of the lesson observed during the practice sessions for the COT, look at COT form that was filled and ask participants to sit in pairs and provide feedback. One person will act as an observer, other will act as a teacher.
- Give the following instructions to the groups:
    - Read the following 4-steps in the table below as a group
    - Prepare a mock feedback session using the 4-steps mentioned below.
    - Assign one person in the group role of the teacher, other person the role of the mentor, and one person the role of taking notes
    - Ask the person playing the role of the mentor to deliver a mentoring session to the teacher in 30-mins using the steps mentioned below.
    - Ask the note-taker to check if the mentor is following the steps and note down any areas of improvement.

a. The participants should follow the mentoring and feedback techniques shared in module#1

Examples of Good Practice in teaching higher order thinking skills (15 minutes)

Instructions:

- Collectively read the following information with the participants
- After reading the techniques and the activity, give the participants the task as mentioned in the group activity given below

Effective Techniques and Activities

Asking Higher order thinking questions

Clarification questions to understand definitions and context e.g. What do you mean when you say...?
Probing questions to seek reasoning and evidence e.g. What factors led you to that conclusion?
Alternative perspective questions to highlight different viewpoints e.g. How would this issue look from X's standpoint?

Fostering Dialogue: Debates and Class Discussions

Constructive dialogue builds students' confidence in communicating ideas while enhancing perspective-taking and analytical skills.

Debates allow defend and critique positions using evidence and logic. Assign topics spanning academic subjects and real-world matters. Ensure students research extensively beforehand.

Discussions offer opportunities to collaboratively examine issues without a competitive dynamic. Have students reflect individually first before contributing thoughts. Assign roles like facilitator, note-taker, and summarizer to share responsibilities.

Set ground rules guiding respectful interactions. Ask probing questions for deeper examination. Finally, have students write about new insights gained. Thought-provoking dialogue coupled with personal reflection strengthens evaluation abilities, communication skills, and intellectual humility.

Explorations through Inquiry-Based Learning

Inquiry-based learning is a powerful approach centered around questioning, research, and discovery. Rather than passively absorbing information, students are activated to ask thoughtful questions that spark curiosity.

As teachers, you can structure inquiry-based activities with driving questions that compel students to:

- Analyze issues from multiple perspectives
- Gather and evaluate relevant information
- Articulate evidence-based explanations
- Identify meaningful solutions to real-world problems.

Group Activity:

y. Divide mentors into small groups.
z. Ask each group to write down 5 critical thinking tasks, 3 topics of discussion that will foster higher-order thinking, and 2 activities of inquiry-based learning that can help students develop higher-order thinking.
a. Ask groups share their suggestions with the larger group.

Conclusion and Q&A (10 minutes)

- ***Recap of Key Points:***

b. Summarize the main takeaways from the session.

- ***Questions by participating mentors:***

c. Allow time for mentors to ask questions and discuss any remaining concerns or ideas.

- ***Closing Remarks:***

d. Thank the participants for their engagement.

10. Training module #6: Classroom Management

Duration: 2 Hour

Materials Needed:

- Flip charts and markers.
- Notepads for each participant

Session Outline

Introduction (10 minutes)

- Open the session and define the objectives as below:

e. To learn about aspects of classroom management including:
f. Strategies for classroom management
    - Use of positive discipline methods and treats all students equitably.
    - Importance of being respectful and tolerance towards all students in interactions
    - Collaborating with one another through peer interaction
    - Managing multi-grade classes, ensuring appropriate attention and instruction for all grade levels
    - Maintaining a supportive, print-rich learning environment with appropriate resources.

g. Strategies for classroom management
h. Reviewing examples of good classroom management.

Conceptual Background (20 minutes)

Instructions:

- *Ask the participants the following question:*
    - Why is it useful to use positive language in the classroom and treat students with respect?
    - What are positive discipline methods?
    - How can students collaborate with each other through peer interaction?
    - Why is it important to have printed material on walls of a classroom?

- *Request Participants to raise their hands and ask some of the participants their responses*

- *Take a chart paper and a marker and note down the key words from the responses of the participants*

- *Next read the responses to the questions below and ask the participants to follow:*

Why is it useful to use positive language in the classroom and treat students with respect?

It is important to create a classroom environment where students can feel emotionally safe and supported. All students feel welcome if the teacher treats them all respectfully. Consider the following:

Example 1: The teacher teaches a concept to the class and gives them classwork. The teacher notices that one student is unable to do the work assigned to him. The teacher goes to the student and starts telling him: 'you are always like thist', 'you never do your work' or 'you cannot do good work'.

Question: How do you think the student will feel? How do you think he will behave?

Example 2: In a similar situation, t**he** teacher goes to the student and tells him 'Don't worry, you need to just try harder, I know you can do this. Keep at it!'

Question: How do you think the student will feel? How do you think he will behave?

Explanation

In the first exchange, the words that the teacher uses are not supportive and encouraging for the student. The student is unlikely to feel good after hearing the words and motivation to work hard will suffer further. A teacher should try to be supportive to the students so students can work harder. In the second example the teacher sees that the student is finding it difficult to work and offers support him by encouraging him and pushing him further.

What are positive discipline methods?

Positive discipline methods in primary schools focus on encouraging good behavior through understanding and mutual respect rather than punishment. These methods include setting clear expectations, recognizing and reinforcing positive behaviors, and using restorative practices to address conflicts. Teachers create a supportive classroom environment where students feel valued and understood, which fosters intrinsic motivation and responsibility. Techniques such as collaborative problem-solving, empathy development, and consistent routines help students learn self-discipline and build social-emotional skills, ultimately contributing to a more positive and productive learning atmosphere.

How can students collaborate with each other through peer interaction?

Students can collaborate with each other through peer interaction by engaging in group projects, peer tutoring, and collaborative learning activities that promote teamwork and communication. By working together on assignments, students can share diverse perspectives and skills, enhancing their understanding of the subject matter. Peer interaction encourages the development of critical thinking and problem-solving abilities as students discuss ideas and negotiate solutions. Additionally, collaborative activities such as group discussions, role-playing, and peer reviews foster social skills, empathy, and the ability to work effectively with others, creating a supportive and inclusive classroom environment where every student can contribute and learn from one another.

Why is it important to have printed material on walls of a classroom?

Having printed material on the walls of a classroom is important because it creates a visually stimulating and educational environment that reinforces learning. These materials, such as

posters, charts, and student work, serve as constant reminders of key concepts and information, helping to reinforce lessons and aid memory retention. They can also provide inspiration and motivation, showcasing exemplary work and celebrating achievements. Additionally, visually rich walls can cater to different learning styles, particularly for visual learners, and can make the classroom more engaging and welcoming. This enhances the overall learning experience, making the classroom a dynamic space that supports and encourages continuous learning and curiosity.

Understanding the Trajectory for Improvement (20 minutes)

Instructions:

- Read the following rubric and discuss each level of the observation with the participants
- Request participants to share their interpretation of what each level means. Have a discussion and clarify the meaning at each level.

Low to High Score Rubric:

The Teacher uses positive discipline methods and treats all students equitably.

i. **Low:** The teacher uses negative words with students while disciplining them.
ii. **Medium:** The teacher makes simple neutral statements when disciplining students
iii. **High:** When a problem arises, the teacher disciplines students by using positive words and explains to students why they should not misbehave

The Teacher demonstrates respect and tolerance towards all students in interactions

i. **Low:** The teacher does not treat all students respectfully.
ii. **Medium:** The teacher treats all students somewhat respectfully.
iii. **High:** The teacher treats all students respectfully.

The teacher maintains a supportive, print-rich learning environment with appropriate resources

i. **Low:** The teacher does not have supportive material to facilitate student learning.
ii. **Medium:** Supportive learning material is printed/developed by the teacher or students and visible in the classroom.
iii. **High:** Supportive learning material is printed/developed by the teacher and the teacher integrates the learning material during the lesson by referring to the information on the material during the lesson.

Students collaborate with one another through peer interaction

i. **Low:** Students do not collaborate OR when students interact with one another, they display negative behaviors.
ii. **Medium:** Students have some collaborations; there may also be minimal instances where students display negative behaviors
iii. **High:** Students collaborate by working together to produce a product, solve a problem, complete a worksheet, or present a new idea. There are no displays of negative behavior.
iv. Discuss specific behaviours and actions that indicate each level.

Role-Playing Activity (30 minutes):

Instructions:

- Divide the participants in groups of 3.
- Give each group a flipchart and a marker

- Based on an earlier observation of the lesson observed during the practice sessions for the COT, look at COT form that was filled and ask participants to sit in pairs and provide feedback. One person will act as an observer, other will act as a teacher.
- Give the following instructions to the groups:
    - Read the following 4-steps in the table below as a group
    - Prepare a mock feedback session using the 4-steps mentioned below.
    - Assign one person in the group role of the teacher, other person the role of the mentor, and one person the role of taking notes
    - Ask the person playing the role of the mentor to deliver a mentoring session to the teacher in 30-mins using the steps mentioned below.
    - Ask the note-taker to check if the mentor is following the steps and note down any areas of improvement.

a. The participants should follow the mentoring and feedback techniques shared in module#1

Examples of Good Practice (25 minutes)

Instructions:

- Start the session by giving the participants the following scenario and then ask the questions below each example that is provided.

Activity 1: Using positive language during a lesson

Assume that in a Grade 3 Mathematics lesson, students are learning about multiplication and division. The teacher gives a question of multiplication for students to solve.

Example 1

Teacher: Can anyone tell me, what is 3 multiplied by 9?
Student: 20.
Teacher: Wrong. You are never able to give the right answer.
Student: Sorry sir
Teacher: What sorry? You are a very bad student.

Discuss the following question with your colleagues:

Question: Do you think that the teacher used the right words with the student? Prompt them to think about alternative forms of professional conduct in such situations.

Response (to be discussed with the participants)

No, the teacher was not supportive of the student. The teacher didn't use positive words when the student was unable to give the right answer. Because of this, the student stopped trying, will not want to participate in class, and feels that he cannot have the right answer.

Example 2

Teacher: Can anyone tell me what 5 multiplied by 3 is?
Student A: 10.
Teacher: Hmm, let's think about that answer together. Does anyone else have a different answer?
Another Student: 15?

Teacher: Let's check it together to be sure. Remember the table of 5? Let's read it out loud: 5, 10, 15, 20... So, what do we get when we count to the third multiple of 5?
Students: 15!
Teacher to Student A: What do you think A? Would you like to change your answer now.
Student A: Yes teacher. My answer was for 5 * 2, but the question was 5*3. I will listen to the question more carefully in future.
Teacher: Wonderful. Yes, we we should all listen to the questions very carefully. Also, it's okay to make mistakes; that's how we learn. Keep up the excellent work, and always remember to listen carefully and think through the problem!

Question: Do you think that the teacher used the right words?

Response (To be discussed with the participants)
We think that example 2 is a very good way of supporting students in the classroom. The student is encouraged even when he/she gives a wrong answer. And with a little support the student is able to try and give the right answer.

Conclusion and Q&A (15 minutes)

- Summarize the main takeaways from the session.
- Allow time for mentors to ask questions and discuss any remaining concerns or ideas.
- Thank the participants for their engagement.

A. Annexure

A.1 Suggested 5-day training plan for COT and mentoring

Day-1			
Timings	**Activity**	**Tools Used**	**Description**
9:30-10:30	Introduction of participants, sharing of training agenda and Presentation on the COT Tool.	-Online	Introducing COT tool and setting the context
10:30-12:00	Review of first 5 Behavioural Markers (1.1, 1.2, 2.1, 2.2,2.3)	-Mentoring Manual -Multimedia	Defining and explaining each component and collective review of the scale on the manual.
12:00-12:15	*Tea Break*		
12:15-1:00	First 5 mins of the practice video 1 and discussion	-Mentoring Manual -Multimedia	Show the first 5 mins of the first video, ask the participants to take notes and then have a discussion
1:00-2:00	Review of 6-12 Behavioural Markers (2.4, 2.5, 2.6, 2.7, 2.8, 2.9, 2.10)	-Mentoring Manual	Defining and explaining each component and collective review of the scale on the manual.
2:00-3:00	*Lunch Break*		
3:00-4:00	First 10 minutes of Practice Video 1 + Discussion	-Multimedia -Observation Tool Sheet -Mentoring Manual	Viewing the video, taking the notes
4:00-5:00	Review of 13-17 Behavioural Markers (3.1, 3.2, 3.3, 3.4, 3.5)	-Mentoring Manual -Observation Tool Sheet -Notepads	Defining and explaining each component and collective review of the scale on the manual.

Day 2*			
Timings	**Activity**	**Tools Used**	**Description**
9:30-10:00	Recap Day 1		Ask participants to share their insights and Q/A
10:00-11:30	Practice Video 1	- Mentoring Manual -Multimedia	Viewing the video, taking the notes and doing scoring
11:30-11:45	*Tea Break*		
11:45-1:15	Discussion	-Mentoring Manual -Observation Tool sheet -Multimedia	Discussion on the scoring of all teaching practices
1:15-2:15	*Lunch Break*		
2:15-3:00	Practice Video 2 plus discussion	-Multimedia	Viewing the video, taking the notes and doing scoring
3:00-4:30	Discussion on Video 2	-Observation Tool sheet -Mentoring Manual	Discussion on the scoring of all teaching practices
4:30-5:00	Field Protocols, Q/A and Conclusion		

**If time is available, then 3rd practice video should also be reviewed*

Day-3			
Timings	**Activity**	**Tools Used**	**Description**
9:00-9:30	Recap of day two	-Multimedia	Respond to any questions the participants may have.
9:30-10:45	Introduction to mentoring	-Multimedia -Mentoring Manual	Description of the key steps of Coaching and explanation of why coaching is important

10:45-11:00	*Tea Break*		
11:00-1:00	Mentoring Module#1	-Multimedia -Mentoring Manual -Flipcharts and markers. - Notepads for each participant	A detailed description review of the module with all its components as given in the manual. The session is discussion based and participants should be requested to share their insights.
1:00-2:00	*Lunch Break*		
2:00-4:00	Mentoring Module#2	-Multimedia -Mentoring Manual -Flipcharts and markers. - Notepads for each participant	A detailed description review of the module with all its components as given in the manual. The session is discussion based and participants should be requested to share their insights
4:00-4:15	*Tea Break*		
4:15-5:00	Mock practice	-Multimedia -Mentoring Manual -Flipcharts and markers. - Notepads for each participant	The participants are broken in groups of 3 where they are given a scenario and they have to do Mock Mentoring. One person in the group will be the teacher, one person will be the Mentor, and the third person will observe the mentoring session.

Day-4			
Timings	**Activity**	**Tools Used**	**Description**
9:00-9:30	Recap of day three	-Multimedia	Respond to any questions the participants may have
9:30-11:30	Mentoring Module# 3	-Multimedia -Mentoring Manual -Flipcharts and markers. - Notepads for each participant	A detailed description review of the module with all its components as given in the manual. The session is discussion based and participants should be requested to share their insights
11:30-11:45	*Tea Break*		
11:45-1:45	Mentoring Modules 4	-Multimedia -Mentoring Manual -Flipcharts and markers. - Notepads for each participant	A detailed description review of the module with all its components as given in the manual. The session is discussion based and participants should be requested to share their insights
1:00-2:00	*Lunch Break*		
2:00-4:00	Mentoring Module 5	-Multimedia -Mentoring Manual -Flipcharts and markers. - Notepads for each participant	A detailed description review of the module with all its components as given in the manual. The session is discussion based and participants should be requested to share their insights
4:00-5:00	Closing and certificates ceremony		

Day 5: Field Visits
Participants visit schools in the field to test the tool with support from a team of Co-facilitators. Instructions: • Each participant should visit at least one classroom/teacher • Two participants can visit the same classroom at the same time and then discuss their observations and mentoring session • The participants will observe the entire lesson. If it is multigrade then they will request the teacher to teach one period and that will be observed • Post observation the participants will conduct a 30-minute long mentoring session with the teacher based on their observation.

Lunch Break

2:00-5:00	Debrief of the day	-Manual -Coding sheets -Projector + Speakers	Share the feedback from the field visits

B. Annexure

B.1 Suggested powerpoint presentation to be used for trainings (attached)

C. Annexure

C.1 Suggested guidance on observer certification and reliability exam if required

A training participant must pass the Reliability Exam before becoming a certified reliable observer. Observer certification provides quality control and increases the reliability of the observation tool across observers. However, it is important to note that if the Classroom Observation Tool (COT) is being used at a system level to support Coaching/Mentoring then the observers can do observations even if they have not taken the reliability exam. This is because the end goal is to do coaching based on the observation instead of using the data for research purposes.

Process of Conducting the Reliability Exam

Please note the following regarding the exam:

- The Reliability Exam consists of watching and scoring three, 15-minute videos of a lesson, and scoring them according to the COT rubric.
- Participants have 45 minutes to code each video and cannot stop, rewind, or rewatch the videos during the exam.
- The participants are not allowed to discuss or share their scores during the test.

To pass the exam, participants must score 70% on all three videos for each round. Consider the following scenarios:

	Video 1	**Video 2**	**Video 3**	**Result**
Participant 1	80%	80%	60%	Fail
Participant 2	70%	60%	60%	Fail
Participant 3	100%	80%	70%	Pass
Participant 4	70%	70%	70%	Pass

Participants who do not pass on the first attempt will be given feedback and allowed one additional opportunity to pass the exam.
The second exam will consist of three different videos. Participants who do not pass the second attempt will not be certified observers.

Sequence of Videos for the Test

The following sequence should be followed for the Reliability exam:

Reliability Exam 1	Certification Video 1
	Certification Video 2
	Certification Video 3
Calculate results for Exam 1. Only invite people to attempt Exam 2 if they are unable to pass all three videos of Exam 1.	
Reliability Exam 2	Certification Video 4
	Certification Video 5
	Certification Video 6

**If a participant fails exam 1 but is able to pass exam 2, then he/she is considered to be certified.*

05 DAY TRAINING MODULE ON
ACADEMIC SUPERVISION AND MENTORING